Social Impact Measurement in Universities: Anchor Institutions

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Workshop Overview

- Defining social value/impact

- How social value is created

- Theory of Change

- Sustainable Development Goals

- Why measure SI?

- Motivations

- GECES & choosing a framework

- Example case-studies

- Impact within universities & HE

- Breakout Groups

Interactive Questions

- On a scale of 1-5 how well do you understand the below concepts/frameworks:
  - Social impact
  - Social value
  - Measuring social impact
  - Theory of Change
  - Sustainable Development Goals

Social Value

Social value can be seen as an umbrella term for wider economic, social and environmental impacts.

- The United Nations Sustainable Development Goals are, in effect, a social value charter for the planet (Social Value Portal, 2020).

Social value is the *'quantification of the relative importance that people place on the changes they experience in their lives. Some, but not all of this value is captured in market prices'* **(Social Value UK, 2020)**

Nine resource capitals involved in social value (Jain et al., 2019):

- social, ethical, cultural, human/intellectual, physical, economic/financial, environmental/natural, religious & political.

Social value & social impact are used interchangeably. Social impact measurement is the process by which we ascertain the amount of social value created.
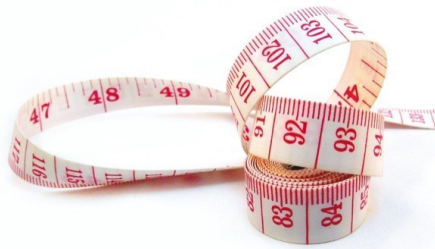
Social Impact Measurement

Social impact:

- no single universally accepted definition (Sairinen and Kumpulainen, 2005);

SI measurement can be defined as:

- *"The measurement of the impact of changes (outcomes) intentionally achieved in the lives of beneficiaries as a result of services and products, delivered by an organisation, for which the beneficiary does not give full economic value"*

Effectively measuring the 'good stuff' that we are doing.

So Why Measure Social Impact?

- Provides evidence of the impact that you are having.
  - Good evidence for stakeholders, funders & beneficiaries.

- Allows for organisational learning.
  - Are you always having a positive impact?

- Can help secure contracts/investment. In the UK (NCVO, 2016):
  - 81% third sector organisations earned through competitive contract delivery (49% in 2000/01).
  - Transition in third sector relationship with the state/NGOs/investors:
    - Desire for evidenced-based policy-making.
    - Austerity & scarce resources.

WHY?

Theory of Change

Rationale	Input	Activities	Outputs	Outcomes	Impacts
Context & Rationale for the Social Impact Programme	**Resources for the programme, for example:** • Finance • HR • Networks • Policy	Activity A	Attendance	Improved Self-belief	Enhanced Employability
		Activity B	Networks Formed	Increased Social Networks	
		Activity C	Beneficiaries Supported	Higher Risk-taking	Increased Income Tax Receipts
					Reduced Welfare Payments
				Increased Self-Efficacy	
		Activity D	Social Media Engagement	More Proactive	Increased Enterprise Start-ups
				Improved Wellbeing	Improved Health
		Activity E	Products/Services Delivered	Increased Creativity	Cost-savings to government

SDGs Overview

- The Sustainable Development Goals provide 17 impact areas of focus to run to 2030.
  - They provide a *"…a shared blueprint for peace and prosperity for people and the planet, now and into the future"* (UN 2021).
  - Build upon the Millennium Development Goals that preceded them and Agenda 21 before that.
  - 17 SDGs, 169 targets, one holistic pathway to sustainability.

Interactive Questions

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- On a scale of 1-5 how well do you think you currently:
  - Utilise a Theory of Change
  - Identify Resources
  - Measure your outputs
  - Measure your outcomes
  - Measure your impacts
  - Align with the SDGs

GECES Sub-committee on Social Impact Measurement

GECES 5 Stages of SIM

1. ***Identify objectives:*** What are the objectives of the impact measurement (i.e. organisation and partners)?

2. ***Identify stakeholders:*** Who are the beneficiaries and who provide resources?

3. ***Relevant measurement:*** Understand the theory of change and then utilise relevant indicators to capture this.

4. ***Measure, validate and value:*** Assess whether outcomes are achieved and whether they are relevant/recognised by the various stakeholders.

5. ***Report, learn and improve:*** Ensure the dissemination of and meaningful use of the data gathered and findings produced to internal and external stakeholders/audiences.

GECES

- In addition, it also recommended the inclusion of:
  - *Deadweight:* What changes would have happened anyway, regardless of the intervention?
  - *Alternative attribution:* Deducting the effect achieved by the contribution of others (i.e. partner organisations).
  - *Drop-off:* Allowing for the decreasing effect of an intervention over time.
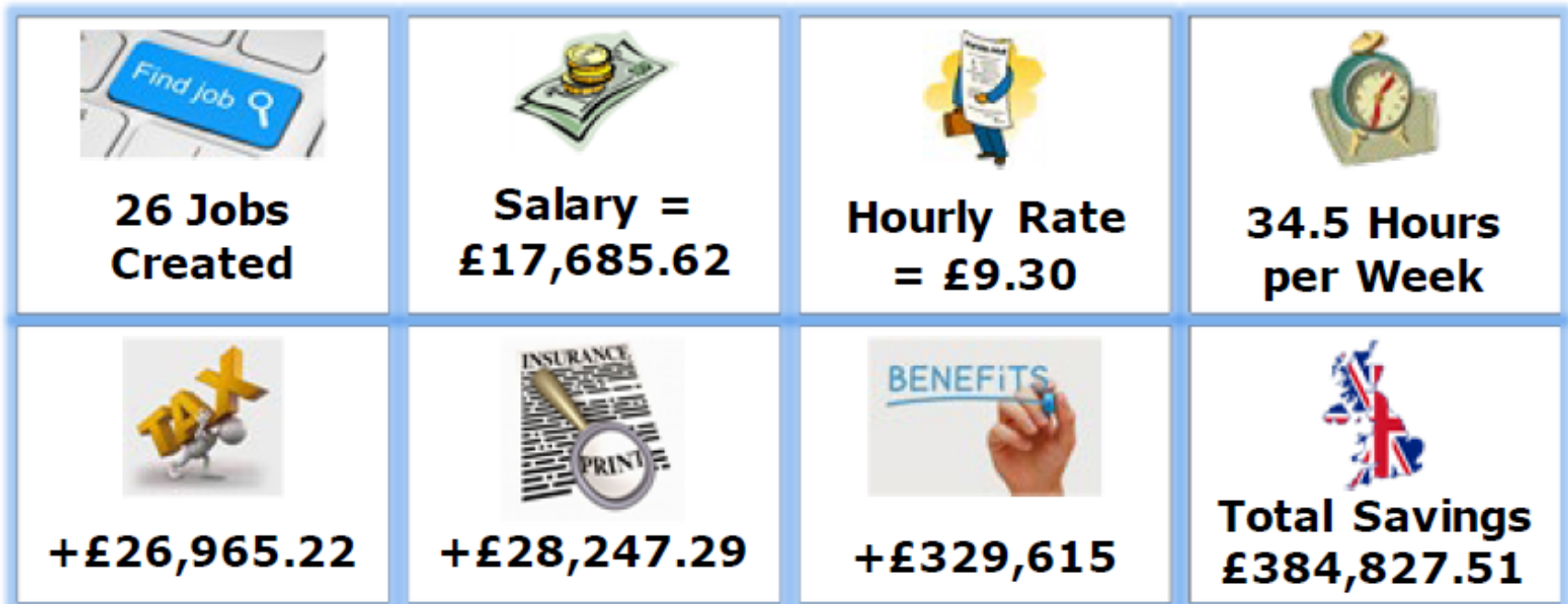
Measuring Social Impact

- McLoughlin et al. (2009) developed the SIMPLE methodology that seeks to measure:
  - *Outputs:* Direct and easily identifiable
    (i.e. jobs created).
  - *Outcomes:* Individual beneficiary benefits
    (i.e. increased confidence).
  - *Impact:* Wider benefit to society (i.e. reduced social security payments).

Circle Community

26 Jobs Created	Salary = £17,685.62	Hourly Rate = £9.30	34.5 Hours per Week
+£26,965.22	+£28,247.29	+£329,615	Total Savings £384,827.51

These savings are based upon an income tax rate of 20% paid over £12,500 per year; an NI rate of 12% paid over £8,632 per year by the individual; a self-reported value of benefits claimed per annum; and an assumption that all employed young people remain in work for 12 months post-Circle.

CIRCLE COMMUNITY

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HE & Social Innovation

- **21st Century Higher Education Institutions** need to be more than just research & teaching focused institutions:
  - Support the **local economy**
  - **Influence policy** locally, nationally & globally
  - Contribute towards the 2030 **Sustainable Development Goals**
  - **Co-create** with communities, businesses & practitioners

- Social innovation presents universities with an opportunity to leverage their resources in a post-Covid world to drive **sustainable growth & impact**.

- HEI impact is now being recognised in **global impact rankings**:
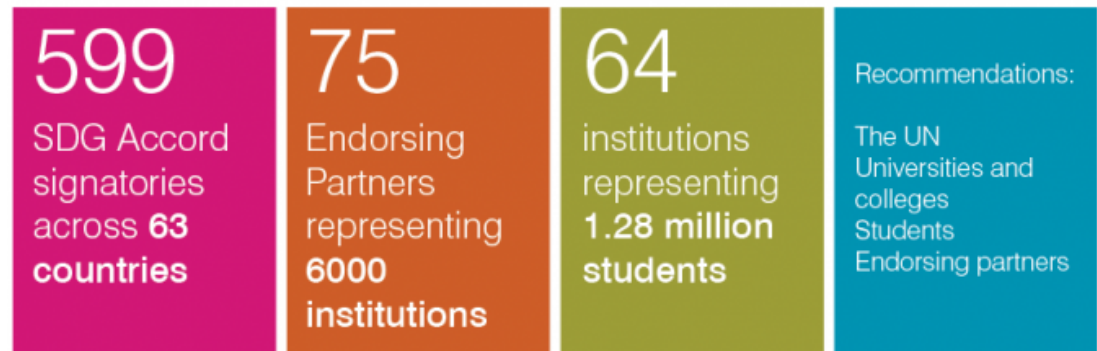 - Times Higher Impact Rankings

HEI Social Impact Hexagon

HEIs should achieve *ALL* of these six outcome pillars where possible

SDG Accord

The Accord demonstrates the critical role that education plays in the SDG agenda, & the work of institutions such as UON in helping to achieve this.

The SDG Accord

Post-16 education contributing to the Global Goals

599 SDG Accord signatories across **63** countries

75 Endorsing Partners representing **6000** institutions

64 institutions representing **1.28 million** students

Recommendations:

The UN
Universities and colleges
Students
Endorsing partners

www.sdgaccord.org

How We View the Value

- Key that UON continues to define its strategic position globally, especially post-Covid-19:
    - **Changemaker:** currently redefining the strategic agenda to align Changemaker Challenges with SDGs & Levelling-up Goals.
    - **Sustainability Board:** this is exploring sustainability across UON including the SDGs.
    - **Sustainability Leadership Scorecard:** tool for educational organisations (SLS)
    - **UNPRME:** United Nations Principles for Responsible Management Education (UNPRME)

- Crucially, it provides **global positioning** for UON's social values.

UON SIM Example: Young People

1. To enable young people to learn & flourish	a/ Improving Student Social Mobility	Meet APP objectives in student success	% progression across Years 1, 2 & 3	Number of students in Y1 Number of students in Y2 Number of students in Y3 Number of students who progressed from Y1 to Y2 Number of students who progressed from Y2 to Y3 Progression for POLAR4 students Progression for students from IMD Q1-2	Student Services
			% of 'Good Degrees' (2:1 or above)	Number of students who completed their degree Number of students who received a 1st Number of students who received a 2:1 Number of students who received a 2:2 Number of students who received a 3rd Number of students did not complete Good degrees for IMD Q1-2 students Good degrees for POLAR4 students	
		Improved young peoples' Self-efficacy	General Self-efficacy Scale	Number of students who completed GSE scale T1 Average score for students at T1 Number of students who completed GSE scale T2 Average score for students at T2	ISII Primary Data Gathering
		Improved Well-being	ONS-4	Number of students who completed wellbeing scale T1 Number of students signposted to support based upon wellbeing scores Average score for students at T1 Number of students who completed wellbeing scale T2 Average score for students at T2	

UON SIM Example: Strong Communities

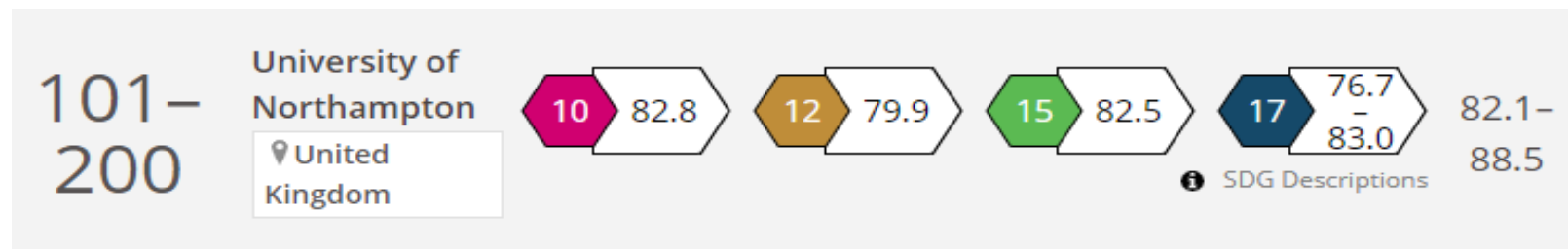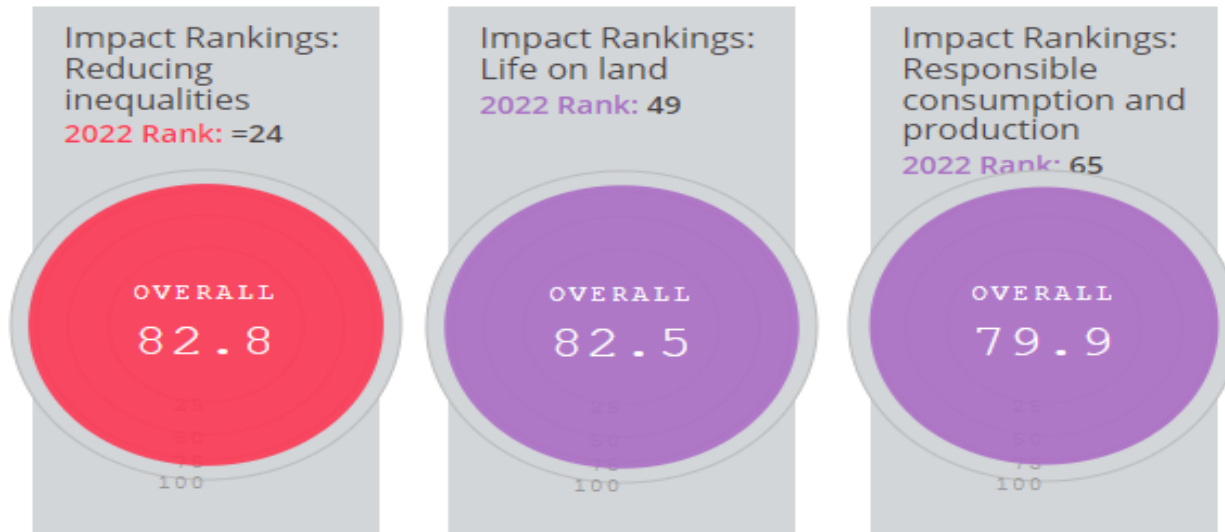|					
2. Strong Communities that promote good health & wellbeing	a/ Debt Reduction Impact	Increase impact of Student financial support spend	Vouchers	Number of vouchers Individual cost of vouchers	Finance and Changemaker Hub
			Laptops	Number of laptops Individual cost of laptops	
			Bursaries	Number of bursaries Individual cost of bursaries	
	b/ NHS savings	Improve physical health of Students and Staff	Physical Activity per week	Amount of physical activity involved in per week Number of miles walked/run per week	ISII survey Faculty Researchers Economic Assessment Tool (HEAT)
			UoN Spend on community leisure/sports	Amount spent on leisure/sports activities for students/staff Amount spent on leisure/sports activities for community/public	
			Access to leisure/sports activities	Number of leisure/sports activities offered Number of students accessing leisure/sports activities Number of staff accessing leisure/sports activities Number of community sport groups using leisure/sports facilities	
		Improve student wellbeing & reduce self-harm/suicide	Wellbeing Community	Number accessing services (i.e. ASPIRE) Number accessing student support Number signposted to financial support etc. Number of self-harm/suicides within the student body	Changemaker Hub/Student Services
			Impact of Student Support		

Times Higher Impact

- Times Higher Impact Rankings
  - Globally, we don't sit inside the **top 1,000 HEIs** on traditional rankings.
    - With the Impact Rankings we can.

- Universities are scored across their submitted SDGs, with the **three highest scoring SDGs** being used for the ranking score, alongside SDG17.
  - Scoring based on a mixture of academic metrics (i.e. publications) & other **impact related KPIs** within each SDG.

- UON's **first submission** for 2021, committed to ongoing **annual submissions**, just received results for 2022….

2022 Impact Rankings

| 101– 200 | University of Northampton ⚲ United Kingdom | 10 82.8 | 12 79.9 | 15 82.5 | 17 76.7 – 83.0 ❶ SDG Descriptions | 82.1– 88.5 |

Impact Rankings: Reducing inequalities
2022 Rank: =24
OVERALL 82.8

Impact Rankings: Life on land
2022 Rank: 49
OVERALL 82.5

Impact Rankings: Responsible consumption and production
2022 Rank: 65
OVERALL 79.9

- UON finished in the **Top 200 globally** (1,406 HEIs total), with several of our SDG submissions ranking inside the Top 100:
  - SDG10: Reducing Inequalities **we ranked 24th!**

Research Impact

- REF2021 results just released. Key things for developing case-studies:
    - Collation of impact evidence **early-doors** as you go along.
    - Ensuring that you **publish** academic journal papers from impact projects.
    - Recording your impact in Pure & **aligning it** with the SDGs.
    - Ensuring a **clear narrative** between publications/impacts/projects.

- Key challenges in writing up an Impact Case-study:
    - Ensuring **clear links** between the impact & underpinning research.
    - Describing the impacts to maximise **reach & significance**, without over-claiming.

Four star	Outstanding impacts in terms of their reach & significance.
Three star	Very considerable impacts in terms of their reach & significance.
Two star	Considerable impacts in terms of their reach & significance.
One star	Recognised but modest impacts in terms of their reach & significance.
Unclassified	The impact is of little or no reach & significance; or the impact was not eligible; or the impact was not underpinned by excellent research produced by the submitted unit.

Impact Case-study

- For REF 2021 our research impact average grade was **3* (2.833)**

- Example case-study:
  - Working in coordination with the **Cabinet Office & HM Treasury**, the team provided:
    - analysis of the social investment market & its impact on Voluntary, Community & Social Enterprise (VCSE) organisations;
    - theoretical understanding of what constitutes social value;
    - frameworks for Social Impact Measurement, which have been piloted with third/public sector bodies

- Impact delivered included:
  - Contributed to HM Treasury's policies on **social investment tax relief**
  - Providing data for **EU State Aid** Negotiations
  - Co-Design of **Government Outcomes Lab** for the Commissioning Outcomes Support Partnership Programme

Student Impact

- Students also deliver a wide-range of impacts within/outside universities:
  - Volunteering in the community
  - Supporting university initiatives
  - Student start-up businesses including social enterprises
  - Provision of free research through dissertation projects

- Universities need to ensure that they better harness students passion for positive social change & support them to deliver impact

- Students are the future leaders, the Changemakers in society!

Community Engagement: Goodwill Solutions

- Logistics business ~**£4M** turnover, profitable.

- **Trains & employs** ex-offenders, homeless, drug addicts etc.

- In 2011 The University invested **£200k** for a **20% stake**.
  - Turnover at time **£500k**

- Opportunities:
  - Research case studies.
  - Student placements.
  - PR & financial return.

- **Create social impact!**

International Partnerships

Summary

- There is no perfect measure of SI measurement.
    - Organisations need to find the approach that works best for them and aligns with their strategic aims.

- The key messages are to:
    - When measuring SI understand the:
        - Why? How? Who for?

- GECES provides a best practice guide to social impact measurement.
    - Key is to measure outputs, outcomes & impacts.

- In Higher Education, it is critical that we capture our impact across all domains of our work.

Breakout Exercise

- In your groups, please discuss the below questions & then nominate a member to feedback afterwards (3-4 minutes max feedback):
  - What social impacts do you see in your own universities/work/studies?
  - How is the SDG framework useful to you (or not)?

You have 20 minutes for the breakout discussions.

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Thank you for listening

Any questions?

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