

Output 02 “Universities for the society of tomorrow”:**Outline of the *Curriculum Enhancement for Employability and Social Innovation* (CEESI) report****Table of Contents**

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i. Introduction to the CEESI project

In 2010, the University of Northampton (UoN) began to position Social Innovation (SI) at the heart of their activities as part of a new institutional strategy. As a result, the UoN's mission was identified: "to transform lives and inspire change". The vision for the UoN as a whole was to build on these objectives, with a commitment to positive social change. In 2013, the UoN was identified as the UK's first AshokaU Changemaker campus. The AshokaU Changemaker Campus recognition involves a thorough selection process (www.ashokau.org). The recognition of UoN as a Changemaker campus confirmed the university's commitment to act as a catalyst for positive social change. As the UoN continues its commitment to principles of SI, the focus was on how to embed SI values into the curriculum. In 2014, the UoN's Institute of Learning and Teaching (ILT) introduced a project entitled: "Embedding Changemaker into the Curriculum (EmbedCM)". Furthermore, the UoN received funding support from the Higher Education Academy (HEA) to support a short-term two-year, curriculum redesign project entitled: Curriculum Enhancement for Employability and Social Innovation (CEESI). The following sections will outline outcomes of the CEESI report that mapped the UoN's progress in embedding the Changemaker principles (to embed SI as a core value across UoN).

As part of the CEESI project, ten distinct challenges were identified by the UoN, as it undertook the journey of embedding SI principles into programme curriculums. These challenges are listed in Table 1.

Table 1. Distinct challenges for the UoN in embedding SI principles into the curriculum (Alden Rivers and Maxwell, 2015)

Challenge 1: To understand what Changemaker means to the University of Northampton
Challenge 2: To nurture a shared discourse around Changemaker in the curriculum
Challenge 3: To develop a point of reference for understanding the alignment between Changemaker and employability
Challenge 4: To develop a theoretical model to underpin curriculum design and redesign
Challenge 5: To develop tools and resources to support curriculum design and redesign
Challenge 6: To pilot the theoretical model, tools and resources in the design and redesign of

academic programmes

Challenge 7: To confirm the University's approach to curriculum design for Changemaker through staff development workshops and Change of Approval processes

Challenge 8: To update quality assurance policy and procedures for new programme approval (Validation) and approval of changes to existing programmes (Change of Approval)

Challenge 9: To propose a sustainable approach to curriculum design for Changemaker

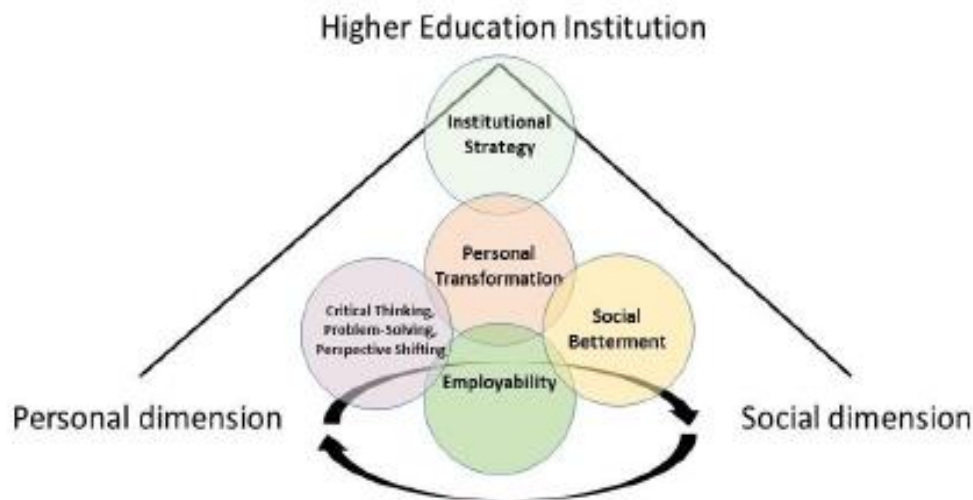
Challenge 10: To continue to find ways to share good practice towards embedding social innovation across the higher education curriculum

ii. Embedding SI principles into the curriculum - Challenges for the University of Northampton

Challenges one to five are discussed in the report as the first stage of the project, and a schedule for tackling challenges six to ten is proposed for the following two years. A summary of challenges one to five is provided below.

Challenge one: "To understand what Changemaker means to the University of Northampton" involved a focus on developing a shared understanding of Changemaker principles, specifically for the UoN. Interviews with thirty academic staff were conducted in March-April 2014. A second study was conducted that endeavoured to stimulate students' views of SI. Figure 1 outlines the five different perceptions of Changemaker.

Figure 1. Possible outcome space for teacher perceptions of Changemaker principles (Alden Rivers, Nie and Armellini, 2015).



Challenge two: “To nurture a shared discourse around Changemaker in the curriculum” was addressed in three ways: one, a request was made for case studies where anyone felt that they had captured the Changemaker principles. These case studies were later published. Two, staff who developed the case studies were involved in creating short video-casts, to share their experiences. Three, a web area was created to promote research findings, encourage Changemaker principles and to provide an overview of the CEESI project.

Challenge three: “To develop a point of reference for understanding the alignment between Changemaker and employability” was addressed by means of two research studies. The first research study included an in-depth literature review, the findings that emerged suggested that there are fourteen Changemaker attributes (see Appendix A). The second research study sought to understand the ontology for SI education, and found that SI education can be defined as: “...a sophisticated skill set that subsumes employability skills and 21st century skills, and that promotes learning on a more critical and socially impactful plane” (Alden Rivers and Maxwell, 2015:13).

Challenge four: “To develop a theoretical model to underpin curriculum design and re-design” was possible owing to the work undertaken in challenges one to three (listed above). As a result, the UoN considered a theoretical framework to answer the question: What does it mean to promote learning on a more critical and socially impactful plane? (Alden Rivers and Maxwell, 2015). Findings suggested

that staff need to engage students in the following ways: Transformation, Place-based and Critical Reflection (see Conole et al., 2004; Alden Rivers, Armellini, Maxwell, Allen and Durkin, 2015).

Challenge five: “To develop tools and resources to support curriculum design and redesign” was possible as a result of addressing challenges one to four. The first tool was a video for staff and students that introduced the notion of SI and profiled: *What is it to be a Changemaker?* Furthermore, teachers, students and administrative staff attended a workshop to test findings and to co-create resources. In order to consider Changemaker principles within individual academic programmes, an outcome of the workshop was considering how Module learning outcomes and activities could be mapped to the Changemaker principles; this was also considered at Programme level. In total, the outcomes of the workshop with teachers, students and administrative staff included an introductory video and three key tools to support the on-going mission to continue an institutional conversation around SI education.

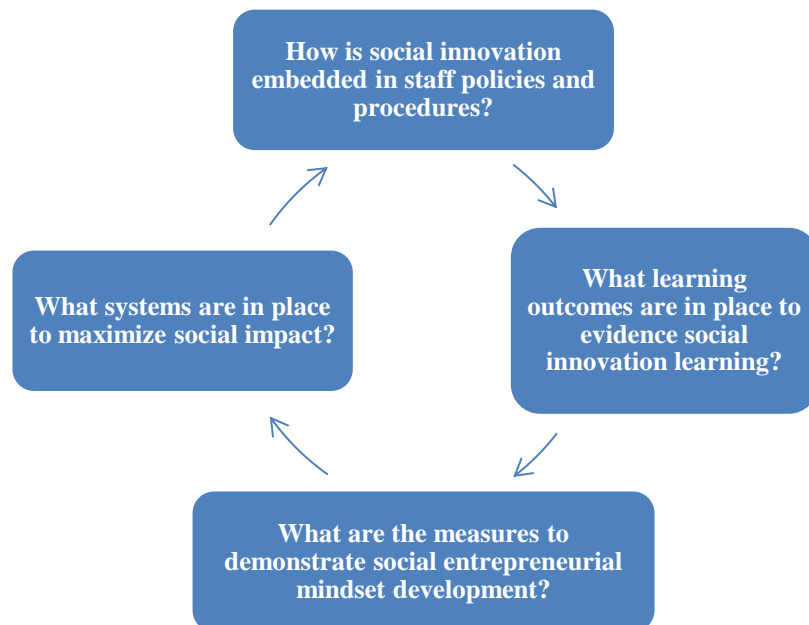
The remaining challenges (challenges six to ten) are currently under development.

iii. Application of the CEESI report for other HEIs

The CEESI report was compiled as a result of a two-year curriculum re-design project at the UoN. It is suggested that as other HEIs begin on their journey of embedding SI into their learning and teaching curriculum, they could use the CEESI report as a footprint in order to identify their own distinct challenges in supporting a curriculum re-design project. In order for any HEI to begin embedding SI principles into programme curriculums, it is important for the strengths of the institution will be identified along with any challenges. HEI programme curriculums include their own learning outcomes and as a result, embedding SI principles may be easier to attain across some programmes and more challenging among others.

Following on from two prior stages entitled: ‘Introduction to SI in HEIs’ that articulated HEIs institutional strategy relating to SI (stage 1); and: ‘Curriculum case studies – How faculties can bring about Social Innovation and change’ that explored how to embed SI into learning and teaching (stage two); a **third stage** can be explored: **Identifying challenges in embedding SI into the curriculum.** Stage Three requires HEIs to consider any challenges faced in embedding SI into programme curriculums. It is proposed that stage three follows on from stage one, as stage one enabled the HEI to define and articulate their own distinct strategy related to SI. Furthermore, it is proposed that stage three follows stage two, as stage two shares good practice and examples of SI within the HEI that can act as a stimulus for considering any challenges. In terms of identifying areas where SI can be developed Table 1 suggests some areas for consideration.

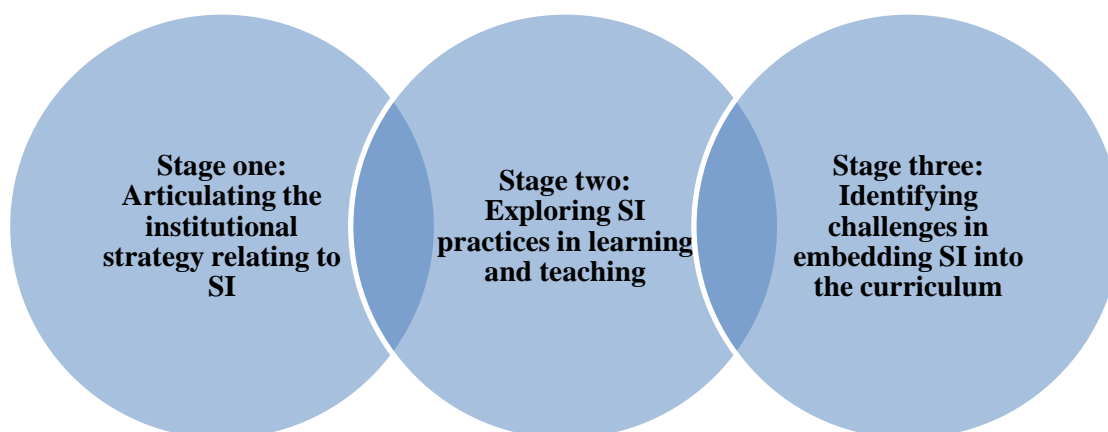
Table 2. Identifying challenges in embedding SI in HEIs



As outlined in document entitled: ‘Introduction to SI in HEIs’, it is suggested that each HEI consider what SI means within their HEI, as defining SI differs across disciplines and across countries. In defining SI within a given HEI, an institutional vision can be achieved that will guide the future direction of SI and will identify distinctive challenges. In creating a SI meeting group, the members of the group can explore areas of good practice and areas under development. The range of members in the SI meeting group will provide a range of perspectives that will be both valuable and insightful. It is advised that the process of embedding SI into the curriculum will involve both identifying evidences of good practice (by way of case studies/workshops or a conference as outlined in stage two) and identifying areas for on-going improvement. It is suggested that when beginning on the journey of embedding SI in HEI curriculums, good practice is shared and celebrated, and challenges are embraced and worked with collaboratively.

In conclusion, the following three stages are outlined for the development of SI in HEIs.

Figure 2. SI in HEIs, stages one to three



References

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Conole, G., Dyke, M., Oliver, M. and Seale, J. (2004) 'Mapping pedagogy and tools for effective learning design'. *Computers and Education, Vol. 43: 17-33*.



Appendix A

Table 1: Changemaker attributes for social innovation and social impact (Alden Rivers, Armellini and Nie, 2014)

Attributes	Relationship to Changemaker	Reference to literature
1. Self-confidence	<ul style="list-style-type: none"> in having and sharing one's point of view in challenging others' assumptions in being able to instigate change to deal with issues when they arise to work with others 	Flavell (1979); Kolb (1984); Baxter Magolda (1998); Grice (2005); Stepien & Baernstein (2006); Yorke & Knight (2006); QAA (2012); Jackson (2014)
2. Perseverance	<ul style="list-style-type: none"> be optimistic have resilience to engage in ill-structured tasks adapt in positive ways to changing circumstances practice tolerance to stress and ambiguity have grit work to thrive in the face of adversity 	Grice (2005); Sherman (2011); QAA (2012); Jackson (2014)
3. Internal locus of control	<ul style="list-style-type: none"> be self-regulated in monitoring progress against a plan work in a self-directed way, without supervision collect and maintain up to date records of achievement 	Gough (2003); Grice (2005); QAA (2012); Edexcel (2014)
4. Self-awareness	<ul style="list-style-type: none"> have awareness of own strengths and weaknesses, aims and values believe that personal attributes are not fixed and can be developed be independent be willing to learn and develop have an understanding of one's learning style be a "self-author" 	Baxter Magolda (1998); Gough (2003); Yorke & Knight (2006); Jackson (2014)
5. Action orientation	<ul style="list-style-type: none"> take action unprompted engage in action planning set goals have ambition 	Gough (2003); Yorke & Knight (2006); QAA (2012); Jackson (2014)
6. Innovation and creativity	<ul style="list-style-type: none"> be original and inventive and to apply lateral thinking be a future-thinker 	Grice (2005); Yorke & Knight (2006); Sherman (2011); QAA (2012); Jackson (2014); QAA (2014)
7. Critical thinking	<ul style="list-style-type: none"> be motivated and skilled to locate, interpret and evaluate a range of evidence, using tools where appropriate understand knowledge as uncertain and contextual evaluate methods for problem-solving question assumptions 	Brookfield (1987); Pascarella & Terenzini (1991); Baxter Magolda (1998); Mezirow (2000); Grice (2005); Stepien & Baernstein (2006); Yorke & Knight (2006); Edexcel (2014); Jackson (2014)
8. Empathy	<ul style="list-style-type: none"> be motivated to consider others' perspectives develop an aptitude for understanding another's perspective 	Stepien & Baernstein (2006); Sherman (2011)
9. Reflective	<ul style="list-style-type: none"> be motivated to engage in active reflection as a means of problem solving work as a reflective practitioner use learning logs, journals, blogs or diaries 	Flavell (1979); Kolb (1984); Mezirow (2000); Gough (2003); Yorke & Knight (2006); Jackson (2014)
10. Communication	<ul style="list-style-type: none"> possess high level of literacy, numeracy and digital literacy share findings and good practice with others have awareness of communication and language across other cultures influence, persuade and negotiate to positive ends be a networker co-construct meaning with others learn cooperatively 	Baxter Magolda (1998); Mezirow (2000); Gough (2003); Grice (2005); Yorke & Knight (2006); Edexcel (2014); Jackson (2014)
11. Emotional intelligence and social intelligence	<ul style="list-style-type: none"> be socially aware understand the role of emotions when working with others use emotion in positive ways 	Grice (2005); Sherman (2011); Jackson (2014)
12. Problem solving	<ul style="list-style-type: none"> recognise problems develop a strategy for problem solving evaluate the strategy for problem solving 	Jackson (2014); Yorke & Knight (2006)
13. Leader	<ul style="list-style-type: none"> inspire others and secure commitment make decisions look for the big picture articulate your vision implement change 	Neumann & Neumann (1999); Yorke & Knight (2006); Kabacoff (2009); Sherman (2011); Wharton School (2013); Jackson (2014);
14. Values-driven	<ul style="list-style-type: none"> be ethical be a global citizen be an environmental steward be an advocate for social justice and wellbeing 	Jackson (2014); QAA (2014)

