



## Developing a EU Social Enterprise Learning Pathway<sup>1</sup>



The document is produced under Erasmus+ - KA2 - Cooperation for Innovation and the Exchange of Good Practices Strategic Partnerships for vocational education and training

**UEL Social Enterprise Team** (Andre Mostert and Tim Pascoe – Leads)

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<sup>1</sup> This document is for discussion between partners at Kaunas at the end of June meeting.

## Developing an EU Social Enterprise Learning Pathway<sup>2</sup>.

### *Introduction*

SETTLE (Social Entrepreneurship Training via ICT Learning Environments) is an ERASMUS + KA2 Strategic Partnerships for vocational education and training project. That aims to build on various audits by partners and to propose a possible learning pathway. This document is a consultative document that aims to inform the transnational meeting to be convened in Lithuania at the end of June 2016. Through this document the project team hopes to develop a suitable and EU wide learning pathway to promote social enterprise.

### **Review of social entrepreneurship training requirements across the EU**

One of the first outputs of this project was an analysis of different initiatives developed at European and international levels to promote social entrepreneurship. The research has covered 22 of the 28 countries of the European Union and focussed on the status quo of social entrepreneurship across Europe. In this paper we concentrate on what that research tells us about social entrepreneurship training.

The collation of 22 European country profiles relating to the prevalence and health of social enterprise communities has provided a wealth of information considering the barriers and pitfalls that the Social Enterprise (SE) community endure and the support they have access to. This section aims to summarise this review and provide an initial structure of SE training and qualifications leading to more sustainable and vibrant SE communities across the EU.

It is worth observing that many of the country profiles state that the majority of Social Enterprises (SE's) in their countries are staffed with 1-10 "employees". This will include the social entrepreneur/founder and also voluntary staff alongside paid staff and "social apprentices" recruited through work integration programmes. Additionally the services that many Social Enterprises (SE's) deliver are often very labour intensive relying on goodwill from volunteers and community partners. Furthermore it has been stated that at times the recruitment and retention of specialist roles are particularly challenging considering the competitive labour market is also available to the private and public sectors. Therefore to support these SE's in becoming more sustainable, support in the area of Human Resources (HR) management considering contracts, attitudes and performance of both paid and non-paid roles.

The fact that SE faces high competition for suitably experienced and qualified staff, results in generally low levels of foundational commercial acumen. Beyond HR management this includes business planning, marketing and communications, financial controls, product or service design, testing and launch, sales and procurement realisation. This results in many credible and desirable SE ideas and community requirements not being fully realised. In areas of Europe where the SE

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<sup>2</sup> Note this is an information document for the design and development of the SETTLE project and is not an academic document, as some information is taken directly from the relevant websites.



landscape is more fragile or in its infancy, this is exacerbated by a perceived lack of transparency in management processes, financial accountability and strategic governance. This potentially results in underperforming enterprises that are more risk adverse than necessary leading in extreme cases to enterprise failure. A number of country profiles go on to comment that the strategic risk management of SE should be different to that of charities and other third sector organisations with purely altruistic intentions.

Strong risk aware governance along with detailed evaluation of the social impact of the service or product on the combined “triple bottom line” (economic, social and environmental) has the potential of transforming existing SE into flourishing SE with even greater opportunity to benefit society and communities.

Whilst awareness of SE varies across Europe, virtually all country profiles commented that social entrepreneurs succeed where they are engaged in networks and appropriate fora, highlighting the benefits of informal mentoring and cross-fertilisation of ideas. It was suggested that as the community matures within a very fragile economic and social environment, SEs should consider greater collaboration and cooperation within the SE community and also with the private sector, leading to more successful procurement opportunities and sustainable SE. Additionally it was noted that many successful SEs were born as a result of public sector “spin-off” or realisation of a very local requirement. Reflecting on these would highlight the need for innovation and support the adoption of proactive change management within the SE and across the community as a whole.

Throughout the country profiles there were observations that the availability of training “would be” and training for actual social entrepreneurs was not always as accessible as expected. It was suggested that much of the foundational training interventions developed are available on-line, supported with additional customised or advance short courses or workshops. However it was commented that successful launch of SE benefited most from relatively short face-to-face training courses where delegates had the opportunity of refining their ideas and business plans over the course of 1-2 months within a physically supportive context, whilst gathering the skills and understanding of the key elements of running a SE.

Finally a number of countries commented that to facilitate the improved skills and knowledge of social entrepreneurs, it would be considered beneficial to the community if social entrepreneurs were supported in becoming not only mentors but trainers of the foundational courses.

Therefore based on these reflections the following 3 qualification or learning interventions are proposed leading to the assimilation of skills and knowledge that is considered critical to SE.



## Using the European Qualifications Framework

In order to make any recommendations we have considered using the reference point of the European Qualifications Framework. The European Qualifications Framework (EQF) is a European-wide qualifications framework which joins the qualifications of different EU members together. It serves to bring together different national qualifications in a way which makes the relationship between qualifications in different EU countries easier to understand. The EQF aims to relate different countries' national qualifications systems to a common European reference framework. Individuals and employers will be able to use the EQF to better understand and compare the qualifications levels of different countries and different education and training systems. Since 2012, all new qualifications issued in Europe carry a reference to an appropriate EQF level. The EQF therefore aims to facilitate mobility of students and workers within the EU in order to encourage development mobile and flexible workforce throughout Europe and to help develop lifelong learning.

## What Does the EQF offer to the SETTLE Project?

The EQF enables learners, learning providers and employers to compare qualifications between different national systems. This is thought to help increase mobility in the labour market within and between the countries because it makes it easy to determine a person's level of qualification which in turn will improve the balance between demand and supply of knowledge and skills. As the SETTLE Projects seeks to make social enterprise qualifications transparent using the referencing with the EQF will enable all partners to see the parity of what is already available, where the gaps are for their own national markets, and where the potential for using an existing qualification from another jurisdiction might short circuit development. At present, an enterprise in France may hesitate to recruit a job applicant from Germany, because it does not understand the level of the qualifications presented by the German candidate. But once the EQF is fully implemented, a Swedish person's certificates will bear a reference to an EQF reference level. The French authorities will have already decided where their own national certificates in the field concerned lie, so the French enterprise would use the EQF reference to get a better idea of how the Swedish qualification compares to French qualifications.

## Which qualifications does the EQF cover?

The EQF is a lifelong learning framework and covers all types of qualifications ranging from those acquired at the end of compulsory education (Level 1) to the highest qualifications such as Doctorate (Levels 7/8). It also includes vocational qualifications. The EQF consists of 8 levels which indicate the difficulty level. The EQF is focused on the outcome of learning and the person's actual knowledge and skills rather than the amount of study needed to complete the qualification programme. For this project we are suggesting concentrating the focus on Level 3, 5 and 7 using the European referencing.

The EQF will not:

- replace the national qualifications or require any adjustments
- include or reference individual qualifications



- have any regulatory role or power
- have any qualification awarding functions or power
- describe levels of qualifications in terms of outcome of learning

The EQF was formally adopted by the European Parliament and the Council in April 2008. The UK has undertaken the cross reference of its frameworks – the Regulated Qualification Framework (RQF) and the Scottish Credit and Qualifications Framework (SCQF) and other but not all EU member countries have decided to do the same. The EQF is voluntary and the member countries are not obliged to cross reference their frameworks but the number of completed cross references is expected to increase in the near future.

### What do the EQF levels cover?

The following table identifies how the levels are defined by a set of descriptors indicating the learning outcomes relevant to qualifications set at that level in the system of qualifications

EQF Level	EQF – Knowledge	EQF - Skills	EQF - Competence	Potential SETTLE qualification
	In the context of EQF, knowledge is described as theoretical and/or factual	In the context of EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments).	In the context of EQF, competence is described in terms of responsibility and autonomy.	
<b>Level 3</b>	Knowledge of facts, principles, processes and general concepts, in a field of work or study	a range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information	Take responsibility for completion of tasks in work or study  Adapt own behaviour to circumstances in solving problems	<b>Certificate in Social Enterprise</b>



<p><b>Level 5</b></p>	<p>Comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge. 1, 2, 3 and 4 plus 5 or 6</p>	<p>A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems</p>	<p>Exercise management and supervision in contexts of work or study activities where there is unpredictable change;</p> <p>Review and develop performance of self and others</p>	<p><b>Diploma in Social Enterprise</b></p>
<p><b>Level 7</b></p>	<p>Highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research</p> <p>Critical awareness of knowledge issues in a field and at the interface between different fields</p>	<p>Specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields</p>	<p>Manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches</p> <p>Take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams</p>	<p><b>Post-Graduate Diploma/Masters in Social Enterprise</b></p>

It is important to note that qualifications are not directly accredited by the EQF. Only qualifications already recognised through national qualifications systems are formally linked to the EQF through the referencing process. A specific qualification will only be given an EQF level when the qualification has an agreed level in the national system and this system has been officially referenced to the EQF. If the formal link between the qualification and a national system is missing, there is currently no procedure for linking the qualification to the EQF.

**How Does the EQF Relate to the Bologna Process?**

The framework that was adopted by the Bologna Process covers three cycles of higher education qualifications – 1st cycle which usually awards the Bachelor’s Degree, 2nd cycle awarding the Master’s Degree and the 3rd cycle which awards the Doctoral Degree. The EQF, on the other hand, is



designed as a lifelong learning framework and as a result, it covers all qualifications including but not exclusively academic ones like the Bologna Process.

Typical higher education qualifications within each level	FHEQ level	FQHEIS/ SCQF level	NFQ IE level	Corresponding FQ-EHEA cycle	European Qualifications Framework (EQF)
Doctoral degrees	8	12	10	Third cycle (end of cycle) qualifications	8
Master's degrees (including Integrated Postgraduate diplomas Postgraduate certificates	7	11	9	Second cycle (end of cycle) qualifications Intermediate qualifications within	7
Bachelor's degrees with hon- Irish Higher Diploma	6	10	8	First cycle (end of cycle) qualifications	6
Bachelor's degrees/ Ordinary Bachelor Degree			7		
Graduate diplomas Graduate certificates		9		Intermediate qualifications within the first cycle	
Foundation Degrees (eg FdA, FdSc) Diplomas of Higher Higher National Diplomas (HND) Irish Higher Certificate	5	8	6	Short cycle (within or linked to the first cycle) qualifications	5
Higher National Certificates (HNC) Certificates of Higher Education (CertHE)	4	7		Intermediate qualifications within the short cycle	4

The full list of social enterprise courses and qualifications that have been referred to the EQF can be found at **Appendix 1**. It is notable that these are all at higher levels.



## Recommendations for an EU Social Enterprise Learning Pathway

### EQF Level 3

- Candidate:** Someone with basic awareness but limited business administration or management experience  
Digital alert/savvy
- Delivery Context:** 5-8 sessions across 1-2 months with development of business plan as key outcome  
At least 70% face-to-face interaction supported with on-line material  
50-100 hours total learning

### Content

- **Unit1:** Introduction to Entrepreneurship and Social Enterprise
- **Unit2:** Business idea and planning – services or products
- **Unit3:** Legal structures
- **Unit4:** Business administration – staffing, resources, location
- **Unit5:** Marketing & communications – selling/trading,
- **Unit6:** Funding and Finance management – triple bottom line
- **Unit7:** Social impact or change

### EQF Level 5

- Candidate:** Someone who has launched a SE, interested in stabilising or maturing the SE  
Requires more detailed and specialist content  
Time-poor due to “running” the SE
- Delivery Context:** 12-16 sessions across 3-6 months  
Approximately 25% face-to-face interaction supported with extensive on-line material  
150-250 hours total learning

### Content

- **Unit 1:** Introduction to governance
- **Unit 2:** Risk management – spreading the risk
- **Unit 3:** Procurement of tenders and evaluation/reports on social impact
- **Unit4:** Refining or relaunching product/service – testing
- **Unit5:** Competition vs collaboration/co-operation (with private/public sector) – IPR
- **Unit6:** Advanced funding and finance management –, sustainability, donations vs grants/projects, membership fees, crowd funding, tax
- **Unit7:** Advanced HR management – paid and voluntary staff
- **Unit8:** Advanced Marketing & Communications – digital, social media, networks, stakeholder
- **Unit9:** Advanced understanding of regulatory frameworks





### EQF Level 7

<b>Candidate:</b>	Someone who has established 1 or more mature SEs, and interested in innovation, growth or replication in additional locations Requires extremely specialist and nationally relevant content Extremely time-poor due to leading the SEs
<b>Delivery Context:</b>	4-6 face-to-face sessions across 1-2 years On-line masters level material including 4-6 residential masterclass workshops 1200 hours total learning (2000 including dissertation)

### Content

- **Unit 1:** Strategic Enterprise Management – transparent governance and change management
- **Unit 2:** Research and Innovations in Social Business and Enterprise
- **Unit 3:** Social Enterprise leadership – delegation and oversight
- **Unit 4:** Applied Resource Management – HR recruitment and retention of specialist personnel and services
- **Unit 5:** Applied Financial Management
- **Unit 6:** Applied Marketing – networking & communications using traditional and digital methods
- **Unit 7:** Funding and Finance for Social Enterprise – commissions, consortia, competition
- **Unit 8:** International Business Development, Social Franchising and Replication
- **Unit 9:** Political dimension for Social Enterprise community
- **Unit 10:** Mentoring, Coaching and Training Social Enterprise

### What has already been developed?

In the United Kingdom there are existing SE training programmes, which provide some insight into what is considered fundamental in creating an EU-wide pathway. These as well as the overall review of existing training have informed the design of the proposed EU-wide pathway programme. A selection of organisations which offer a diverse mix of training and support for social entrepreneurs is outlined here;

1. The School for Social Entrepreneurs (<https://www.the-sse.org/our-courses/>) according to their website, the SSE aims to ‘...empower people from all backgrounds to create positive social change. Our courses help individuals start, sustain, and scale SEs, charities and community projects. We’ll help you build confidence and gain practical business skills in technical areas like marketing and finance’. SSE focusses on delivery of short course (‘generally last at least 6 days’), their programmes cover the following topics:
  - Starting a Social Enterprise (SE)
  - Scaling a SE
  - Replication and Social Franchising
  - From Charity to SE - Transition to Trading
  - Third Sector Digital Leaders



They also offer various shorter workshop, some examples are: Social Media Masterclass, Get Ahead in Sales, Sources of Funding for Charities and SE, Crowdfunding for Charities and SE, Action Learning Facilitator Training. Kickstart Your Social Media Strategy, Writing Successful Bids, Working with Corporates, Measuring Social Impact, Unlocking Social Investment, Developing a Fundraising Strategy. SSE also offers bespoke training to the sector.

2. SEQ has been developed by the Real Ideas Organisation (CIC) in partnership with SFEDI awards <http://seq.realideas.org/> SEQ is a progression ladder of UK qualifications accrediting and encouraging anyone interested in working for positive social change. These are pitched at lower levels There is an SEQ progression ladder including Bronze (Level 1 Award), Silver (Level 2 Award), Gold (Level 2 Certificate) and Gold top-up for learners who have already completed Silver. Bronze focusses on the practical activity of planning, doing and reviewing a one-off social enterprise activity. Silver involves a Research & Development section where learners look into social enterprises through real life examples of products and services, before going onto Plan, Do and Review a one-off social enterprise activity. At Gold learners develop and deliver a sustained social enterprise activity that generates a cash flow.
3. The Department of Continuing Education at Oxford University offers an online distance learning course titled Social Entrepreneurship which carries 10 credits, (<https://www.conted.ox.ac.uk/L100-9>). This has 10 units:
  - Unit 1: Introduction to social entrepreneurship: The journey ahead
  - Unit 2: Creating social change: The social value proposition and identifying a social business opportunity
  - Unit 3: Understanding poverty: The Millennium Development Goals
  - Unit 4: Human-Centred Design: Partnering with the targeted community to address social problems
  - Unit 5: Developing a theory of change: Starting with the social impact
  - Unit 6: Envisioning an innovative society: The role of social innovation
  - Unit 7: The business model: Creating a social business model
  - Unit 8: Funding social ventures: Strategies for success
  - Unit 9: The driving force behind social entrepreneurship: Measurement and scaling social impact
  - Unit 10: The future: Reflection and shared experiences
4. UnLtd (<https://unltd.org.uk/>) have developed a new blended course in social entrepreneurship, accredited by the Institute of Leadership and Management. This will get students to start and pilot their own social venture or project, supported by a mix of online and offline activities. This has not yet been delivered. UnLtd are also partners in a new development The new apprenticeship for entrepreneurs standard is backed by a 'trailblazer' group of around 50 employers, along with the Federation of Small Businesses and the Centre for Entrepreneurs. An apprenticeship for entrepreneurs (including social entrepreneurs) was a key component of the election 'manifesto' by the Social Economy Alliance, a group of more than 700 individuals and organisations campaigning for a more society-friendly



economy. The unaccredited Social Entrepreneur Support programme is an 11 month programme. Participants develop leadership skills, learn how to coach people to reach their potential and develop knowledge of the sector.

5. Social Enterprise Academy Scotland (<http://www.socialenterprise.academy/scot/>) offer several short courses such as: Developing Social Enterprise Ventures, a one-day programme that brings together people and organisations working towards a common goal of social and economic change with a local approach. Social Enterprise Connect This programme strengthens skills in line with the unique issues and challenges facing directors and chief executives in the third sector. They also offer qualifications matched to the Scottish Credits and Qualifications Framework (SCQF).
  - a. Accredited by City and Guilds at various levels:
    - Award in Leadership | 6 points at SCQF 9 | Around 6 months to complete
    - Certificate in Leadership | 21 points at SCQF 9 | Around 12 months to complete
    - Understanding Social Enterprise | 6 points at SCQF 9 | Around 3 months to complete
  - b. Endorsed by ILM but without a specific level:
    - Peer-Led Learning Exchange
    - Starting Your Social Enterprise
    - Developing Your Social Enterprise
    - Social Accounting and Audit
    - Social Return on Investment
6. Social Enterprise UK (<http://www.socialenterprise.org.uk>), do not offer training as such but offer a Webinar series with input from experts on areas related to running a social enterprise, including starting up, communications, HR and finance, Understanding Branding
7. Social Enterprise Solutions (<http://www.socialenterprisesolutions.co.uk>), offer a series of training seminars
  - Changing the World: A Beginners Guide to Social Entrepreneurship
  - From Ideas to Social Enterprise
  - Ten Steps in Creating Your Own Social Enterprise
  - Introduction to Social Enterprise for Public Sector
  - What's Next for Your Social Enterprise
  - Eights Steps to a Public Sector Spin Out
  - Business Planning for Social Enterprise
  - Developing a Marketing Strategy that Translates into Sales
  - Making Social Ventures Work
  - Helping People Grow
  - Social Enterprise Governance



- Making Your Venture Sustainable
8. Goldsmiths, University of London, offers an MA in Social Entrepreneurship. This 1 year full time programme is built around 5 core modules:
- Theories of Creative, Cultural and Social Entrepreneurship
  - Entrepreneurial Modelling
  - Social Entrepreneurship: Policy and Frameworks
  - Social Return On Investment: Principles and Practice
  - Research or Project-Based Master's Dissertation

This programme has the following learning objectives:

- Develop a critical, sociologically informed understanding of this fast evolving field
- Develop tangible expertise in social return on investment and entrepreneurial modelling methodologies
- Become part of London's social innovation community, a global centre of gravity in this field (with links to local social innovation communities virtually everywhere in the world)
- Access a number of future career paths in the growing social innovation sector
- Develop a grasp of research methods, a significant body of written work and a public profile through assignments, debates and online/offline publication avenues (including The Golden Angle), enabling some students to work as social innovation consultants/knowledge leaders upon graduation

This list is not exhaustive but offers some insights into the diversity and spread of social enterprise training and support.

### **Existing qualifications for Social Enterprise in UK**

The current national qualification frameworks in England, Wales and Northern Ireland are the Regulated Qualification Framework (RQF) for qualifications regulated by Ofqual (general and vocational qualifications in England and vocational qualifications in Northern Ireland), the Credit and Qualifications Framework for Wales (CQFW) for qualifications in Wales, and the Framework for Higher Education Qualifications (FHEQ). The Scottish Credit and Qualifications Framework (SCQF) is the national credit transfer system for all levels of qualifications in Scotland.

The Register of Regulated Qualifications contains details of Regulated Qualifications in England (Ofqual), Wales (Welsh Government) and Northern Ireland (Ofqual for vocational qualifications and CCEA Accreditation for all other qualifications). <http://register.ofqual.gov.uk/> The SCQF is found here <http://scqf.org.uk/>.

As an indicator the following table shows how these levels relate to the different qualification frameworks within the UK and Republic of Ireland.



European Qualifications Framework (EQF)	Regulated Qualification Framework England/	Credit and Qualifications Framework for Wales (CQFW)	Scottish Credit and Qualifications Framework	The National Framework of Qualifications for Ireland (NFQ)
8	8	8	12	10
7	7	7	11	9
6	6	6	10/9	8/7
5	5/4	5/4	8/7	6
4	3	3	6	5
3	2	2	5	4
2	1	1	4	3
1	E3	E3	3	2/1
	E2	E2	2	
	E1	E1	1	

The full list of relevant social enterprise qualifications and units from England, Wales and Northern Ireland can be found in Appendix 2 and 3

#### Further development proposals

The UEL Social Enterprise team, on the back of research and other support activities has developed a draft set of units (level 7), these are:

- Unit 1: Strategic Enterprise Management
- Unit 2: Research in Business
- Unit 3: Social Enterprise Management
- Unit 4: Strategic Management
- Unit 5: Applied Financial Management
- Unit 6: Applied Marketing
- Unit 7: International Business Development
- Unit 8: Funding and Finance for Social Enterprise

These units will form the base of planning and development of the social enterprise offer that the UEL team aims to develop in consultation with SETTLE partners.

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### **Magazines**

The Economist (2009) **After the Storm** <http://www.economist.com/node/14548881> (Accessed 23 March 2016)

**SETTLE: Overview of social entrepreneurship in United Kingdom, Czech Republic, Hungary, Ireland and Poland**

**SETTLE: Learning And Training For Social Entrepreneurship. European Approach (Covering Belgium, Sweden, Denmark, the Netherlands and Germany)**

**SETTLE: Overview about social entrepreneurship (InterMedi@KT)**

**SETTLE: Overview of Social Enterprise Country Report (Vytautas Magnus University)**

### **Web:**

[https://ec.europa.eu/ploteus/sites/eac-eqf/files/leaflet\\_en.pdf](https://ec.europa.eu/ploteus/sites/eac-eqf/files/leaflet_en.pdf)

[https://ec.europa.eu/ploteus/sites/eac-eqf/files/EQF%20131119-web\\_0.pdf](https://ec.europa.eu/ploteus/sites/eac-eqf/files/EQF%20131119-web_0.pdf)

<http://www.qaa.ac.uk/en/publications/documents/qualifications-can-cross-boundaries.pdf>

<http://register.ofqual.gov.uk/>

<http://scqf.org.uk/the-framework/aims-and-benefits/>

**Appendix 1 EQF listed courses and qualifications**

Qual/Unit/Module	Course ID	Title	Awarding Body	Country	Level	Link
Module	D.4020	Entrepreneurship and Management of Innovation	TECHNOLOGICAL EDUCATIONAL INSTITUTE (T.E.I.) OF ATHENS	Greece		<a href="#">Link</a>
Qualification		Single-subject Master in Social Entrepreneurship and Management	ROSKILDE UNIVERSITY	Denmark	Masters	<a href="#">Link</a>
Module	Module 1	Social Entrepreneurship, Social Enterprise and Social Responsibility	ROSKILDE UNIVERSITY	Denmark	Masters	<a href="#">Link</a>
Module	Module 2	Innovation, Capabilities and Resource Development	ROSKILDE UNIVERSITY	Denmark	Masters	<a href="#">Link</a>
Module	Module 3	Managing and Organizing the Social Enterprise	ROSKILDE UNIVERSITY	Denmark	Masters	<a href="#">Link</a>
Qualification	f2016	Master in Social Entrepreneurship and Management (SEM)	ROSKILDE UNIVERSITY	Denmark		<a href="#">Link</a>
Methodology course	Aktivitetsskole : U25199 / U25215	Social Entrepreneurship and Management Social Accounting (SA) Financial Accounting (FA) <ul style="list-style-type: none"> <li>• SA 1: Social Accounting and Social Reporting: Approaches and Issues</li> <li>• FA 2: Cash flow and financing the enterprise</li> <li>• SA 2: Measuring Social Value: Metrics - Challenges, Approaches</li> </ul>	ROSKILDE UNIVERSITY	Denmark		<a href="#">Link</a>



		<ul style="list-style-type: none"> <li>SA 3: Methods - Social Return on Investment and GIIRS (Global Impact Investing Rating System)</li> <li>SA 4: Managing Social Performance – Balanced Scorecard</li> <li>SA 5: Social Impact Bonds</li> </ul>				
Theory course	Aktivitetsk ode : U25213	Social Entrepreneurship and Managemen Innovation, Capabilities and Resource Development	ROSKILDE UNIVERSITY	Denmark		<a href="#">Link</a>
Programme		Ashoka Visionary Program <ul style="list-style-type: none"> <li>Module 1 Social Entrepreneurship &amp; Innovation</li> <li>MODULE 2 Business Modeling &amp; Impact</li> <li>MODULE 3 Funding &amp; Scaling Social Innovation</li> <li>MODULE 4 Partnerships &amp; Co-Creation</li> <li>MODULE 5 Stakeholder Communication &amp; Leadership</li> <li>MODULE 6 Managing Organizations &amp; Talents</li> <li>MODULE 7 The Art of Storytelling &amp; Marketing</li> </ul>	ASHOKA	Austria		<a href="#">Link</a>
Component	6N1941	<a href="#">Entrepreneurship and the Creative Process</a>	Further Education and Training Awards Council	Ireland	6	<a href="#">Link</a>

(Unit?)		Entrepreneurship				
Component (Unit?)	5N1951	<a href="#">Animating Local &amp; Global Entrepreneurial, Enterprise and Business Skills programme</a> <a href="#">Entrepreneurial Skills</a>	Le Cheile Education, Research, & Consultancy	Ireland	5	<a href="#">Link</a>
Qualification		Entrepreneurship and Management	Riga Technical University	Latvia	BA	<a href="#">Link</a>
Qualification		Entrepreneur's - Entrepreneur's Skills Certificate (ESC) - Blended Learning Legal and tax bases for entrepreneurs	Eduard (EDUcation Austria Resource Directory)	Austria		<a href="#">Link</a>
Qualification		Business Administration: Innovation Management <ul style="list-style-type: none"> <li>• <a href="#">Course Package in Entrepreneurship, 15 hec</a></li> <li>• <a href="#">Course Package in Entrepreneurship, 30 hec</a> <ul style="list-style-type: none"> <li>○ FEKH99 Degree in Entrepreneurship and Innovation at bachelor level 15 Credits</li> </ul> </li> </ul>	Lund School of Economics and Management	Sweden		<a href="#">Link</a>
Course	ENTA80	Social Innovation: a strategy for sustainability	Lund University: Sten K Johnson Centre for Entrepreneurship (School of Economics and Management)	Sweden	Undergraduate	<a href="#">Link</a>
Course	EKHM23	Small Business Economics, Regional Development and Entrepreneurship	Lund University: Sten K Johnson Centre for Entrepreneurship (School of Economics and Management)	Sweden	Masters	<a href="#">Link</a>

Qualification		Master´s Programme in Entrepreneurship and Innovation	Lund University: Sten K Johnson Centre for Entrepreneurship (School of Economics and Management)	Sweden	Masters	<a href="#">Link</a>
Qualification		PhD courses in Entrepreneurship	Lund University: Sten K Johnson Centre for Entrepreneurship (School of Economics and Management)	Sweden	PhD	<a href="#">Link</a>
Course		Entrepreneurship Summer School	Lund University: Sten K Johnson Centre for Entrepreneurship (School of Economics and Management)	Sweden		<a href="#">Link</a>
Course	ENTA70	Entrepreneurship and project management	Lund University: Sten K Johnson Centre for Entrepreneurship (School of Economics and Management)	Sweden	Basic	<a href="#">Link</a>
Course	FEKH91	Entrepreneurship	Live@Lund: Department of Business Administration	Sweden	Basic	<a href="#">Link</a>
Course	FEKH92	Innovation Management	Live@Lund: Department of Business Administration	Sweden	Basic	<a href="#">Link</a>
Course	HTXH02	Project management and entrepreneurship for humanists	Lund University: Department of Cultural Sciences Faculty and Theological Faculties	Sweden		<a href="#">Link</a>
Course	HDA-H2SAN	Entrepreneurial Characteristics	Dalarna University	Sweden	Level 1	<a href="#">Link</a>
Qualification	MIU B4101	Eco Entrepreneur for Sustainable Development <ul style="list-style-type: none"> <li>• ECTS social</li> </ul>	Mid Sweden University	Sweden	Bachelor's	<a href="#">Link</a>

		<p>entrepreneurship: leadership, organization and financing</p> <ul style="list-style-type: none"><li>• Quality in social entrepreneurship: An international perspective</li></ul>				
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Appendix 2 – Qualifications from the Register of Regulated Qualifications

Ofqual						
Qualification	Related Unit Numbers	Number	Title	Level	Awarding organisation	Link
Qualification	<a href="#">R/503/9422</a> Strategic Enterprise Management <a href="#">Y/503/9423</a> Applied Financial Management for Enterprise <a href="#">K/503/9426</a> Social Enterprise Management <a href="#">A/503/9429</a> Applied Marketing for Social Enterprise	600/5032/9	ABE level 7 Diploma in Strategic Management for Social Enterprise	7	Association of Business Executives	<a href="#">Link</a>
Qualification	<a href="#">R/503/9422</a> Strategic Enterprise Management <a href="#">Y/503/9423</a> Applied Financial Management for Enterprise <a href="#">K/503/9426</a> Social Enterprise Management <a href="#">A/503/9429</a> Applied Marketing for Social Enterprise <a href="#">R/503/1885</a> Financial performance management <a href="#">H/503/1891</a> Strategic business planning <a href="#">D/503/2019</a> Strategic resource management <a href="#">R/503/1918</a>	600/5034/2	ABE Level 7 Extended Diploma in Strategic Management for Social Enterprise (QCF)	7	Association of Business Executives	<a href="#">Link</a>

	Research methods for business					
Qualification	<a href="#">A/503/9690</a> Understanding Social Enterprise	601/5955/8	City & Guilds Level 5 Award in Understanding Social Enterprise	5	City and Guilds of London Institute	<a href="#">Link</a>
Qualification	<a href="#">J/503/9689</a> Promoting Social Enterprise <a href="#">T/503/9686</a> Sustaining Social Enterprises <a href="#">A/503/9687</a> Developing a Social Enterprise	600/5998/9	City & Guilds Level 5 Certificate in Social Enterprise Support	5	City and Guilds of London Institute	<a href="#">Link</a>
Qualification	<a href="#">A/503/9690</a> Understanding Social Enterprise <a href="#">J/503/9689</a> Promoting Social Enterprise <a href="#">A/503/9687</a> Developing a Social Enterprise <a href="#">T/503/9686</a> Sustaining Social Enterprises <a href="#">M/503/9685</a> Personal Professional Development	600/6051/7	City & Guilds Level 5 Diploma in Social Enterprise Support	5	City and Guilds of London Institute	<a href="#">Link</a>
Qualification	<a href="#">A/503/9690</a> Understanding Social Enterprise <a href="#">J/503/9689</a> Promoting Social Enterprise <a href="#">A/503/9687</a> Developing a Social Enterprise	600/6051/7	City & Guilds Level 5 Diploma in Social Enterprise Support	5	City and Guilds of London Institute	<a href="#">Link</a>

	<a href="#">T/503/9686</a> Sustaining Social Enterprises <a href="#">M/503/9685</a> Personal Professional Development					
Qualification	<a href="#">H/504/0123</a> Creating a Social Enterprise <a href="#">F/504/0307</a> Social Enterprise for Voluntary Organisations and Charities <a href="#">J/504/0308</a> Developing Social Enterprise for a Public Sector Service	600/5638/1	OCNLR Level 3 Award in Creating, Launching and Growing a Social Enterprise (QCF)	3	Open College Network London Region	<a href="#">Link</a>
Qualification	<a href="#">D/505/2805</a> Undertake an Individual Role Within a Social Enterprise Activity	601/0004/7	SFEDI Awards Level 1 Award In Undertaking an Individual Role Within the Planning, Delivery and Review of a Social Enterprise Activity	1	SFEDI Enterprises Ltd. T/A SFEDI Awards	<a href="#">Link</a>
Qualification	<a href="#">R/505/2946</a> Plan and Deliver a One-Off Social Enterprise Activity	601/0433/8	SFEDI Awards Level 2 Award In Preparing and Delivering a Social Enterprise Activity	2	SFEDI Enterprises Ltd. T/A SFEDI Awards	<a href="#">Link</a>
Qualification	<a href="#">R/505/2946</a> Plan and Deliver a One-Off Social Enterprise Activity	601/0432/6	SFEDI Awards Level 2 Certificate In Preparing	2	SFEDI Enterprises Ltd.	<a href="#">Link</a>

	<a href="#">Y/505/2950</a> Plan and Deliver a Sustained Social Enterprise Activity		and Delivering a Sustainable Social Enterprise Activity (QCF)		T/A SFEDI Awards	
Qualification	<a href="#">A/503/7499</a> Achieve Work Objectives and Personal Needs <a href="#">F/503/7505</a> Developing the Mindset and Skills Required for Enterprise <a href="#">J/503/7506</a> Developing the Innovative Intrapreneur <a href="#">R/503/7508</a> Using Enterprise Skills in the Workplace <a href="#">M/506/9298</a> Understand Social Enterprise <a href="#">K/506/9297</a> Develop and Grow a Social Enterprise <a href="#">H/506/9296</a> Review the Impact and Sustainability of Social Enterprise	601/5408/1	SFEDI Awards Level 3 Diploma in Using Enterprise Skills in a Social Enterprise (QCF)	3	SFEDI Enterprises Ltd. T/A SFEDI Awards	<a href="#">Link</a>





**Appendix 3: Units from the Ofqual Registered of Regulated Qualifications**

Ofqual Social Enterprise Units				
	Number	Title	Level	Link
Unit	K/505/8526	Undertake an Individual Role Within a Social Enterprise Activity	1	<a href="#">Link</a>
Unit	D/505/2805	Undertake an Individual Role Within a Social Enterprise Activity	1	<a href="#">Link</a>
Unit	L/506/3461	Understanding Social Enterprise	2	<a href="#">Link</a>
Unit	A/503/9902	Understanding Social Enterprise	2	<a href="#">Link</a>
Unit	R/505/2946	Plan and Deliver a One-Off Social Enterprise Activity	2	<a href="#">Link</a>
Unit	Y/505/2950	Plan and Deliver a Sustained Social Enterprise Activity	2	<a href="#">Link</a>
Unit	F/503/7505	Developing the Mindset and Skills Required for Enterprise	3	<a href="#">Link</a>
Unit	J/503/7506	Developing the Innovative Intrapreneur	3	<a href="#">Link</a>
Unit	R/503/7508	Using Enterprise Skills in the Workplace	3	<a href="#">Link</a>
Unit	M/506/9298	Understand Social Enterprise	3	<a href="#">Link</a>
Unit	K/506/9297	Develop and Grow a Social Enterprise	3	<a href="#">Link</a>
Unit	H/506/9296	Review the Impact and Sustainability of Social Enterprise	3	<a href="#">Link</a>
Unit	M/503/9606	Understanding the environmental and social impact of the enterprise	3	<a href="#">Link</a>
Unit	H/504/0123	Creating a Social Enterprise	3	<a href="#">Link</a>



Unit	F/504/0307	Social Enterprise for Voluntary Organisations and Charities	3	<a href="#">Link</a>
Unit	J/504/0308	Developing Social Enterprise for a Public Sector Service	3	<a href="#">Link</a>
Unit	D/506/6574	Measuring the impact of a social enterprise activity	3	<a href="#">Link</a>
Unit	H/505/9786	Social enterprise	3	<a href="#">Link</a>
Unit	H/600/0103	Social Enterprise	3	<a href="#">Link</a>
Unit	A/503/9690	Understanding Social Enterprise	5	<a href="#">Link</a>
Unit	J/503/9689	Promoting Social Enterprise	5	<a href="#">Link</a>
Unit	T/503/9686	Sustaining Social Enterprises	5	<a href="#">Link</a>
Unit	A/503/9687	Developing a Social Enterprise	5	<a href="#">Link</a>
Unit	K/503/9684	Understanding the social impact of a social enterprise	5	<a href="#">Link</a>
Unit	T/507/3465	Marketing for social enterprise	5	<a href="#">Link</a>
Unit	R/503/9422	Strategic Enterprise Management	7	<a href="#">Link</a>
Unit	Y/503/9423	Applied Financial Management for Enterprise	7	<a href="#">Link</a>
Unit	A/503/9429	Applied Marketing for Social Enterprise	7	<a href="#">Link</a>
Unit	K/503/9426	Social Enterprise Management	7	<a href="#">Link</a>
Unit	Y/502/9474	Managing enterprise in health and social care	7	<a href="#">Link</a>