

**CURRICULUM PLAN  
SOCIAL & IMPACT ENTREPRENEURSHIP (SIE) FROM AN INTERNATIONAL  
PERSPECTIVE – 5 ECTS**

<b>Name course</b>	Social & Impact Entrepreneurship from an international perspective
<b>Responsible</b>	Higher Education Institutions Partners in the SW-VirCamp Consortium & beyond.  Each of the SW-VirCamp partner institutions sending applicants to the course has a local contact person responsible for the intake procedure and accreditation of the ECTS credits. For more information go to <a href="http://www.vircamp.net">www.vircamp.net</a>
<b>Language</b>	English
<b>Period</b>	October to January
<b>Credits and level</b>	5 ECTS European qualification structure: level 6
<b>Introduction</b>	<p>Social &amp; Impact entrepreneurship is an online course that allows students from social sciences and entrepreneurship in various countries to learn from each other and to share information, knowledge, skills and values about social innovation. The course brings together diverse professional and cultural backgrounds of students, who will cooperate and learn from each other and together.</p> <p>Social entrepreneurship is defined by doing business for a social purpose. Social entrepreneurs combine social and economic actions in a way that improves the lives of people connected to the cause. They don't measure their success in terms of profit alone. They measure their economic performance just on a slightly positive break-even. Whereas, success to social entrepreneurs is measured outside the social start-up whether they have improved the world and have had a positive impact on society based on the common good.</p> <p>Impact entrepreneurship focuses on developing new types of purpose-driven businesses and organizations, which measurably create sustainable impact in various ways. When social and impact entrepreneurship go together, they create potential to scale up for the sake of improving lives of as many people as possible. The 2030 Agenda for Sustainable Development, adopted by all United Nations Member States in 2015, is pointing out a broad perspective for social innovation and global human centered development.</p> <p>Social workers as well as academics of other future oriented fields of work are well prepared professionals who could respond to the emerging complex social and ecological problems in any country and contribute to solutions for all of the seventeen UN goals. Social work professionals can explore and engage in social and impact entrepreneurship (SIE). Social entrepreneurs balance organizational, economic and social goals and find solutions in</p>

	<p>an entrepreneurial and innovative way, that work on its own in the long run – without grants after the starting phase.</p> <p>VirCamp is an excellent platform to offer an academic program with an entrepreneurial approach and from the beginning with a global perspective. In this study program, we offer a practical orientated curriculum where students work in teams to create ideas for social innovations and develop them in the course of one semester until they are ready to be worked out finally in detail for implementation. The students gain a deeper understanding of the potential of SIE to deal with social problems and beyond. Lecturers support the students as mentors and coaches during the program. At the end of the seminar, students pitch their ideas at the final exam.</p>
<p><b>Learning Outcomes</b></p>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>• The students have basic knowledge about entrepreneurship, the relevance of innovation in the social economy and entrepreneurial ways of social innovation methods.</li> <li>• The students have knowledge about research on social impact and useful methods for assessing social impact.</li> <li>• The students can describe social innovation and enterprise models in different countries and continents.</li> <li>• The students know where to find sources of information on social innovation and social entrepreneurship in an international context of social policy and welfare systems.</li> <li>• The students have basic knowledge of the structure of a social enterprise business plan.</li> </ul> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>• The students are open for critical thinking, problem solving and develop intercultural competence.</li> <li>• The students are able to identify social problems (“wicked problems”) and recognize unjust social and other issues.</li> <li>• The students are able to identify opportunities to apply social and impact entrepreneurship (problems as chances).</li> <li>• The students are able to explore potential regional, national and international collaboration partners to build up networks.</li> <li>• The students are able to set up and present a social business model.</li> </ul> <p><u>General Competences</u></p> <ul style="list-style-type: none"> <li>• The students can cooperate respectfully with fellow students in an international and multidisciplinary context.</li> <li>• The students can consider the intercultural differences that may influence group processes while developing solutions for social challenges.</li> <li>• The students can reflect properly upon their own learning process during the course.</li> </ul>

	<ul style="list-style-type: none"> <li>The students can relate their reflections on learning to their professional development</li> </ul>
<b>Content</b>	<p>In this course, VirCamp supports students as potential innovative social and impact entrepreneurs by inviting them to an intensive one-semester workshop. Students in social science faculties often have a high intrinsic motivation and ask questions like: How can we change the world? How can we tackle the severe global problems on social exclusion we are confronted with? In this module VirCamp provides social entrepreneurs with competences for developing new business models to find entrepreneurial answers to these questions</p> <p>The participants will be introduced to new methods of innovation education that are based on two key components design thinking and functioning business models with impact on social cohesion and beyond. Design Thinking is a human-centered, iterative problem-solving approach that helps to deeply understand the needs of vulnerable or marginalized groups and to create innovative solutions with them. In this course, it is applied to identify pressing social issues and to develop socially impactful business ideas that address these needs effectively. The second component has the focus on a process that every social start-up has to deliver. 'What kind of social innovation does the world need?' The course uses tools like 'social business model canvas', theory of change / action, and the social impact navigator, along with EduSprint to achieve its objectives.</p> <p>Throughout the course, students will cooperate on cases that illustrate the phenomenon of social innovation and social and impact entrepreneurship. Students are assigned to work with challenges related to social cohesion and to compare the living conditions with other countries than their own to find starting points for social innovation. During the course, the students explore various activities in a virtual classroom together with students from different countries. They develop their own social business, and present their social / impact enterprise at the end of the course to fellow students. These activities aim to enhance the students' communication skills and give a unique experience of working with students from all over the world.</p>

<b>Admission Requirements</b>	<ul style="list-style-type: none"> <li>First year Bachelor and upward to PhD students in social work and other relevant disciplines</li> <li>English language skills B2</li> <li>Internet access</li> <li>Motivation statement of max. 150 words about willingness for self-reflection, personal development and respect for different worldviews and life plans</li> </ul>
<b>Learning and teaching approach</b>	<p>Throughout the study program, students will work on cases, both individually and together in project groups with a solution-oriented focus. By working on assignments, they will reflect on social challenges, compare them with the situation in different</p>

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	<p>countries and develop entrepreneurial solutions for one of the challenges.</p> <p>The course will start with an introduction to the e-learning platform and the virtual classroom and the participants will be acquainted with the international group of students and teachers they will be working with. The course is divided in time periods of one, two or more weeks. Each period, students will receive new learning material such as literature, lectures, triggers, discussions and assignments to work on, both individually and in the group. The assignments are related to the objectives of the course.</p> <p>Students who deliver their tasks on time during the program receive feedback and guidance from the teachers. Students have to enter the classroom at least three times a week and they are supposed to work for 10 hours/week. Online conferences among students and teachers are arranged during the study period. All elements in the course will be organized and administrated through a common learning management system.</p>
<b>Examination</b>	<p>The final assignment in this course exists of course requirements and a portfolio.</p> <p><u>Course requirements</u> Before students can deliver their portfolio, they need to deliver the required assignments as shown in the actual course itself.</p> <p><u>Portfolio assessment</u> There will be a check on all the required assignments before the students can deliver their portfolio.</p> <p>This portfolio consists of:</p> <ul style="list-style-type: none"> <li>• Two assignments that students worked on during the course and that are compulsory to get access to the final pitch presentation (short paper 30%; elevator pitch 20%)</li> <li>• A reflection on the learning process. ca. 1.000 words (10%)</li> </ul> <p>A group presentation (final pitch presentation) of the developed entrepreneurial solution</p> <p>The final pitch presentation counts 40% of the total mark.</p> <p>Final marks from A+ / F</p>

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	<p><u>Re-examination</u> Re-examination is only possible by attending the next course and work again in a new group. Students need to fulfill the course requirements and have to deliver an improved portfolio.</p>
<b>Literature</b>	<p>Current final and additional readings will be announced and provided electronically in the course.</p> <p>Abu-Saifan, S. (2012). Social entrepreneurship: definition and boundaries. <i>Technology Innovation Management Review</i>, 2(2), 22–27.</p> <p>Anheier, H. K., Krlev, G., &amp; Mildemberger, G. (2019). <i>Social Innovation. Comparative Perspectives</i>. Routledge</p> <p>Conn, C., &amp; McLean, R. (2019). <i>Bulletproof problem solving: The one skill that changes everything</i>. John Wiley &amp; Sons.</p> <p>Defourny, J., &amp; Nyssens, M. (2021). <i>Social Enterprise in Western Europe: Theory, Models and Practice</i>. Routledge. <a href="https://doi.org/10.4324/9780429055140">https://doi.org/10.4324/9780429055140</a></p> <p>EduScrum Guide : <a href="https://eduscrum.ru/wp-content/uploads/2020/01/The_eduScrum-guide-English_2.0_update_21-12-2019.pdf">https://eduscrum.ru/wp-content/uploads/2020/01/The_eduScrum-guide-English_2.0_update_21-12-2019.pdf</a></p> <p>European Social Enterprise Monitor (ESEM) 3. The State of Social Enterprise in Europe   2023-2024, Euclid Network</p> <p>Mair, J., Robinson, J., &amp; Hockerts, K. (2006). <i>Social entrepreneurship</i>. Palgrave Macmillan UK. <a href="https://doi.org/10.1057/9780230625655">https://doi.org/10.1057/9780230625655</a></p> <p>Osterwalder, A., Pigneur, Y. (2010) <i>Business Model Generation</i>, Wiley.</p> <p>Seelos, C., &amp; Mair, J. (2017). <i>Innovation and scaling for impact</i>. Stanford University Press.</p>

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