Course Manual

Social Entrepreneurship for Local Change
Online Course March – June 2018

assembled by Judith Jobse
with contributions from Ellen Fetzer and Carmen Păunescu
building on the collective knowledge of the SELC team

1 Table of Contents

1. General information

1.1   Introduction

It is urgent that students and practitioners from different disciplines across Europe learn from each other to develop entrepreneurial skills and social awareness for a sustainable, local impact. A social entrepreneur applies business tools for solving social and/or environmental problems. Success in social entrepreneurship is primarily measured by degree of social impact, not only monetary profit. Social entrepreneurs are essential for solving Europe's economic, social, and environmental challenges. According to the Strasbourg Declaration of 2014, "*Europe's economic and social model needs to reinvent itself. We need growth that is fairer, greener and anchored in local communities. A model that values social cohesion as a genuine source of collective wealth.*"

Social Entrepreneurship for Local Change is a programme offered by a 5-University Consortium in cooperation with relevant NGOs. The goal is to empower future social entrepreneurs through an interdisciplinary, problem-based learning environment that enhances the innovative competencies needed for addressing social, cultural and environmental challenges in Europe. The programme is funded by the ERASMUS+ Programme in the period 2015 - 2018.

In the broadest sense, the course aims to foster students' ability to combine social/environmental awareness, interdisciplinary cooperation and entrepreneurial skills in order to envision innovative business models that aim at system change. This qualification will contribute to more active citizenship and also implies synergy with sustainability objectives. This learning opportunity is open to all disciplines and encourages transdisciplinary approaches to local challenges.

The online course Social Entrepreneurship for Local Change includes thirteen webinars (live online sessions) available to the wider global community, as well as interdisciplinary and international group work with students from Estonia, Germany, Romania, The Netherlands, and other European countries. The online course is open to any learner interested in the subject. The programme in 2018 also offers students enrolled at one of the 5 universities from the project consortium the possibility to receive a grant to attend a 10-day workshop in the Estonia, hosted by the Estonian University of Life Sciences (EMU) and the Estonian Social Enterprise Network (SEV).

1.2   Competences

The online course Social Entrepreneurship for Local Change (SELC) is designed by an international and multidisciplinary team of educators associated to the project consortium. The learning approaches applied at the home institution of the educators involved differ by country, institute and in some cases by discipline. In this course a competency based learning model was chosen with a focus on context-based learning, a style of action and inquiry learning.

Throughout the course students will have a chance to become more entrepreneurial regardless of their entry level. The common definition for the entrepreneurship competence used in the course is the one described in The EntreComp Framework (Bacigalupo, M. et al. 2016; Textbox 1 and Figure 1). In the SELC course the social aspect of social entrepreneurship isthe key differences between entrepreneurship and social entrepreneurship. The social aspect is related to the competence "Ethical and sustainable thinking" in the EntreComp framework. A social entrepreneur should be very competent in ethical and sustainable thinking in comparison to a primarily profit-oriented entrepreneur. The SELC course applies a very broad

definition of social entrepreneurship and therefore other forms such as green, eco, nature, and sustainable entrepreneurship are covered under social entrepreneurship as well.

Besides the entrepreneurship competence students will have a chance to develop their research, writing & presenting competences. Since the target group of this online course includes students who need ECTS to partly fulfill their higher educational program requirements this course applies commonly accepted assessment criteria for the competences doing research, writing and presenting.

Textbox 1: The EntreComp Frame work explained

"The EntreComp Framework is made up of 3 competence areas: 'Ideas and opportunities', 'Resources' and 'Into action'. Each area includes 5 competences, which, together, are the building blocks of entrepreneurship as a competence. The framework develops the 15 competences along an 8-level progression model. Also, it provides a comprehensive list of 442 learning outcomes, which offers inspiration and insight for those designing interventions from different educational contexts and domains of application." (Bacigalupo, M. et al. 2016)
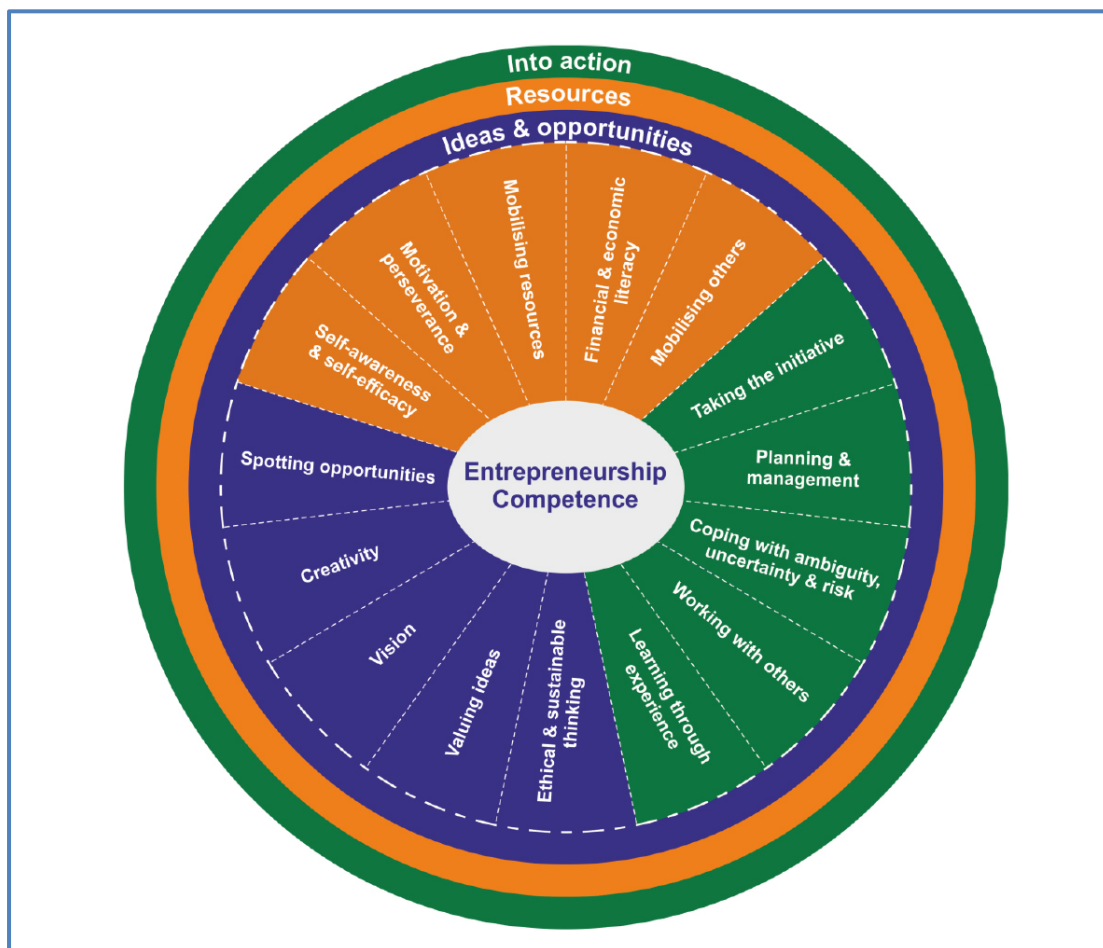

Figure 1: The Entrepreneurship competence framework is made up by 3 competence areas and 15 competences. Source: Bacigalupo, M. et al. 2016

According to relevant literature (Bacigalupo, M. et al. 2016 and S. Schwarz 2014) the SELC course learning objectives can be classified **as subject-specific, personal and methodical**.

Our competence-oriented educational model is guided by the following learning objectives:

1 Subject-specific competences:

- Students know what a local social/environmental challenge is and they are able to analyze causes and effects of those from multiple perspectives
- Students know what a social enterprise (SE) is and in how far it needs to be distinguished from traditional enterprise. They are aware of the role of SE in the context of contemporary societal, economic and environmental challenges.
- Students know about different SE business models and the various fields in which they exist. They understand how these models respond to societal, economic and/or environmental challenges.
- Students are able to develop a SE business model. They know about all relevant process steps and are able to apply them independently. This includes setting social and environmental missions and objectives, the development of business plans, financing schemes and marketing strategies.
- Students are able to assess and evaluate the impact of a social enterprise.
- Additional aspect of the Intensive Programmes: Students are able to envision SE models in a new and unknown cultural context

2 Social and personal competences:

- Students are able to identify change potential based on a critical reflection of structures, conditions and dependencies with respect to own societal and/or environmental context.
- Students develop active citizenship
- Ability to participate actively in an interdisciplinary design thinking process
- Ability for self-organized, process-oriented and interdisciplinary team work, including virtual team work.
- Improvement of communication and presentation skills, including English language skills
- Self-reflection through confrontation with the other (discipline, culture, local context) and increased awareness of own value schemes and interpretation patterns
- Students are aware of career perspectives and professional goals

3 Methodical competences

- Ability to acquire relevant knowledge and information independently
- Ability to evaluate, analyse and process this information
- Ability to design a working process independently and in a target- oriented way
- Ability to transfer entrepreneurial knowledge and methods to a new and unknown context (might not apply to everyone, but all should be aware of what entrepreneurship implies)
- Ability to apply project management and team building methods
- Ability to communicate results to different types of audiences (subject-specific and general public) using both analog and ICT-based means of communication.

➔ **Subject-specific competences will be enhanced by (online) lectures, literature study, case study work and self-study of learning materials**
➔ **Social/personal and methodical competences will primarily be enhanced by group work (i.e. identifying local challenge + developing own SE idea), collaborative research, design thinking, workshops, presentations and other inquiry-based / interactive learning methods.**

1.3   Process Steps for the Learning Model

The learning model of the online course includes four process steps to guide you through your own learning process. The final goal is to develop your own business model. This could be further advanced to become a start-up as a follow-up of this course (core start-up aspects are not covered in this course).

The process steps are: Identifying challenges and setting goals, Designing ideas, Designing the business model, Revision and impact evaluation.

Figure 2: The SELC Course Phases and Process Model

A: Identifying Challenges and Setting Goals

During this phase the student critically reflects their local context and identifies challenges (problems, shortcomings and change potential). They select one challenge and analyse the cause-effect relationships of this challenge from multiple perspectives. They actively include input from students from other disciplines to get a more profound understanding of the situation.

B: Designing Ideas

Students develop an initial idea of how the challenge could be addressed by entrepreneurial means. They design a possibly viable business model and analyse its feasibility in relation to the local context.

C: Designing the Business Model

Students draw up a business plan which includes financing and marketing models.

D: Revision and Impact Evaluation

Students draw up an evaluation scheme in order to assess the social/environmental impact of the business idea.

1.4 Some technical aspects

The class meets synchronously in the plenary or with the tutors on Tuesday and Thursdays between 16 00 – and 17 30 CET. These meetings are held in Adobe Connect. Links to the rooms will be communicated in good time before each session.

Please conduct a technical check before your first session via this link.

It is also very important that you use a **headset** for these sessions in order to ensure good audio quality both for listening and speaking.

Participants are also going to edit pages on the seminar wiki. This process will be accompanied by the tutors and introduced subsequently.

A third tool is the learning management system ILIAS which we use for publishing lecture recordings and to allow for individual submission of assignments. On ILIAS, this seminar can be found here.

2 Course assignments and assessment

2.1 Assessment overview

The online course includes 3 different assignments which together form the assessments for this course. The assignments will enable you to develop several competences while conducting the required learning activities (Table 1). The assessment criteria for each of the learning outcomes for the different assignments are given in the assessment forms (see appendix 1).

Table 1: Assessment matrix of the course Social Entrepreneurship for Local Change version 2018

Assignment number	Learning activity	Conducting practical research	Orally presenting	Writing	Spotting opportunities, creativity, vision, valuing ideas, Ethical & sustainable thinking, Self-awareness & self-efficacy motivation & perseverance, mobilizing resources, taking initiative, planning & management, coping with uncertainty, ambiguity & risk, learning through experience	Working with others	Financial & Economic literacy	Weight
1	Individual research about a topic chosen by the student	X			X			n.a
	Group analyses and dissemination	X	X		X	X		n.a.
2	Individual case study report on a social enterprise chosen by the student	X		X	X		X	50%
	Group analyses and dissemination	X	X		X	X		n.a.
3	Creation of a business model in a group and writing a business plan about it	X		X	X	X	X	50%
	Group presentation	X	X		X	X	X	n.a.

n.a.= Obligatory assignments which are graded pass/no pass and therefore the weight of these assessments are not applicable

2.2 Assignment 1: Find your local challenge

2.2.1 Time frame
- Identify your challenge   Before the first session on 20.03.2018
- Watch video lecture   Before the first session on 20.03.2018
- Group reflection time: Weeks 1-2 (22.03. - 28.03.2018)
- Present your findings: Week 2, 29.03.2018, 16 00 – 17 30 CET

2.2.2 Activities and Leaning outcomes

This assignment includes the following activities:
- create a synopsis of a local social, economic and/or environmental problem/challenge and upload this in JPG format to the seminar wiki;
- discuss and analyze together with group members the important cause-effect relationships, the stakeholders and power structures involved, the wider consequences of all of local challenges presented by your group members;
- identify a common interest field for your business model together with your group members
- create a presentation together with your group members summarizing the analyses conducted using a template and upload the presentation slides to the seminar wiki;
- present orally together with group members the analyses conducted as group during a live online seminar session.

2.2.3 Task description
Social, economic and environmental problems appear in our everyday environment. It is our local landscape where we as individuals are directly confronted with these problems – and also able to react. At the very beginning of the seminar you are invited to reflect on your local context and its specific challenges. Try to select a topic that really matters to you because you are going to work on it further during the seminar. The challenge identified will also be a criterion for defining the seminar working groups as we intend to (ideally) group students from different countries, different disciplines and similar interests.

Your first step will be to prepare a graphical representation of your challenge and to upload it on the seminar wiki. On this basis, the groups will be formed and your page will be moved to a team page.

The next step is that as a group you will discuss and analyze the background of the challenge identified using the following questions: What are important cause-effect relationships? Who are the actors? Who is disadvantaged? What are the wider consequences? You will further reflect on the differences and similarities observed in the different countries. You visualize your findings with concept maps or other visual tools and present to the plenary using a PowerPoint template.

2.2.4 Submission format and presentation
- **Individual work:**   graphical representation in JPG format, uploaded to the seminar wiki
- **Group work:**   live online oral group presentation using a PowerPoint template which has been uploaded to the wiki before the presentation

More information and links to the templates can be found on the assignments' wiki page.

2.2.5 Assessment criteria
See Assessment form assignment 1 (appendix 1).

2.3 Assignment 2: Social Entrepreneurship Field Research

2.3.1 Time frame

- Core activity during weeks 2-4 (20.03. – 09.04.2018)
- Team presentation on **10.04.2018**
- Submission of individual case study template and individual case study report by **01.06.2018.**

2.3.2 Activities and Leaning outcomes

This assignment includes the following activities:
- conduct research on how others are addressing the social, economic and/or environmental problem/challenge that the student has identified and disseminate individual findings;
  - conduct desktop research on how others are addressing the social, economic and/or environmental problem/challenge that the student has identified;
  - report his/her research findings in an individually written case study report;
  - complete a case study template/scheme about the social enterprise;
- conduct together with your group members a cross cutting analyses of all the group members' case studies and disseminate the group findings;
  - discuss and answer together with your group members cross cutting questions about the different social enterprises which each of the group members has researched;
  - create together with your group members a presentation summarizing the cross cutting analyses conducted by the group;
  - present orally together with your group members the cross cutting analyses during a live online seminar session.

2.3.3 Task description

Once you have identified your local challenge you are invited to research what others are already doing to address this. What kind of business models exist and how do they work? Which individuals are behind those initiatives and what motivates them? What could you learn from them?

Individual assignment:

- Collect secondary data on a social enterprise in your local area and summarize the information available by filling out the case study template.
- Write a brief report (ca. 5 pages) in which you summarize the information of your local case. You may concentrate on specific aspects of the case study. Attach supplementary information (e.g. graphical material) if available.
- Submit the completed case study template and the brief written report by **01.06.2018**

Team assignment:

- You are further asked to reflect on similarities and differences between the SEs in your team and how far local conditions of the respective countries might be affecting them.
- Focus on one cross-cutting question in order to compare the SEs (see 5) for exemplary questions)
- Present your findings in your team on **10.04.2018**
- Use this presentation template.

Identifying Social Enterprises

There are several options to identify a social enterprise for your case study:

- Research regional/national media (newspaper, magazines etc.) for articles/reports on SEs.
- Research the internet for SEs in your region/country using keywords such as "social enterprise", "social business", "social impact", etc. + the name of the region/country.
- Research online directories and databases of SEs in your region, e.g.
- Ashoka network
- betterplace.org
- European Commission – European social enterprises
- Kiva
- Schwab Foundation
- Skoll Foundation
- Social Enterprising Europe
- Talk to people (family, friends, colleagues, etc.) whether they know SEs in your region.

Selecting Social Enterprises

Keep the following characteristics of social enterprises in mind for selecting appropriate ventures:

- **Explicit social aims** – There is a clear social purpose which drives the organisation or business. This explicit social aim is core to the activities, rather than incidental.
- **Commercial activity** – The venture will aim to derive a significant portion of its income from commercial activities such as the sale of goods and services to a market. The organisation may still however generate income from a variety of other sources such as grants etc.

In order to select which SE you are preparing a case study, you might consider the following aspects:

- Does the SE work on a **similar challenge** as your team? (this is not mandatory for the case study, but it might help to learn how other people have approached the specific challenge)
- Does the SE have a **homepage** with detailed information on the SE?
- Do you find sufficient information on the SE in other **secondary data sources** (e.g. online publications and directories, journal articles, media in general, company databases)
- Which SE do you personally find most **interesting**?

Please note:

You may contact the social entrepreneurs directly and ask for additional information to that you found in secondary sources. However, this is not mandatory due to the limited time frame.

Analyzing the Data

Use the case study template to summarize the information from secondary data sources. Concentrate on the main aspects. Please note that you may not find (sufficient) information on all aspects asked for in the case study template. Therefore chose your SE wisely. It is usually easier to find secondary data on larger SEs and SEs that are funded/supported by third-parties (e.g. Ashoka).

In your team, choose one of the following cross-cutting questions to compare your SE cases:

- Do the SEs have a clear social vision and mission and how do they communicate those?
- How can the SE's relationships with internal and external stakeholders be characterized?
- How and for whom do SEs measure their social impact?
- Which strategies do the SEs pursue to cope with current challenges?

Please note:

- Your team can also agree to use another cross-cutting question that you define within your team (provided that this question can be answered on the basis of the available information)
- Discuss similarities and differences of the local cases with respect to the selected cross-cutting question. Reflect on what differentiates the SEs and in how far local conditions of the respective countries might be affecting them.

2.3.4 Submission format and presentation

Individual work: Case study template to be completed on the wiki (or internally, depending on consent received)

Group work: Reflect on differences and similarities between the cases, prepare group presentation using Power Point template and present findings in plenary. One group member emails the Power Point to the tutor by April 10 and the Power Point slides should be uploaded on the wiki in jpeg format.

More information and links to the templates can be found on the assignments' wiki page.

2.3.5 Assessment criteria
See Assessment forms assignment 2 (appendix 1).

2.4 Assignment 3: Design your Business

2.4.1 Time frame

- **Group work**: 12.04. – 01.06.2018 9 am
- **Presentation**: 08.05.2018 during plenary session

N.B: Students participating in the intensive study programme in Estonia are doing this assignment as part of the workshop

2.4.2 Activities and Leaning outcomes

This assignment includes the following activities:
- design together with your group members a business model that addresses a social, economic and/or environmental problem/challenge;
  - use creative thinking techniques to create a business model as a group;
  - conduct research on all elements of a business plan for a social enterprise, which includes the business model, finance, marketing and impact evaluation, etc.;
- disseminate the newly created business model together with your group members in writing and orally;
  - complete a business model template;
  - write a business plan according to the given criteria;
  - create together with group members a presentation about your business plan;
  - present your social enterprise and its business plan orally with group members

2.4.3 Task description

- What if your team became a company? You have now a common understanding of the challenge; you know about various social business cases, you are aware of business models: Now you can design your own business!
- In your team you are going to think yourself through all the relevant steps required for starting a business such as: a business plan, a financing concept, a marketing scheme.
- But most importantly: share and communicate a vision of how things can be changed and why!
- Your findings will be presented to the plenary on 08.05.2018
- Your report will be submitted on 01.06.2018

2.4.4 Submission format and presentation

Content of the business plan

Part One - Group work (Pass/Fail):

1. Executive summary
2. Social enterprise mission and goal
3. Target market
4. Products and services, key activities (value propositions)
5. Channels
6. Management team and other key resource requirements
7. Financial summary

* Part Two – Individual work (Graded)

1. Operational and management plan (partially compulsory)
2. Partner and stakeholder network (compulsory)
3. Marketing plan (optional, for "very good-" up to "very good")
4. Financial plan (partially compulsory)
5. Social/ environmental impact (compulsory)

Masters students only:

1. Social enterprise: social and ethical values
2. Risk management

- The report should be developed based on the business plan template given in the online course.
- The final presentation will be done with a PowerPoint presentation. The presentation needs to be submitted before 08.05.2018 and presented on the following day.
- Prepare your presentation for **08.05.2018** with the provided **PPT template.**
- There will be an individual upload area for submitting the reports, you will not be asked to put this material on the public wiki.
- Report submission deadline is **Friday, 01.06.2018 at 23:59 CET**

More information and links to the templates can be found on the assignments' wiki page.

2.4.5 Assessment criteria

See assessment forms assignment 3 (appendix 1).

3 Course communication and rules

Communication:

Tutors are there to address any questions you have concerning your assignments. Please get in touch with them first, and they will respond within 32 hours. If the tutor is unable to address your question, you can contact the programme coordinator. In addition to this, we have scheduled various online sessions with your tutors during which you can discuss your work and group progress.

Security and Privacy:

The best innovation takes place in a diverse, collaborative environment. In our international, e-learning environment, we trust that you will respect a diversity of backgrounds and viewpoints. Cyber-bullying, hate speech and harassment will not be tolerated and could result in being banned from the course. If you experience any problems related to this, please communicate directly with the programme coordinator. Finally, please know that we will not share your personal data with a third party. We encourage you to collaborate and communicate with each other through email and social media, and everyone will receive the email addresses of their own teams, do not give away anyone else's data online.

Presentation scheduling conflict:

Learning to present in an online setting is a vital skill for the global economy, including social enterprise. The courses live presentations both develop this competency and provide evidence of your knowledge of the topic. Therefore, it is important that you note the presentation dates and be ready to participate. If sickness, technical difficulties, or an unavoidable conflict should prevent you presenting, please inform your tutor as soon as possible to develop an alternative.

Late assignments:

To be fair to your fellow students, it is important that you turn in assignments on time.

4 Course structure

4.1 Course structure

The online module consists of thirteen 90-minute live webinars of lectures, reading materials, collaborative group work and other diverse active and passive learning tools. The four process steps and the three assignments are distributed over 7 weeks with 2 sessions (live webinars) a week. At the end of the 7th week the intensive programme will start in Estonia for a selection of students of the online course (Figure 2). A more detailed flowchart describes the order and the deadlines of all the learning activities the course participants are expected to conduct (Figure 3).
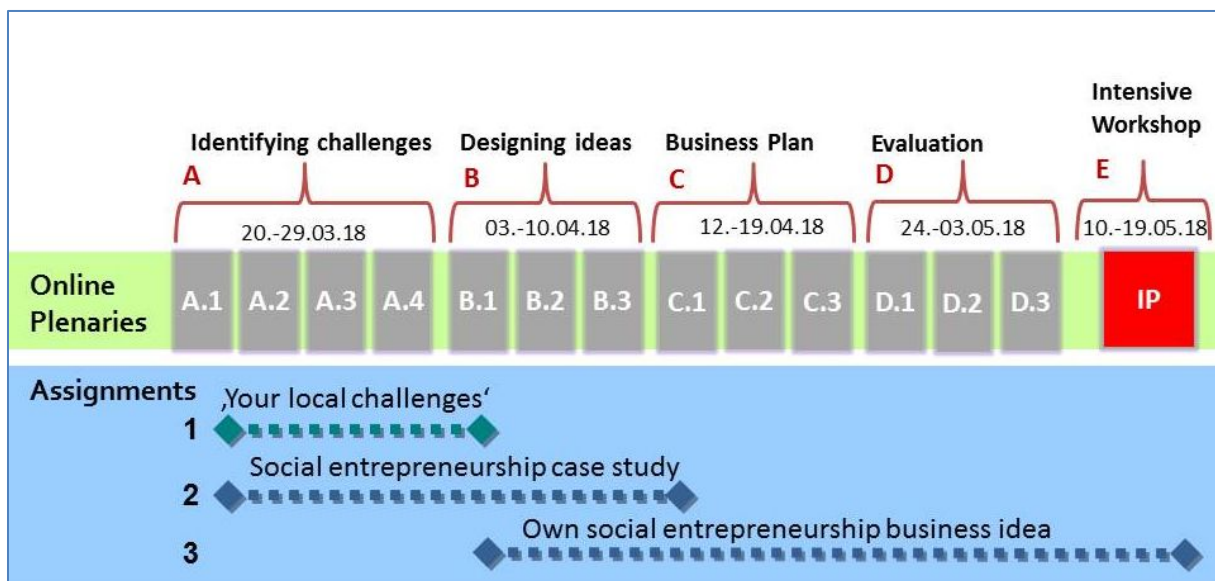
Figure 3: Course structure: the four process steps and the three assignments are distributed over 7 weeks with 2 live webinars a week.

Social Entrepreneurship for Local Change
Learning Activity Spring 2018 – Online Course

Co-funded by the
Erasmus+ Programme
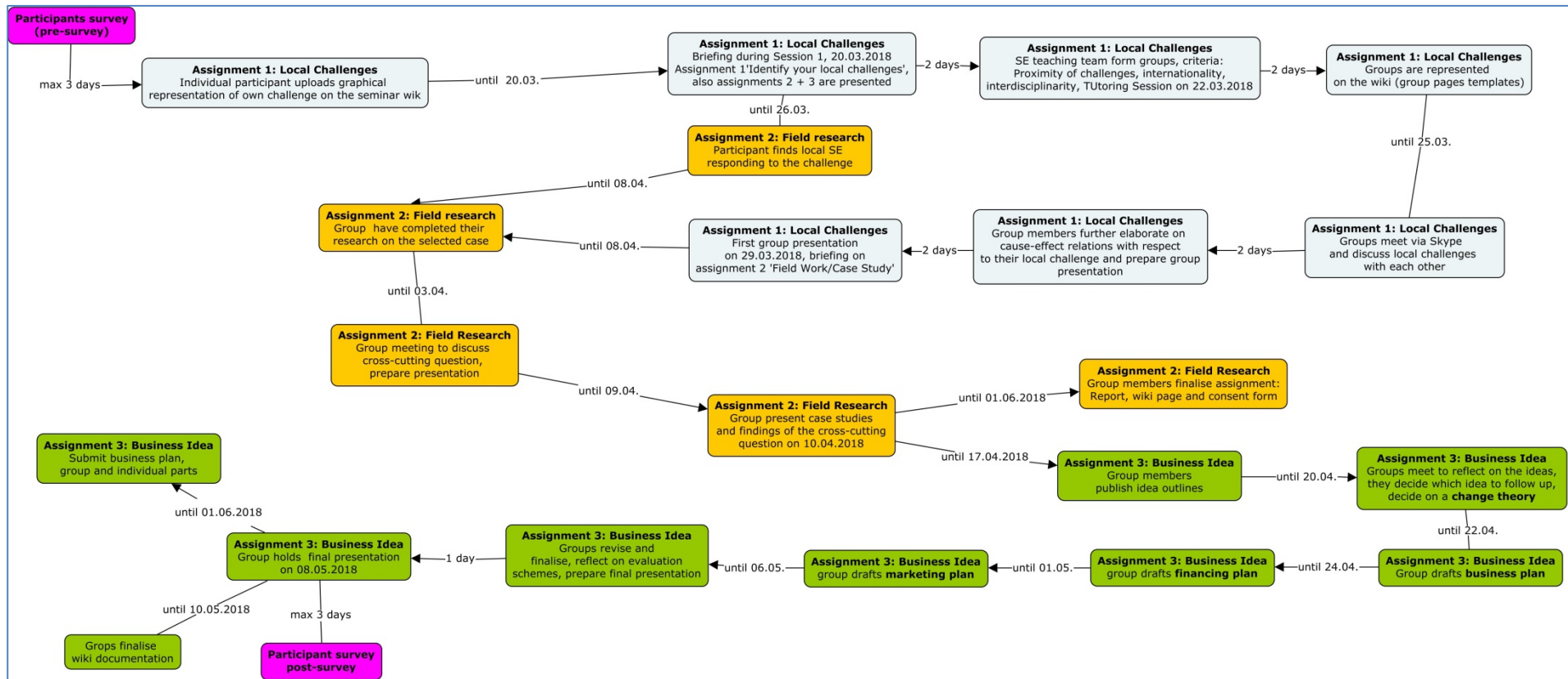of the European Union

Figure 4: Flowchart of assignments and activities which participants of the online course Social Entrepreneurship for Local Change are expected to conduct.

5 Annex 1: SELC evaluation Sheets

5.1 Assessment Form Assignment 1 – Your Local Challenge

Weighting assignment 1: required element of the 5 ECTS course, pass/not passed

Presentation date	
Group name	
Group members	
Name assessor	
This assessment includes feedback from:	
Assessment date	
(E-)Signature assessor	
Assessment options: pass or not passed, if not passed see instructions below and on next page.	

Checklist for preconditions to be eligible to pass assessment. All preconditions need to be completed to be eligible to receive a pass for this assignment. Remove yes or no in the last column according to what is applicable.	Completed?
1. The group submitted the group presentation slides with all elements of the template before the presentation?	Yes/No
2. All students in the group have uploaded their individual slides and the group has uploaded the 5 presentation slides on the seminar wiki?	Yes/No
3. All students were actively present during their groups live online presentation session	Yes/No
Instructions in case preconditions are not met	
In the case No was the answer for question 3. List the names of student who were absent ad add instructions to them:	

Social Entrepreneurship for Local Change
Learning Activity Spring 2018 – Online Course

Co-funded by the
Erasmus+ Programme
of the European Union

Assessment criteria assessment 1	
All assessment criteria need to be passed to receive a pass for this assignment. Remove yes or no in the last column according to what is applicable.	Passed?
The student group has discussed and analysed the important cause-effect relationships, the stakeholders and power structures involved, the wider consequences of all of local challenges presented by the group members in a clear manner;	Yes/No
The student group has reflected on "What is local/place specific?" and "What is European/global about the challenge.	Yes/No
The student group has identified a common interest field for which the group would like to create a business model for.	Yes/No
All slides and wiki uploads are readable and formatted professionally.	Yes/No
All students prepared well for the live online session to avoid technical issues using Adobe Connect.	Yes/No
Instructions in case the group has not passed all the criteria	
Additional comments (not required to be filled out by assessor)	
Comments on the presentation file and/or advice for the next presentation: (i.e. on depth of analysis (did they integrate multiple viewpoints and value schemes?) / logic and clarity of argumentation / visual quality of representation (readability, clarity, creative expression)	
Comments on live presentation and/or advice for the next presentation: (i.e. keeping time limits, clarity, expression, answering questions, collaboration process)	
Other comments:	

5.2 Assignment 2a – Case study research (group assignment)

Weighting assignment 2a: required assignment of a 5 ECTS course, pass/not passed

Presentation date	
Group name	
Group members	
Name assessor	
This assessment includes feedback from:	
Assessment date	
(E-)Signature assessor	
Assessment options: pass or not passed, if not passed see instructions below and on next page.	

Checklist for preconditions to be eligible to pass assessment. All preconditions need to be completed to be eligible to receive a pass for this assignment. Remove yes or no in the last column according to what is applicable.	Completed?
4. The group submitted the group presentation slides with all elements of the template before the presentation?	Yes/No
5. All students in the group have uploaded their individual slides?	Yes/No
6. The group has uploaded the 5 presentation slides on the seminar wiki?	Yes/No
7. All students were actively present during their groups live online presentation session and delivered input during preparation phase. Students who are absent during the session or who did not deliver input to the group during the preparation phase cannot pass without doing an additional task and they could also be given a no pass for this assignment.	Yes/No
Instructions in case preconditions are not met	
In the case No was the answer for question 2 and/or 4. List the names of student who did not upload their individual slides and/or were absent during the live online presentation. Add instructions to the students on the additional task (including deadline)	

Check list for completion and comments	
Presentation in the breakout room on April 11 *Assessor can choose to comment on the assessment criteria listed below and is obligated to fill in the last column. All criteria need a pass to pass the whole assignment.*	Passed?
Logic & consistency *Clear and consistent:* *Logical argumentation:* *Clarity of expression:*	Yes/No
Visual quality of representation *Readability:* *Clarity:* *Creative expression:*	Yes/No
Quality of cross-cutting analysis *In depth-analysis:* *demonstration of critical reflection:* *integration of various perspectives:* *engagement of the audience in the discussion:*	Yes/No
Further comments and observations	

5.3   Assignment 2 – Case study research (individual assignment)

Weighting: 1 ECTS, graded, completion required

Case study name	
Student name	
Group name	
Name tutor/assessor	
This assessment includes feedback from:	
Grade	
Assessment date	
E-Signature tutor/assessor	

Check list for completion and comments		
1 Case study template and attachments		
Submission of <u>case study template</u> in time?		yes/no (select)
Comments on the case study template and/or attachments:		
2 Written report		Grade
Clear and consistent description of the SE's situation and its key characteristics?	*40%*	
Logic of analysis (demonstrates an understanding of the relevance and connections between the key characteristics, derives sound conclusions and recommendations from the case study (key learnings))	*40%*	
Clarity of expression (easy to comprehend, good articulation)	*10%*	
Formal quality of report (orthography, readability, use of figures/tables)	*10%*	
4 Further comments and observations		
Grading scheme used: Very good, very good-	Good+, good, good -	Satisfactory+, satisfactory, satisfactory-	Sufficient+, sufficient	Not passed		

Social Entrepreneurship for Local Change
Learning Activity Spring 2018 – Online Course

Co-funded by the
Erasmus+ Programme
of the European Union

5.4 Assignment 3a – Business Plan Group Presentation (group assignment)

Group Presentation (Live online)	
Group name	
Group members	
Assessment of required assignment	**Pass/ Not passed**
Instructions to students if not passed	
Name assessor	
Assessment date	
(E-)Signature assessor	
Observations and comments (not obligatory for assessors to fill out if students passed).	
Submission of group PPT in time?	Yes/ No (select)
Originality of the idea Innovative character	
Communication (Presentation, Time Management, Visual Quality, Speech)	
Social Entrepreneurship Principles (Plausibility of social/environmental impact, awareness of financial sustainability)	

Logic and consistency of the business model	
Response to the questions	
Further observation	

5.5   Assignment 3a – Business Plan Group Presentation (group assignment)

Evaluation of the Business Plan (1) – Group Part	
Group name	
Group members	
Suggested grade	**Passed/ Not Passed**
Name tutor/assessor	
Assessment date	
Signature tutor/assessor	
The Business Plan (written documents) assessment criteria	
1. Logic and consistence *Is the feasibility likely?*	
2. Comprehensiveness *Have all chapters been addressed with similar quality?*	
4. Clarity of expression *(easy to comprehend, good articulation)*	
5. Formal quality of report *(orthography, readability, use of figures/tables)*	
6. Business model template	

Social Entrepreneurship for Local Change
Learning Activity Spring 2018 – Online Course

Co-funded by the
Erasmus+ Programme
of the European Union

Overall Comments	

Evaluation of the Business Plan (2) – Individual Part – compulsory assignment for maximum "Good+".

Name group member 1		
Individual part submitted	Yes/ No	
Logic and consistence *Is the feasibility likely*		30%
Comprehensiveness (key activities, key resources, partner and stakeholder network, financing needs, financial summary and P&L, social/environmental impact; master students only: social and ethical values, risk management) *Have all chapters been addressed with similar quality?*		60%
Overall Comment		
Grade:	**Maximum "Good+" (90%)**	

Grading scheme used:

Very good, very good- | Good+, good, good - | Satisfactory+, satisfactory, satisfactory- | Sufficient+, sufficient | Not passed

Name group member 2		
Individual part submitted	Yes/ No	
Logic and consistence *Is the feasibility likely*		30%

Comprehensiveness (key activities, key resources, partner and stakeholder network, financing needs, financial summary and P&L, social/environmental impact; master students only: social and ethical values, risk management) *Have all chapters been addressed with similar quality?*		60%
Overall Comment		
Grade:	**Maximum "Good+" (90%)**	
Grading scheme used: Very good, very good- | Good+, good, good - | Satisfactory+, satisfactory, satisfactory- | Sufficient+, sufficient | Not passed		
Name group member 3		
Individual part submitted	Yes/ No	
Logic and consistence *Is the feasibility likely*		30%
Comprehensiveness (key activities, key resources, partner and stakeholder network, financing needs, financial summary and P&L, social/environmental impact; master students only: social and ethical values, risk management) *Have all chapters been addressed with similar quality?*		60%

Overall Comment	
Grade:	**Maximum "Good+" (90%)**
Grading scheme used: Very good, very good- | Good+, good, good - | Satisfactory+, satisfactory, satisfactory- | Sufficient+, sufficient | Not passed	

Name group member 4		
Individual part submitted	Yes/ No	
Logic and consistence *Is the feasibility likely*		30%
Comprehensiveness (key activities, key resources, partner and stakeholder network, financing needs, financial summary and P&L, social/environmental impact; master students only: social and ethical values, risk management) *Have all chapters been addressed with similar quality?*		60%
Overall Comment		
Grade:	**Maximum "Good+" (90%)**	
Grading scheme used: Very good, very good- | Good+, good, good - | Satisfactory+, satisfactory, satisfactory- | Sufficient+, sufficient | Not passed		

Co-funded by the
Erasmus+ Programme
of the European Union

Evaluation of the Business Plan (2) – Individual Part – optional assignment for "Very good-" and "Very good".		
Name group member 1		
Compulsory parts submitted	Yes/ No	
Comprehensiveness (decision-making process, marketing plan, financial management)		10%
Overall Comment		
Grade:	**"Very good-" to "Very good" (**only if all compulsory parts are "good+")	
Grading scheme used: Very good, very good- | Good+, good, good - | Satisfactory+, satisfactory, satisfactory- | Sufficient+, sufficient | Not passed		

Note: If the grades fall below "good+" in compulsory parts and above "very good-" in optional parts, the overall grade should be the average of all parts (both compulsory and optional).

Grading scheme used:

Very good, very good- / 100%, 95%

Good+, good, good- / 90%, 85%, 80%

Satisfactory+, satisfactory, satisfactory- / 70%, 60%, 55%

Sufficient+, sufficient | Not passed / 52%, 50% | <50%