

"Sustaining the momentum" - Supporting the learning outside the campus – guidelines for educators and mentors

The aim: providing the educators with comprehensive guide on modern 360-degree entrepreneurship education with useful recommendations concerning the environment, the learning and the measures.

Diagram - Identifying the stakeholders in the HEI ecosystem



Social Innovation (SI) Development Scale for Higher Education Institutions (HEIs)

Diagram - Stages in the development scale



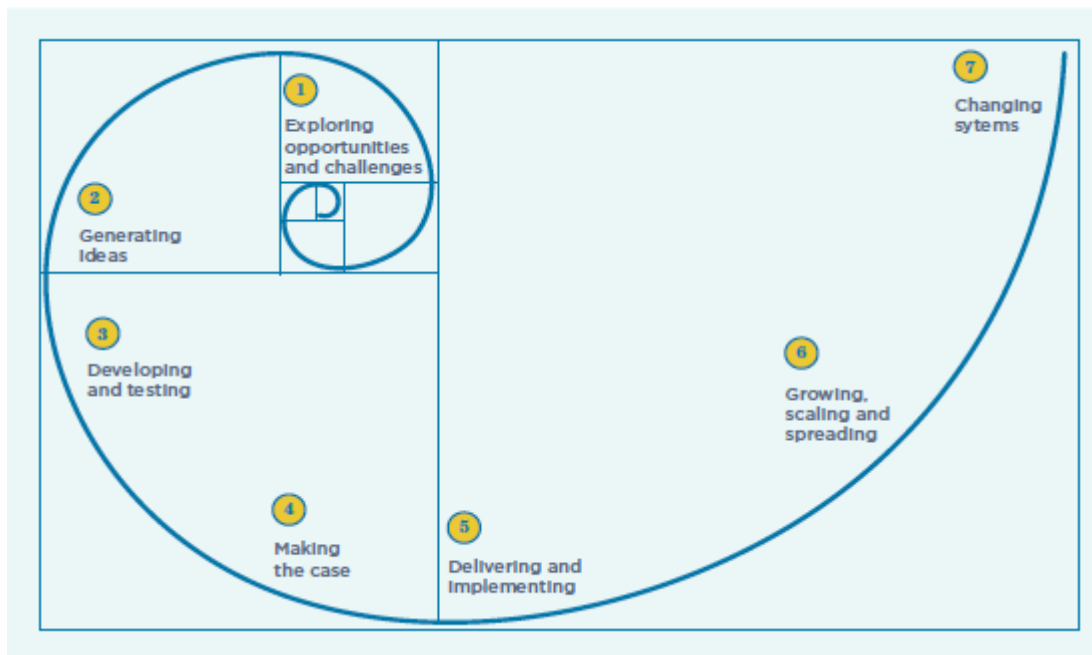


1. Stage One - Defining Social Innovation

Outcome: There is a clear institutional definition of SI

Diagram - Scaling SI

(Murry, R., Caulier-Grice, J. and Mulgan, G. (2010) *The Open Book of Social Innovation*. London: NESTA and the Young Foundation)



- **HEI focus:**

- What social impact does the HEI want to have?

For example: social, environmental, national, international, local, community-focused, target group (gender, age, culture, heritage etc.).

- How does the political climate affect the HEI?

For example: are there cuts in education budgets, healthcare budgets? How does this affect the job market? In what areas are the current employment shortages? What are the related opportunities?

- What commitment is the HEI making to be socially innovative?

For example: what is the internal capacity for SI, what are the key motivators to engage with SI, what is the intended benefit of engaging with SI for the HEI?

- Who does it benefit? Who does it involve?

For example: what are the intended beneficiaries of the SI, how can SI be achieved, what collaborative links are needed to be explored?

- **Student focus:**

- Why is SI important for teaching and learning purposes?

For example: how will SI learning impact students' futures and what opportunities does this create?

- Are there different definitions for SI across disciplines?

For example: what courses currently engage with SI learning, how can this be extended? Why are different approaches to SI important? What can be learnt from other disciplines? How can students engage with external stakeholders and local communities be to expand their knowledge of SI?

- **Social focus:**

- How does the HEI engage with the local community? What are the strengths, what are the weaknesses?

For example: what are the current links with local communities, stakeholders and beneficiaries? What are the links with other HEI how can these be expanded and what can be learnt?

- How does the SI definition (theory) translate into practice? What is the proposed social impact of the HEI's SI in the local community?

For example: how can theory be put into practice? What impact is valuable in the community, what are the needs and gaps in terms of products and services?



2. Stage Two - Planning and Development

Outcome: SI is integrated into the HEI's ethos.

Table - Planning and developing SI in HEI

Planning and Development	Approaches	Activities
Advise	Training, consultancy, advising, sharing good practice	Training others, workshops, communicating with stakeholders/policymakers, public speaking
Building a network	Collaboration, communities, memberships, interdisciplinary, contracts	Communication and awareness raising, knowledge transfer, community building, advocacy, conferencing
Strategic	Partnerships, public/private and third sector, collaborations (internally and externally), learning from others	Sharing good practice, knowledge transfer, collaborative working, aligning of values and mission
Growing	Growing and maximising organisational capacity, knowledge transfer, training team capabilities, creating financial opportunity	Products, services, developing skills and training programmes, developing systems and processes

- **HEI focus:**

- Who are the key leaders of integrating SI into the HEI? For example, what key group of people are best qualified or experienced?

For example: how can knowledge and good practice in relation to SI be shared within the HEI?

- Are there existing good practice examples?

For example: is SI taught/shared within current programmes (consider the social sciences as well as interdisciplinary research)?

- What has been done with regards SI within the HEI thus far?

For example: are there any current or past research projects that relate to SI, what funding supports SI development, what internal and external contacts emphasise the value of SI?

- **Student focus:**

- What is the current breadth and depth of the learning and teaching with regards SI?

For example: what learning and teaching information can be centralised and shared? How can this be developed, extended and promoted?

- What is the commitment to SI beyond the taught curriculum? What is the value of integrating SI into the student experience?

For example: consider extra-curricula SI practices and opportunities - how can they be promoted and developed?

- **Social focus:**

- Who are the intended beneficiaries? What is the intended social impact?

For example: how can intended beneficiaries be engaged and contacted? How can the value of SI in HEI be translated to the intended beneficiaries to develop collaboration?

- What is the longer term commitment of integrating SI into the HEI ethos?

For example: bearing in mind the institutional strengths, can the HEI define their commitment to SI in one sentence? How does this apply to the institutional long-term ambitions?



3. Stage Three - Investment

Outcome: There is a clear investment strategy for SI in the HEI

Diagram - Characteristics in social ventures

(Adapted from: Hill, K. and Ludlow, J. (2015) *Investing in Innovative Social Ventures*. Nesta, London)

Investment focus in a social venture
Outcome focused:
Social venture to have a positive impact on identified group of people
Innovative approaches:
New ideas that develop and expand on existing social impact
Evidence based:
The social venture is explained by a logical connection between outcome and activities
Inclusive and available:
The social products and/or services are designed to benefit the target group/s in terms of availability, affordability and accessibility
Scalable:
The social product and/or services are able to grow, develop and deliver significant social impact

- **HEI focus:**

- What is the process for identifying, investing and supporting SI as a HEI-wide agenda?

For example: is there is a centralised department for support and guidance (for training, funding, bid writing)?

- How does the HEI invest in SI?

For example: how does the HEI recognise and investment in SI?

- How does the HEI support SI practices among staff?

For example: how does the SI celebrate, communicate and support SI learning and teaching?

- **Student focus:**

- Having identified areas of good practice and areas for improvement, what is the plan for increasing SI awareness and engagement in the course curriculums?

For example: is there a facility online or in marketing materials to promote and encourage SI?

- How are staff and students supported to develop and generate socially innovative ideas?

For example: what resources are available to support SI development? Is there a key contact for SI within the HEI?

- **Social focus:**

- Is there a clear communication channel between the HEI and the intended beneficiaries?

For example: are there processes or contacts available that support clear communication that is both accessible and user friendly to both the HEI and external contacts?

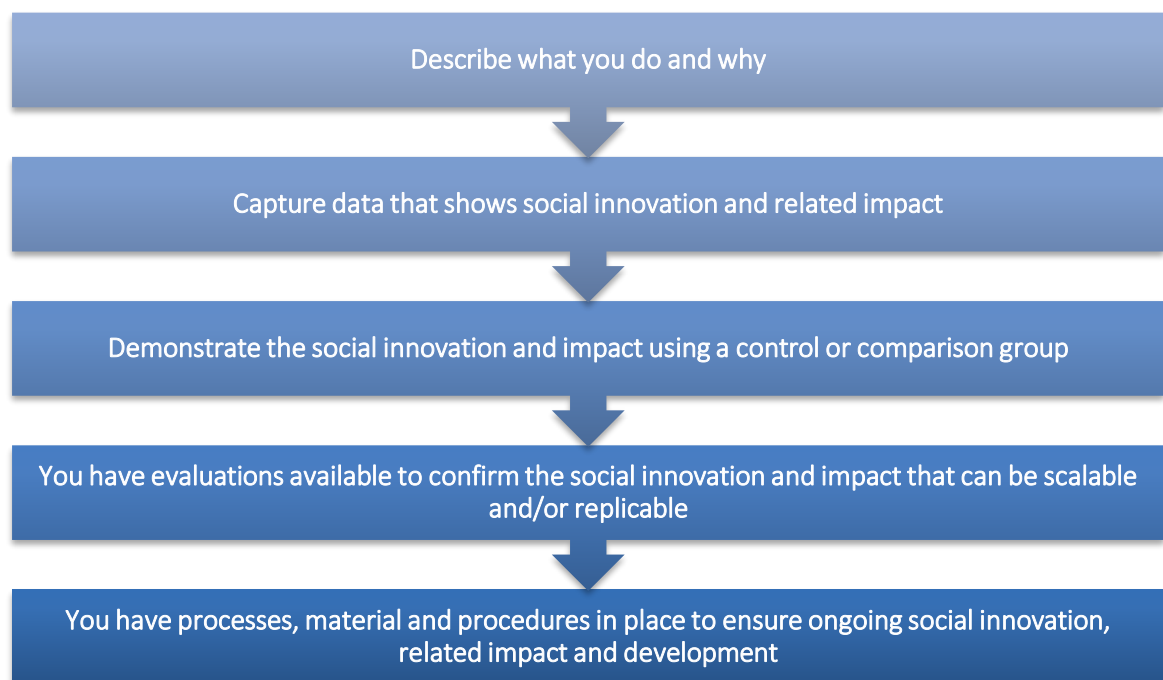


Stage Four - Measurement and Reporting

Outcome: There are systems in place to maximise and build on SI in the HEI.

Diagram - Evidencing, maximising and building SI and related social impact

(Adapted from Puttick, R. and Ludlow, J. (2012) *Standards of Evidence for Impact Investing*. Nesta, London.



- **HEI focus:**

- How is SI measured and reported?

For example: is there a contact or department in place to assist with measuring and reporting SI?

- How is SI promoted among staff and the wider HEI community?

For example consider: does the HEI's SI ethos and direction feature in policies, procedures, recruitment?

- **Student focus:**

- How is SI integrated into the learning curriculum? Are there opportunities to engage with SI extra-curricular?

For example: what opportunities are there for to capture, encourage and report SI learning and teaching within the HEI?

- What is the social impact of integrating SI into the student experience?

For example: how can the benefits of SI learning and teaching be captured, measured and celebrated?

- Can SI be measured as a learning outcome?

For example: can SI learning be measured within course and module learning criteria? In what other ways can SI learning be measured – on student CVs, employment progression post HEI, research interests?

- **Social focus:**

- What social impact is the HEI making on its local community?

For example: what is the HEI contributing to their local community? How is it making a positive impact – social, physical, opportunity, employment creation?

- How can social impact be maximised?

For example: how can the HEI promote good links between themselves and local communities through communication, outreach and collaboration?

- How is the social impact reported and measured?

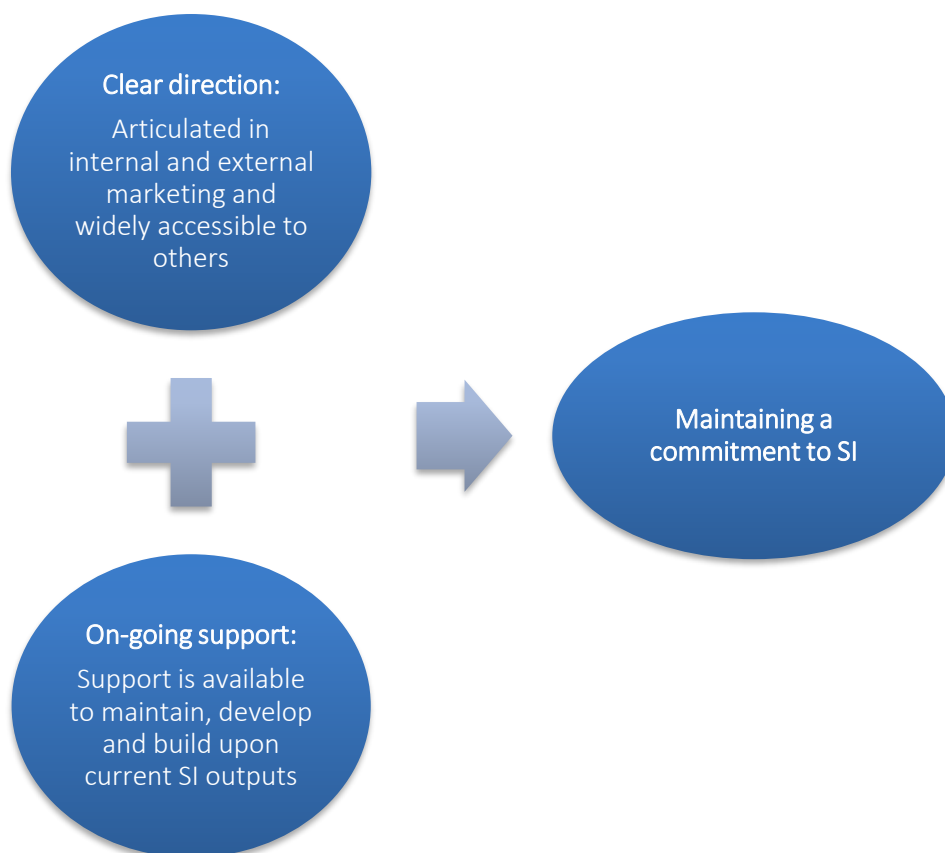
For example: are there clear channels of communication to promote and celebrate social impact achievements and good news stories both internally and externally within the HEI?



4. Stage Five - Maintaining a commitment to SI

Outcome: There is clear direction and on-going commitment to the development of SI

Diagram – Maintaining commitment to SI



- **HEI focus:**

- How is SI embedded into the longer term strategic plan of the HEI? How is this articulated?

For example: is the commitment to SI HEI-wide? Does the HEI's commitment to SI feature in various literature, policies and strategic plans?

- Is there support from HEI stakeholders? How is SI promoted both within and outside the HEI?

For example: what are the view of the HEI stakeholders in relation to SI, can they help promote the benefits of engaging with SI?

- Are the HEI's SI goals clearly defined and articulated among all staff and the wider HEI community?

For example: are staff and partners of the HEI encouraged to develop their understanding of SI, are there training, workshops and points of contact available for furthering the SI conversation>

- What are the HEI's strengths and weaknesses with regards SI? How are these integrated as a long term goal?

For example: if there is a lack of understanding of the value of SI within a specific faculty, how can they access help to find out more? Equally, if there is a faculty that excels at promoting and developing SI, how is this celebrated and replicated?

- **Student focus:**

- How is SI teaching and learning reviewed and developments?

For example: Can SI teaching and learning be promoted by collegial learning, for example, is there opportunity for a networking group that supports SI teaching and learning?

- Do the students have an opportunity to become more involved in SI? Are students supported to develop and create new SI opportunities?

For example: are there facilities and funds in place to support students in engaging in SI? Is there a key point of contact?

- How is the HEI promoting its commitment to SI for current and prospective students, worldwide?

For example: how would current and prospective students of the HEI know about the HEI's commitment to SI? Do the benefits of SI learning feature in advertising media in terms of increasing employment opportunities and networking? How can this commitment be identified as a competitive advantage?

- **Social focus:**

- How can the HEI develop further collaborations?

For example: What is the HEI strategic plan to scale its collaborative partnerships, what are the benefits – interdisciplinary knowledge, applying theory to practice.