

**University of
Northampton**

How to do 'good stuff' when buying things.

A handbook for Higher
Education Institutions (HEIs).

UoN



Acknowledgements.

The University of Northampton would like to thank UnLtd, the HCT Group, and Goodwill Solutions CIC for their guidance in the preparation of this handbook, and for their excellent case studies. This handbook would not have been complete without their help and contribution.



We would also like to express our sincere thank you to Universities UK, Social Enterprise UK, and the Higher Education Procurement Association (HEPA), for supporting and endorsing this document.



Foreword.



The value and impact of higher education is something that has come under increasing focus and scrutiny in recent years.

Universities in the UK should not be concerned by this as we have a very good story to tell. Indeed, our own research at Universities UK shows that the economic impact of universities is significant (in 2014–2015, universities across the UK generated £95 billion in gross output for the economy). We also have good data that continues to confirm significant returns to graduates. This economic case is an important one, but it does sometimes feel that this has been foreground at the expense of the significant social and civic impact that higher education in this country has. This wider role and impact that universities have in their communities and on society is sometimes difficult to measure, and we have not been as good at articulating it, but it is nonetheless vitally important to the country.

This new handbook from the University of Northampton is therefore very welcome. It showcases just what can be done to enhance social impact, with

a focus on how social value can be derived from the procurement practices and supply chain of universities. It also shows that doing 'good stuff' when buying things also leads to high quality and effective services and outcomes. The cases highlight the different ways social value can be realised through development of infrastructure, transport, catering and logistics support. It shows that this social impact is not abstract or theoretical - it changes lives, creates jobs and opportunities for individuals and leads to thriving communities. The handbook also provides useful guide for those wishing to capture and measure this impact.

The University of Northampton is doing excellent work in this area and the majority of higher education institutions will also have social impact and a strong civic role at the heart of what they do. Indeed, many were founded on these principles. I therefore hope that institutions across the sector will find this handbook a useful tool for enhancing the significant social impact that they already have.

Alistair Jarvis
CEO
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1. Introduction.

This section provides an introduction to the handbook and outlines its purpose.

1.1 Who produced the handbook?

This handbook has been produced by the University of Northampton, with support from partners including UnLtd, HCT Group, and Goodwill Solutions CIC.

• The University of Northampton

The University of Northampton is a higher education institution based in the heart of England. It has an institution-wide and strategic focus on delivering social impact locally, regionally, nationally and internationally.

In 2013, it became the first University in the UK to be awarded with a 'Changemaker Campus' designation by Ashoka U, thus joining universities and colleges around the world recognised as global leaders in social innovation.

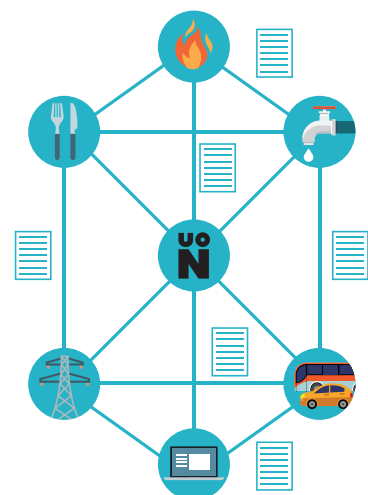
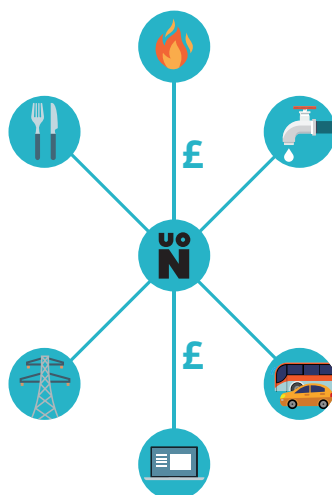
The University was also awarded with the 'Social Enterprise Gold Mark' by Social Enterprise Mark CIC in recognition of its excellence in a number of areas including governance; business ethics and good business practice; and social impact and financial transparency. The Gold Mark adds further recognition to the University's social impact work.

The University has been campaigning hard to ensure that the UK's Higher Education sector, as well as all other types of organisations, embed social value clauses into their procurement practices and supply chain. The University is building a new £330 million Waterside Campus (scheduled to open in September 2018) and is using this initiative to deliver the maximum social impact through the construction and operation of the Campus (see the detailed case study in Appendix 8.1). The procurement process for the Campus has social value clauses included in the contracts.

The University is also looking at ways in which Blockchain technology can be used in supply chains to improve efficiency and accountability. Earmarked projects include traceability of animal hides in the leather industry and increased transparency around modern slavery.

1.2 What is the purpose?

The purpose of the handbook is to provide procurement managers of Higher Education Institutions (HEIs) with a guide on how they can include social impact clauses in their procurement processes when considering major purchasing decisions, including construction projects.



Case study.

University of Northampton Waterside Campus



The University of Northampton is committed to delivering greater social value and social impact through its procurement processes. One of the ways in which it is delivering social impact and social value is through the construction and operation of its new £330 million Waterside Campus.

Social Impact has been considered in all parts of the Waterside tendering process as well as in the contract (with robust and measured Key Performance Indicators - KPIs). Each of the main contractors has signed up to the Social Impact Action Plans, which include key principles and KPIs to help deliver the greatest possible social impact commensurate with the construction project.

The 'good stuff' delivered as a result of the project includes a total of 1239 people from across the county having worked on the site; as well as the creation of various apprenticeship posts and work placement opportunities for students.

For a detailed case study, please refer to Appendix 8.1.



2. Background.



It is important to provide the bidders with clear guidance, using simple language under the key headings in this section.

2.1 Public Services (Social Value) Act 2012

The Public Services (Social Value) Act 2012¹ requires public bodies to consider how the services they commission and procure might improve the economic, social and environmental well-being of an area.

Although HEIs are not public bodies covered by the Act, it provides them with a model of best practice to follow.

2.2 Corporate Social Responsibility (CSR)

Corporate Social Responsibility (CSR) has not only become a concept which is widely applied but also has increased a central concern within the decision-making of a firm (Cochran, 2007)². There are increased pressures on organisations to ensure that they are acting as responsible citizens and are acknowledging their responsibility

towards the society. Organisations develop CSR strategies to illustrate that they are being accountable to society for their activities, including responsible procurement processes.

2.3 UK social enterprise sector

Social enterprise is a growing sector. There are 70,000 social enterprises in the UK contributing £24 billion to the economy³.

Some key trends from the UK's social enterprise sector are as follows:

- 74% earn more than 75% of their income from trading;
- 28% based in the most deprived communities;
- 41% led by women;
- 12% led by the Black, Asian, and Minority Ethnic (BAME) community;
- 79% recruit over half of their staff locally; for 58% this is their entire workforce;
- 69% are supporting people from disadvantaged groups, and 44% are employing them;
- 78% report paying the living wage to their employees.

¹ For further information, please see: <https://www.gov.uk/government/publications/social-value-act-information-and-resources/social-value-act-information-and-resources>

² Cochran, P. (2007). The evolution of corporate social responsibility. *Business Horizons*, 50, 449-454.

³ Source: Social Enterprise UK (2017), *The Future of Business, State of Social Enterprise Survey*, available as a download at: <https://www.socialenterprise.org.uk/Handlers/Download.ashx?IDMF=a1051b2c-21a4-461a-896c-aca6701cc441>



Typically, but not exclusively, social enterprises and Third Sector organisations provide services and/or products in support of the following and in doing so create ‘social value’:

1. Community support services (including the Justice agenda);
2. Health and Social Care support (including Mental Health);
3. Education support and allied services;
4. Support for children and young people;
5. Support for those with disabilities;
6. Support for the unemployed (including those not in employment, education or training).

They exist to help people improve their lives through a business model.

2.4 Terminology: Social Enterprise and Social Impact

There is no universally accepted definition of what constitutes a social enterprise or social impact. Therefore, it is important to provide clear guidance to bidders so that they understand social enterprise and social impact. Some definitions are below:

• Social enterprise

Social enterprises can be defined as “businesses with primarily social

objectives whose surpluses are principally reinvested for that purpose in the business or community, rather than being driven by the need to maximize profit for shareholders and owners” (DTI, 2002)⁴.

Social enterprises are self-reliant, independent organisations that deliver non-economic outcomes and use markets to reduce social inequality (Nicholls, 2006)⁵ (Dart, 2004)⁶.

• Social impact

Social impact looks at the social and environmental effects that organisations (private, public or third sectors) have on society through their operations. These effects can be both negative and positive, as well as being directly or indirectly attributable to these operations.

The University of Northampton defines social impact as ‘doing good stuff that helps people and/or the environment’. This definition will be used for the purpose of this handbook.

The handbook is not saying that to deliver social impact through procurement, a HEI has to only buy from social enterprises or community organisations.

Some social enterprises are excellent organisations that can compete for contracts to supply to a HEI. However, most social enterprises are small and will struggle to meet the standards HEIs require.

The University of Northampton has shown it is possible to deliver large-scale social impact by working in partnership with private sector suppliers. It is the experience of working well with private sector suppliers that has inspired this handbook.

⁴ DTI, (2002), *Social Enterprise: A strategy for success*, London, Department for Trade and Industry.

⁵ Nicholls, A., (2006), *Social entrepreneurship: New models of sustainable social change*, Oxford, Oxford University Press.

⁶ Dart, R., (2004), *The legitimacy of social enterprise*, *Non-profit management and leadership*, 14(4), 411-424.

Case study.

Co-wheels.



Co-wheels is a social enterprise and the only independently-owned national car club providing low emission, hybrid and electric cars on a pay-as-you-go basis for organisations and communities across the UK. It is a Community Interest Company and reinvests profit into its operations to expand and improve the service.

Co-wheels delivers car clubs in more than 60 locations, working with a diverse range of clients including a number of universities. It helps them save money on employee mileage and gives staff, students and the local community access to more environmentally friendly cars and vans.

For example, University of Sunderland has partnered with Co-wheels to reduce staff using their own cars for work purposes and promote greener travel choices. Staff have free and exclusive access to the on-site Co-wheels car for University business, from 08:00-18:00, Monday to Friday. Outside of those hours it is available for hire by students and local residents, bringing in revenue to the University to offset the costs.

The scheme reduces car parking pressure, eliminates the hassle of pool car management and reduces mileage claims.

3. Outcomes.

Embedding social impact into procurement processes provides a number of benefits to HEIs. Some of these benefits are outlined in this section.

3.1 What will a HEI get out of putting social impact in procurement?

Typically, a HEI, working with the selected contractor(s), will report the following 'good stuff':

- Increased publicity and PR for recognition within the local community for the 'good stuff' delivered;
- Work trials, jobs and apprenticeships for local people that benefits the local economy and results in the increase in skills and reduction in unemployment;
- Measurable environmental benefits - for example, reduction in carbon; recycling and re-use of resources; and reduction in waste;

- Increase in community engagement and community relations;
- Placement and internship opportunities for students;
- Volunteering opportunities for students;
- Cementing a mutually beneficial relation with your contractor;
- Outcomes from the project can provide a basis for academic research.



Case study.

Change Please.



Change Please is a social venture which provides mobile coffee vans and experienced baristas for hire for businesses and other organisations. It also sells premium quality, ethically sourced coffee for consumers or businesses. All its baristas are formerly homeless people, referred through a partnership with The Big Issue. Through the Change Please programme, they receive training, help to secure housing, banking, and earn the London Living Wage. They can also receive further job opportunities with Change Please partners. It operates a number of coffee carts around London and

are in the process of rolling out a franchise coffee shop model, all staffed by formerly homeless people.

Change Please matches the price and quality of existing coffee supplies but ultimately 100% of the profit generated goes to lifting people out of homelessness. Change Please can also offer a coffee van on university campus or replace a commercial competitor.

A photograph of three people (two men and one woman) sitting around a table in a meeting, looking at a tablet. The image is overlaid with a semi-transparent red filter.

4. Introducing social impact in procurement.

The basic principles of delivering a successful procurement project are outlined in this section.

- **Ensure social impact is aligned to your strategic plan**

Ensure social impact has relevance to your institutional strategy, the commitment of top managers is of utmost importance.

- **Get your team together for an early 'buy-in' and allocate roles and responsibilities**

Identify and bring the right people together so you can share responsibilities and drive forward actions.

- **Develop the social impact questions for your Pre-Qualification Questionnaire (PQQ) and Invitation to Tender (ITT) phases**

Identify the 'good stuff' that you are already doing and/or want to do and align this to the questions.

- **Work closely with the main contractor(s) to produce a Social Impact Action Plan**

Produce a draft Social Impact Action plan and introduce it to the winning contractor at an early stage so that you have an agreed final template to work from.

It is crucial to develop critical relationships earlier on in the stage between the contractor and your team.

- **Social Impact Team and main Contract Manager develop and agree on relevant Key Performance Indicators (KPIs)**

From your early meetings, introduce mutually beneficial draft KPIs that, when agreed, will drive your Social Impact Action Plan forward.

Understanding how your contractor(s) already monitor and report social impact may enable you to understand better how their business works, win trust, and develop a more mutually beneficial set of KPIs.

- **Both teams agree a process for on-going monitoring and reporting**

Agree who does what and when. The Social Impact Action Plan is delivered by designated staff from both teams, who set agreed methodologies for on-going reporting at appropriate levels for each organisation.

- **Outcomes from the KPIs are disseminated and celebrated jointly**

Both teams create an environment where any social impact successes can be disseminated to appropriate parts of the business for the good and benefit of all. For example, outcomes for the HEI are linked to the delivery of its strategy, and for the contractor, this could be linked to their CSR objectives.

New collaborations and opportunities for studying, joint working or funding can be realised during and post-contract.

Case study.

HCT Group.



HCT Group is arguably the world's leading transport social enterprise, safely delivering over 23 million passenger trips on its buses every year. Its founding commitment is to the role that transport can play in ensuring that the most vulnerable and marginalised in our society can access jobs, education, services – or even the simple freedom of being able to get out and about, so central to our quality of life.

It earns its revenues from transport contracts won in the marketplace – often against the multinational giants of the bus industry – delivering them

to a high standard. Profits are then reinvested into high social impact transport services or projects in the communities it serves, and into providing training opportunities for people who are long-term unemployed, thus making a real difference to peoples' lives.

This model has allowed it to grow from strength to strength. Its track record spans a wide range of services – from London red buses to Bristol social care transport, from Leeds school transport to the whole bus networks of Jersey and Guernsey, from community transport to training

for skills and employment. Its growth makes HCT Group a genuine social enterprise success story, growing from a handful of minibuses and some volunteers in the early 1990s to 1200 staff, a fleet of 625 vehicles operating from thirteen depots nationwide and a turnover of £49.9m in 2016-2017.

HCT Group remains ambitious for further growth – and is particularly interested in exploring major transport opportunities with organisations, particularly HEIs, that share their values.

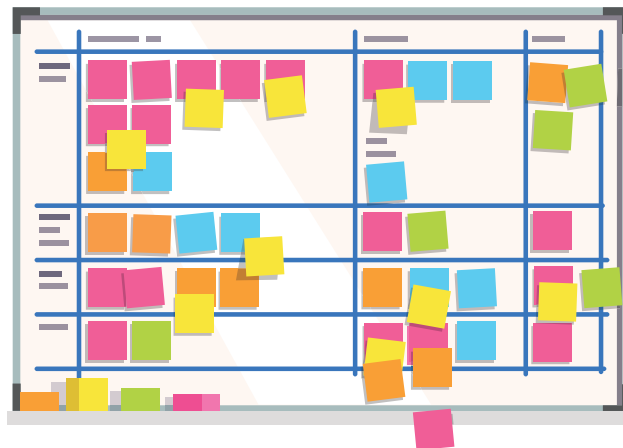
5. Working with the HEI supply chain.

In this section, you will find information about building social enterprises and private businesses into your supply chain to deliver more 'good stuff'.

To include social enterprises in your supply chain to deliver more 'good stuff', you will need to:

- Gather knowledge of local social businesses including any that are directly supported by your HEI;
- Understand the nature and scale of these businesses;
- Understand your selected contractor(s) needs in terms of its supply chain requirements;
- Evaluate the suitability of your own supply chain in terms of its potential response to the contractor needs;
- Introduce suitable social enterprises direct to the contractor(s).

To include the private sector in your supply chain to deliver more 'good stuff', you can use the similar methodology, and identify private sector businesses that have the potential to deliver mutually beneficial outcomes through the procurement processes.



Case study.

Goodwill Solutions CIC.



Goodwill Solutions Community Interest Company (CIC) is a Northampton-based logistics business which enables ex-offenders to get back into mainstream society through work programmes. Goodwill supplies warehouse services to UK and internationally based businesses. The organisation was founded in 2008.

In 2012, the University of Northampton joined the business as a stakeholder due to a shared ethos of creating a positive impact on society. During the last six years,

Goodwill has supported more than 400 clients through its programmes, resulting in more than 300 gaining paid employment.

As a partner, Goodwill Solutions provides archiving services to the University of Northampton, runs projects to recycle disused University furniture, and hosts student visits and interactions designed to enhance the understanding of social enterprise.

6. Measurement.

The measurement of social impact is strategically important for any organisation for a number of reasons outlined in this section.

6.1 Why to measure

- Provides evidence for stakeholders, funders and beneficiaries of the impact that you are having
- Allows for organisational learning and understanding of you having a positive impact
- The Public Services (Social Value) Act 2012:
 - Requires public bodies to consider how the services that they commission/procure might improve the economic, social and environmental well-being of the area (i.e. the triple-bottom line).
 - Has led to social value clauses now featuring in 75% of local authority contracts
 - Whilst this does not legally bind HEIs, it does provide a model of best practice for public and third sector bodies.

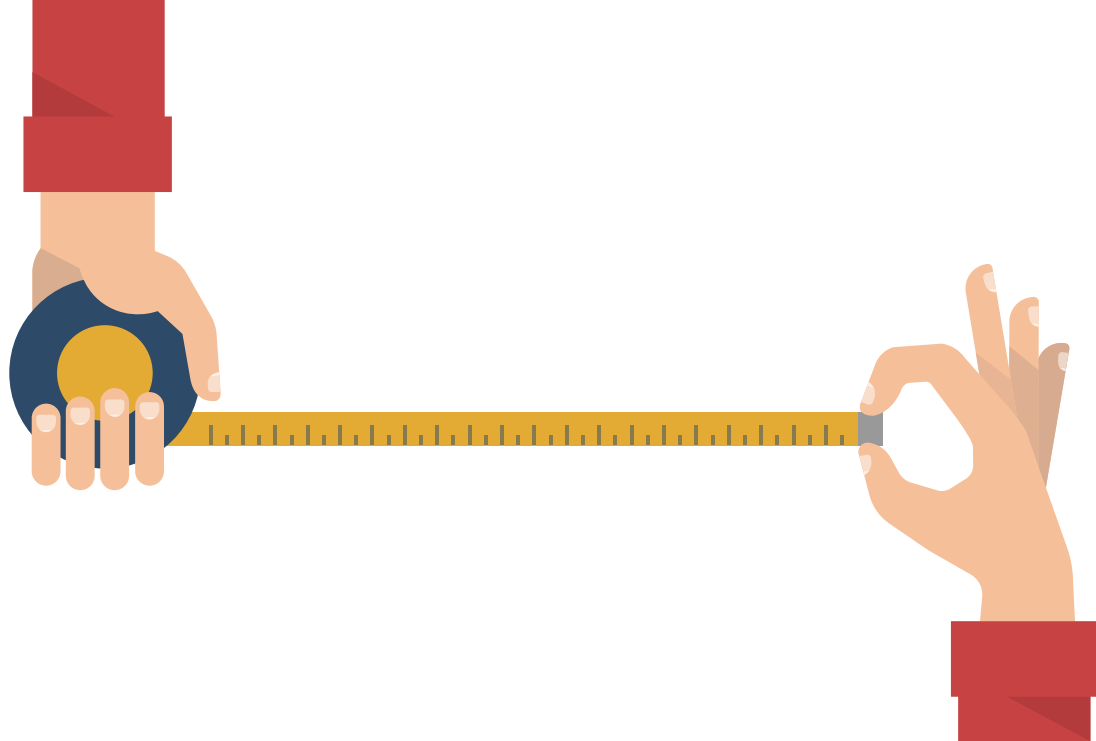
6.2 How to measure?

The measurement of social impact involves the capturing of data related to outputs, outcomes and impacts. An output refers to the easy to measure programme reportables that organisations always tend to capture (for example, the number of people supported), whilst outcome relates to the changes to participant's beliefs/mind-sets, such as improved wellbeing. Impact is more difficult to measure, but relates to the saving that interventions bring to the state or society, such as reduced welfare payments through increased employment. The University of Northampton has developed its own bespoke and holistic approach to measurement, the 'Social Impact Matrix©', which was utilised in its own social impact measurement reporting (see **Appendix 8.2** for an overview of the Matrix).

When measuring social impact, it is important to follow five key steps, as outlined in 2014 by the European Commission's GECES sub-committee⁷ on impact measurement:

- *Identify objectives:* what are you seeking to do with the data (i.e. market your organisation; develop internal strategy)?
- *Identify stakeholders:* who are you seeking to engage with the research (i.e. beneficiaries; staff; funders; partners; policy-makers)?
- *Relevant measurement:* understand your theory of change, which relates to how you bring about change in your beneficiaries. For example, this could involve increasing the self-efficacy of individuals to enable them to successfully apply for jobs. You then identify relevant indicators to capture this (i.e. self-efficacy scales).
- *Measure, validate and value:* the measures identified are then implemented longitudinally to track change over time.
- *Report, learn and improve:* ensure the findings are disseminated in appropriate formats to internal and external stakeholders and audiences.

⁷ Clifford, J., Hehenberger, L., & Fantini, M., (2014), Proposed Approaches to Social Impact Measurement in European Commission legislation and in practice relating to: EuSEFs and the EaSI, European Commission Report 140605 (June 2014), available online at http://ec.europa.eu/internal_market/social_business/docs/expert-group/social_impact/140605-sub-group-report_en.pdf



The measurement of social impact is not only applicable to the evaluation of programmes, but is also valid in the design of new products or services and the procurement of these by organisations. By recognising the theory of change that you wish to develop and then using procurement processes to ensure that this is delivered, should be central to any organisation seeking to deliver social impact. This is the cornerstone of the principles behind the Public Services (Social Value) Act 2012, which provides public organisations with the requirement to consider social value when procuring and commissioning public services. Procurement can therefore be used as a tool for positive social change, and the Social Impact Matrix© can be used to evaluate whether the targeted social outcomes have been achieved.

6.3 Models for measuring social impact

The basic models considered to measure social impact are threefold. These include:

- *The economic and social benefit created:* where, either at a micro or macro level, there is an impact on earning capacity, consumption of benefits, reliance on welfare systems, productivity, tax revenues, or on trade or wider social or environmental benefits. For example, an opportunity to assist a homeless person in training

and ultimately finding employment creates savings for society (i.e. by way of reduced social benefit payments) and also generates additional tax revenues;

- *The costs saved and not wasted:* where the intervention results in a saving in the cost of other interventions, consequential costs, or increases the effectiveness of another intervention. For example, where an intervention to rehabilitate a drug user is likely to reduce the need for interventions by the health service and police, allowing these resources to be redirected, or costs saved;

- *Alternative or cheaper sourcing:* the savings made where the intervention directly replaces another more expensive one. For example, if a charity or social enterprise provides a service via their stakeholders (i.e. the unemployed, or those with social or health issues) in relation to a building project (i.e. painting, carpentry or the supply of materials) at a lower cost than a commercial organisation would charge.

Finally, the GECES report also stated that it was important for an impact evaluation methodology to take into account three main factors:

- *Deadweight:* what changes would have happened anyway, regardless of the intervention?

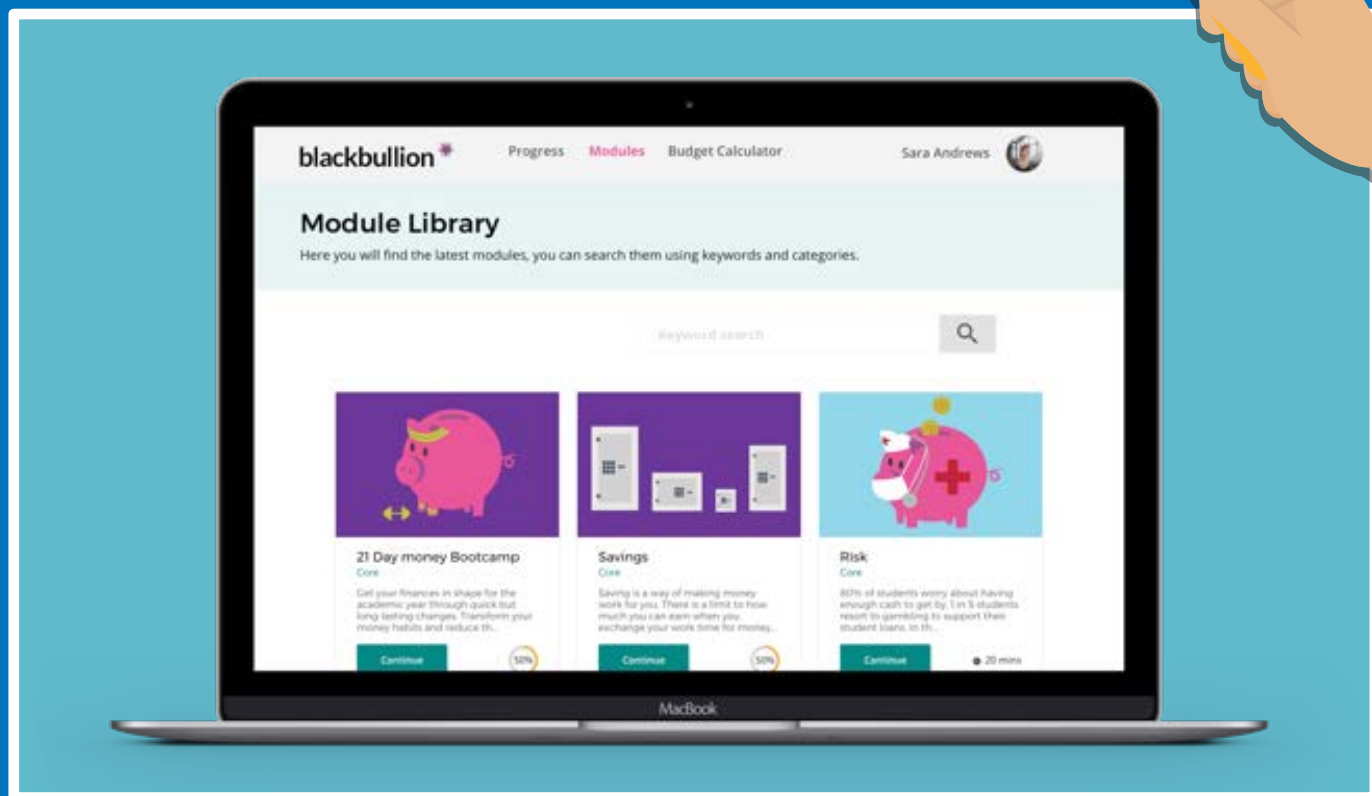
- *Alternative attribution:* deducting the effect achieved by the contribution of others (i.e. partner organisations).

- *Drop-off:* allowing for the decreasing effect of an intervention over time.

However, the capturing and calculation of deadweight, alternative attribution and drop-off can be both costly and difficult and so HEIs need to decide whether they want to commit such resources to this. Whilst in doing so you guarantee that your social impact measurement is following 'gold standard' best practice; an organisation can still capture useful data without the inclusion of these three variables.

Case study.

Blackbullion.



Founded in 2014, Blackbullion is an award-winning financial education social venture on a mission to help young people gain the skills they need to create the life they want through personalised digital learning. Powered by a Software-as-a-Service (SaaS) subscription model, Blackbullion produces engaging and effective personalised learning, in four minute lessons, to encourage shifts in behaviour for future success. Universities purchase access to the online learning platform which students can then access for free with their university email address.

Blackbullion hopes to help universities enhance graduate prospects and degree completion as students' practical financial understanding can have a significant impact on their employability and wellbeing. Furthermore, the

Blackbullion service is OFFA (Office for Fair Access) accountable and can be included within universities' Access Agreements.

Blackbullion has been able to grow from working with two universities to over 20 by speaking with student service departments directly and being able to clearly demonstrate that they can have a genuine impact on the lives of students while supporting universities in their key objectives. Today, over 350,000 students have access to their online financial literacy lessons in the UK and increasingly overseas.

7. Consultancy Support.



If you have any questions about any aspect of the handbook, or would like further guidance about how you can successfully embed social impact into your procurement processes, then please contact the University's Social Impact team on the email addresses below:

Richard Ellis, Waterside Social Impact Co-ordinator
Email: reenterprise@btinternet.com

Kulwinder Kaur, Communications and Projects Officer
Email: Kulwinder.Kaur@northampton.ac.uk

For further information regarding the Social Impact Matrix®, please contact Professor Richard Hazenberg at the Institute for Social Innovation and Impact on the email address below:
Email: Richard.Hazenberg@northampton.ac.uk

8. Appendices.

Appendix 8.1

Case study: Delivering social impact through the construction of the Waterside Campus.

Summary

This case examines how the University of Northampton set out to deliver social impact through a very large-scale construction project. The relevance of the University's strategy and the commitment of its top managers to the initiative is highlighted. The development of a Social Impact Action Plan and its use in supporting developers throughout the tendering process is described. The way social impact was integrated into the tendering process (Pre-Qualification Questionnaire (PQQ) and Invitation to Tender (ITT), and the development of Key Performance Indicators to monitor and measure performance, are detailed. Learning from the case is summarised and it is suggested that the methodology developed by the University of Northampton could be applied to other large construction projects to deliver social impact.

Background

The University of Northampton is totally and publicly committed to being socially innovative in order to deliver social impact⁸. For the University, social innovation means bringing new thinking to help tackle long-standing problems. The research and teaching its academic staff do, and the extra curricula activities the university provides, are designed to develop the skills and knowledge of students so they can be social innovators in whatever future careers they have. The University also expects to work with its strategic partners and suppliers to identify and implement socially innovative ways in which it can have social impact. The University's mission, Transforming Lives

+ Inspiring Change, encapsulates the effect it aims to have. The University has developed the strapline: 'The University of Northampton - Clever people, new thinking, doing good stuff'.

In 2014 the University made the strategic decision to build a new campus. The new campus, located in the Northampton Enterprise Zone will regenerate a brown-field site, make the River Nene a key attraction, and bring major economic benefits to the town centre. The University will leave its two current sites in September 2018 and move to the new Waterside Campus in the only whole-institution move of its kind this century.

The development of the Waterside Campus is the biggest investment the University of Northampton has ever made⁹. Driven by its strategy, the University is committed to using this initiative to work with a wide range of new and existing partners to develop and implement schemes that deliver the maximum possible social impact.

From the outset of the Waterside project, the University was determined that the Waterside Campus development would result in very large-scale, measurable and high-profile social impact.



⁸ The University of Northampton defines social impact as 'doing good stuff that helps either people and/or the environment'.

⁹ The cost of the new campus is over £330 million.

Working with Developers

The team from the University charged with ensuring the Waterside development resulted in lots of 'good stuff' deliberately decided to use everyday language and set a broad scope for its definition of social impact, as it wanted all contractors and their sub-contractors to be able to engage in 'doing good stuff'.

In the second half of 2014 a Social Impact Action Plan was developed ready for distribution to all developers interested in contracting to be involved in the Waterside development. The Action Plan was designed to be a document developers would find useful in preparing their responses to the various stages of the tendering process. The Plan explained how the University wanted to work with suppliers to make a positive difference, described examples of current activities, and set out ten strategic principles. Suppliers were given examples of how the University made a positive difference to people and the environment (see Table 1).

How we help people

- Enabling disadvantaged people to come to university;
- Helping students to get great jobs, and local businesses and social enterprises to benefit through structured and supported placements;
- Purchasing goods and services directly from social enterprises;
- Working with our suppliers to build social enterprises into their supply chain (and their suppliers' supply chain);
- Providing training to local unemployed young people and other disadvantaged groups;
- Providing volunteering to support local charities and community ventures;
- Doing research to review and improve local services;
- Working with local SMEs and micro-businesses helping them to meet their training needs and create apprenticeships for young people and adults;
- Providing structured training pathways for young people to progress into employment, education and training;
- Providing a link between businesses and education providers to enable young people and adults to gain valuable work experience and development of social and employability skills;
- Educating and raising awareness amongst people about their environmental and social responsibilities.

How we help the environment

- Reducing carbon dioxide emissions through energy efficiency and the use of energy generated from renewable sources;
- Using water in an efficient and responsible manner;
- Encouraging low-emission transport and active travel;
- Reducing road miles through local purchasing;
- Preventing the generation of waste and reducing its impact through resource reuse and recovery;
- Improving recycling facilities and strategies;
- Encouraging biodiversity and the conservation of nature;
- Considering the environmental impacts of catering, IT and wider purchasing policies.

Table 1: How the University of Northampton makes a positive difference

Strategic Principles

The University's Social Impact Action Plan was underpinned by ten key strategic principles that were intended to guide the development and delivery of social impact initiatives and activities. These ten principles are listed below:

Partner selection: the University and its main contractors will only work with partners that share our determination to deliver social impact. Tendering and contract documentation will include binding clauses relating to the delivery of social impact;

Cost: our Social Impact Action Plan will not increase the cost of the Waterside development;

Quality: our Social Impact Action Plan will not negatively impact on the quality of the Waterside development;

Partnership: we don't think we have all the answers, or that we can just tell expert organisations what to do. Therefore, we will work in partnership with the organisations involved in the development of the Waterside Campus¹⁰ to develop and deliver effective social impact plans and activities;

Accountability: once partners have agreed social impact plans, they will be accountable for their delivery;

Measurement: we will deploy University resources to measure the effect of the social impact delivered through the Waterside development. We will share the results of our measurements with our partners;

Public Relations: we will devise and implement a public relations plan that effectively promotes the social impact that we, and our partners, deliver;

Leverage of external funding: we will lever in new, external UK and EU funding that we, and our partners, can use to maximise the effectiveness and scale of the Waterside development's social impact;

Engaging creativity: we are not fixed in our list of ways in which a large construction project can deliver social impact. We believe that our partners, our staff and students, and the public will have excellent and novel ideas for ways in which the new campus development can deliver social impact. We will engage with people to get their ideas, and we will let them know what we are doing;

Sustainability and skills: we know that Northamptonshire plans to build at least 80,000 new houses by 2031 and that there are many large-scale infrastructure projects being developed. We intend to support these initiatives by ensuring that our social impact activities develop both capacity and capability to support these schemes.

The development of the Waterside Campus involves four main contracts: the Infrastructure contract for the construction of new bridges and roads; the Academic contract for the construction of the new teaching and research buildings; the Student Accommodation contract for the construction of new halls of residence; and the IT contract. The Social Impact Action plan applies to all four contracts. For simplicity this case study will focus on the Academic contract only.



Social impact and the procurement process

It was recognised that social impact had to be integrated within the tendering process, rather than being seen as an additional hurdle for potential contractors to face. Therefore, the University's social impact team worked closely with the internal and external project management teams to devise appropriate and relevant questions to be included in the Pre-Qualification Questionnaire (PQQ) and Invitation to Tender (ITT) processes. Scoring mechanisms were also developed and tested prior to the PQQ and ITT being distributed.

While large developers all have Corporate Social Responsibility strategies, and operate Considerate Contractors schemes, informal feedback from the construction industry indicated that the language of social impact would not be familiar to all companies. Therefore, the University set up an information and advice support service for developers for both the PQQ and ITT phases. The Inspire2Enterprise social enterprise support service (www.inspire2enterprise.org), wholly owned by the University, both gave presentations to, and operated a helpline for, developers. Links to other sources of information about social impact (for example, Social Enterprise UK), were also provided to developers.

¹⁰ Main/primary developers/contractors and organisations in the supply chain.

The PQQ Phase

In the PQQ phase, one question was included to enable developers to explain their approach to delivering social impact.

The question was worded as follows:

As the leading HEI in the UK for social enterprise and with an institutional focus on social innovation and social impact, the University of Northampton is committed to delivering greater social value and impact through its procurement (and operational) processes. The University strives to go beyond the requirements of the Public Services (Social Value) Act 2012 in the way it works, on its own, and with partners to deliver economic, social and environmental improvements.

The Contract Conditions/Employers Requirements will include specific requirements relating to how the delivery of the contract leads directly, or indirectly, to a positive social impact that improves the lives of people and/or the environment. The University expects to have an active dialogue with our suppliers on how both they and the University can deliver this positive impact.

Please include an indicative description of how you will deliver social value and the projected impact of this social value in your response to the PQQ. (Maximum one page of A4).

Responses to this question were scored and accounted for 5% of the available marks for the submitted PQQs. The responses received to the above question varied greatly in quality and detail. Obviously, with a score of only 5% the social impact factor was not meant to be decisive in selecting organisations to be invited to submit an ITT; previous experience and cost were the critical factors assessed. However, the question did achieve its aim of stressing the importance the University of Northampton attached to social impact.

Those organisations that reached the PQQ threshold were then invited to submit an ITT

The ITT Phase

In the ITT phase developers were asked to respond to five social impact questions, four of which were scored. The questions were worded as follows:

Invitation to Tender – Social impact questions:

1. Please note that in answering questions 2 – 6 below you are also confirming that you have read, understood, and agree with the Aim and Strategic Principles of the document 'University of Northampton Waterside Campus Development Social Impact Action Plan'. You are also confirming that, if successful, you will work with the University of Northampton to achieve its social impact aim. *No response is required to this item which is not scored.*
2. Please describe how your company's social impact policy (or equivalent document) matches the University's Social Impact Action Plan for the Waterside Campus development (Maximum two sides of A4). Your company's social impact policy should be attached as an appendix to your response. *Scored 0 (no answer) – 10 (detailed and coherent response demonstrating company's policy is fully aligned to University's Social Impact Action Plan for the Waterside Campus development).*
3. Please identify at least ten specific examples of social enterprises, or other organisations delivering social impact, that could be included in your supply chain if you win a contract to develop the Waterside Campus. State what goods or services these organisations could provide and how you would work with them (Maximum one side of A4). Please note that your response to this question does not commit you to work with the ten organisations you name. *Scored 0 (no answer) – 10 (full answer giving details of organisations and how they could deliver social impact as part of a supply chain)*
4. The University has agreed with local colleges of Further Education that construction and landscape apprentices trained at the colleges will be employed on the development of the Waterside Campus. Please detail in ways in which you would use these construction apprentices and say how many apprentices you would employ (Maximum one side of A4). *Scored 0 (no answer) – 10 (detailed information provided on how apprentices would be used during the development of the Waterside Campus (which tasks/activities); which organisation(s) might employ and manage them; how many apprentices would be used in total; and for how long the apprentices would be used).*
5. The University will appoint a Social Impact Coordinator who will work with the University's Waterside project team during the development of the Waterside Campus. Please detail how you would want to work with the Social Impact Coordinator to ensure the University achieves its social impact aim (Maximum one side of A4). *Scored 0 (no answer) – 10 (details provided of which post(s) in bidding organisation would be responsible for working with the University's Social Impact Coordinator; how relationship would work, for example frequency of meetings, style of relationship; how relationship will be monitored, for example use of KPIs; and what 'success' would look like)*
6. The University believes that, working with its partners, it can lever in external money to maximise the scale and effectiveness of the Waterside Campus development's social impact. Please say whether you have experience in gaining external funding to support social impact delivery and, if you have, detail the relevant funding bodies (Maximum one side of A4). *The response to this question is not scored.*

Responses to these questions were scored and again, accounted for 5% of the available marks for the submitted ITTs. Responses submitted were, in general, very detailed and well thought out. It was clear that developers had made significant efforts, and done much research, in order to complete their responses to the questions.

Main contract, sub-contractors and measurement of social impact

Once the ITT phase had been completed and the main contractor for the Academic contract was selected, the University's social impact team set up regular meetings, every two months, with the contractor's project manager to devise and degree the detail of the implementation of the Social Impact Action Plan. This implementation was based on the winning organisation's response to the social impact questions in the ITT. The delivery of social impact was included in the main contractor's master contract and linked to payment terms.

It was agreed that social impact would not only be the responsibility of the main contractor, but would have to be integrated into the supply chain to the over 130 tier 1 sub-contractors involved in the Academic contract.

Working with the project manager, the University team devised nine Key Performance Indicators (KPIs) that the main contractor's tier 1 sub-contractors would be asked to help deliver. Crucially, members of the University's social impact team had been involved with the development of the Northamptonshire Strategic Economic Plan (SEP) and had regular contact with the local LEP, local authorities, and local FE colleges. As a result of this in-depth knowledge of the county's economic and social priorities, the KPIs were overtly relevant to the SEP. These KPIs were included in the tendering process used by the main contractor to select sub-contractors.

Table 2 lists the KPIs developed, and the way they were defined.

KPI	Definition
Number of Northamptonshire people engaged in paid work as a result of the project	Number/s living at a Northamptonshire postcode and registered as employed through the project's supply chain.
Number of local (30 mile radius) suppliers engaged	Based within 30 miles from the Waterside development defined by postcode SMEs – we use the EU definition of small and medium enterprise - the category of micro, small and medium-sized enterprises (SMEs) is made up of enterprises which employ fewer than 250 persons and which have an annual turnover not exceeding 50 million euro, and/or an annual balance sheet total not exceeding 43 million euro. Social enterprises/ventures use market disciplines to achieve a social aim (do 'good stuff').
Number of public engagement events held during construction in Northamptonshire	Public engagement describes the myriad of ways in which the construction activity and benefits of higher education and research can be shared with the public. Engagement is by definition a two-way process, involving interaction and listening, with the goal of generating mutual benefit.
Number of Northamptonshire based workers upskilled as a result of the project	Number/s of workers on site and in the supply chain upskilled as a result of the project, and with a Northamptonshire postcode.
Number of apprentices from Northamptonshire engaged as a result of the project	Number/s from local FE colleges and with a Northamptonshire postcode Apprentice means an employee being trained in an Apprenticeship under a Training Contract registered by DET on *DELTA and issued with a Registration Number. *DELTA Direct Entry Level Training Administration is the Departments database for Apprentices and Trainees.
Number of new entrants to the construction industry from Northamptonshire	Number/s of new entrants (person/s new to the sector) with Northamptonshire postcode/s.
Number of University of Northampton student placements connected to the project	Number/s of University placements engaged through the project's supply chain.
Number of local FE college student placements connected to the project	Number/s of college placements engaged through the project's supply chain.
Number of positive media items about the project	Data that is mutually beneficial to stakeholders.

Table 2: KPIs (and their definitions) used on the Academic element of the Waterside project.

It was also necessary to be clear with sub-contractors how the KPIs would be measured, and the resulting social impact assessed. The main contractor, as a standard procedure on other projects, monitored and recorded construction worker data on two simple spreadsheets, the Employment Schedule and the Work Experience Schedule. It was essential that the desire to deliver social impact was not seen as difficult so these spreadsheets were, with minor amendment, used to help measure the KPIs. **Table 3** lists the measurement and monitoring methods developed by the University's social impact team and the contractor's project manager.

KPI	How data will be measured and monitored
<p>Number of Northamptonshire people engaged in paid work as a result of the project</p>	<p>Measurement from Metrics captured within an on-site Employment Schedule includes:</p> <ul style="list-style-type: none"> • Unique employment reference number • Name • Position • Employer • Postcode • New entrant/New vacancy/Sustainable • Start Date • Finish Date • Person Weeks <p>Link to local LEP job brokerage confirmed via Construction Task and Finish Group.</p> <p>Knowledge Hub based Toolbox talks are recorded as part of QM procedures.</p> <p>Report to be issued monthly as part of the progress report.</p> <p>Monitoring meetings as required with the contractor's site manager/ representative and University Social Impact Coordinator.</p>
<p>Number of local (30 mile radius) suppliers engaged</p>	<p>All deliveries logged with distance travelled for delivery, depot location.</p> <p>Report to be issued monthly as part of the progress report.</p> <p>Monitoring meetings as required with the contractor's site manager/ representative and University Social Impact Coordinator.</p>
<p>Number of public engagement events held during construction in Northamptonshire</p>	<p>Wider public:</p> <p>Newsletters and resident meetings with Contracts Manager/Project Manager and relevant sub-contractor supervisor/Director once every six months.</p> <p>Open Doors events for people to visit site, including school/student visits.</p> <p>Knowledge Hub on-site with a raised viewing cabin/exhibition room with plans/model of the site.</p> <p>Report to be issued monthly as part of the progress report.</p> <p>Monitoring meetings as required with site manager/representative and University Social Impact Coordinator.</p>
<p>Number of Northamptonshire based workers upskilled as a result of the project</p>	<p>Measurement from Metrics captured within an on-site Work Experience Schedule that includes:</p> <ul style="list-style-type: none"> • Unique employment reference number • Name • Position • Employer • Postcode

	<ul style="list-style-type: none"> • Did they attend their interview? • Was applicant successful? • Start date • Finish date • Person weeks • Notes <p>Report to be issued monthly as part of the progress report.</p> <p>Monitoring meetings as required with site manager/representative and University Social Impact Coordinator. Links to LEP confirmed.</p>
Number of apprentices from Northamptonshire engaged as a result of the project	<p>Apprentices data captured as part of both Employment Schedule and Work Experience Schedule.</p> <p>Number of apprentices.</p> <p>Report to be issued monthly as part of the progress report.</p> <p>Monitoring meetings as required with site manager/representative and University Social Impact Coordinator and local FE colleges. Links to LEP confirmed.</p>
Number of new entrants to the construction industry from Northamptonshire	<p>All new entrant data captured within Employment Schedule.</p> <p>Report to be issued monthly as part of the progress report.</p> <p>Monitoring meetings as required with site manager/representative and University Social Impact Coordinator and local FE colleges. Links to LEP confirmed.</p>
Number of University of Northampton student placements connected to the project	<p>Data captured within Employment Schedule.</p> <p>Report to be issued monthly as part of the progress report.</p> <p>Monitoring meetings as required with site manager/representative and University Social Impact Coordinator.</p>
Number of local FE college student placements connected to the project	<p>Data captured within Employment Schedule.</p> <p>Data captured at college - for example, visits to site for students and bursary data.</p> <p>Report to be issued monthly as part of the progress report.</p> <p>Monitoring meetings as required with site manager/representative and the University Social Impact Coordinator.</p>
Number of positive media items about the project	<p>Reports capture the type and nature of Local charity and VCS engagement.</p> <p>Type and nature of social enterprise engagement – enterprise positive activities.</p> <p>Positive environmental items identified by, for example, meeting BREEAM 'Excellent' standard.</p> <p>Report to be issued monthly as part of the progress report.</p> <p>Monitoring meetings as required with PR Officer/site manager/representative and University PR/University Social Impact Coordinator.</p>

Table 3: How KPI data will be monitored and measured.

Social Impact Coordinator

The University realised that to effectively support and monitor the delivery of social impact on a major construction site it would be necessary to have staff on-site on a regular and frequent basis. Therefore, a part-time Social Impact Coordinator (a social entrepreneur with a background in construction and engineering) was appointed in 2015. The costs of this post are met by leveraging in external funding to support the development of the new campus.

Learning

A number of important lessons have been learned during this unique initiative. The key lessons learned can be summarised as:

1. It is necessary for top level managers to be committed to the delivery of social impact through large construction projects, from the outset;
2. It is necessary to develop a clear social impact action plan, written in plain language, before the tendering process begins;
3. It is essential to integrate social impact into the tendering process, rather than have it as an additional 'hurdle' for developers to face;
4. It is essential to work with developers, both during the tendering process (supplying information and advice), and once the main contractor has been selected;
5. It is essential to integrate social impact into the sub-contracting process;
6. It is essential to have robust KPIs, with clear definitions, that are linked to local, regional, economic, and social priorities;

7. It is essential to measure and monitor performance against KPIs using simple and data collecting methods, ideally based on variants of those already in use;
8. It is necessary to have an appropriately experienced university employee on-site at regular and frequent intervals, to monitor performance against KPIs.

Applications of this case study

Although the University of Northampton is not bound by the provisions of the Public Services (Social Value) Act 2012, the institution's mission and strategy meant that it set out to determinedly deliver social value through the construction of its new campus. It is suggested that the methodology and lessons described in this case study could be applied by other organisations when considering major purchasing decisions, including construction projects.

Key achievements and successes

Working with key contractors, the University has delivered the following positive social impact (aka 'good stuff') through the construction of the Waterside Campus:

- 1239 local people employed on-site through the project supply chain;
- Over 40 local suppliers engaged from multiple sectors;
- 20 apprenticeship jobs delivered, as well as various work experience and student placements delivered;
- 43 local people upskilled as a result of the project;
- 72 new entrants to the construction sector;
- Held various public engagement events including working with a local wellbeing service, charities, and social enterprises;
- Significant positive environmental impacts realised through waste and other savings i.e. the pre-cast piling method used on-site to reduce site waste;
- Worked with local schools to create an on-site garden. The Grow Wild initiative is an educational and environmental scheme that involves growing native wildflowers and improving the biodiversity on a construction site.

- Multiple community engagements held on-site including the Considerate Constructors Hoardings Competition, which was completed in partnership with a local school. The competition involved local school children to create an image showing what living in Northampton means to them. The entries were then judged and the best artists were invited down to paint the final designs onto the hoardings at Waterside which are seen by thousands of people, visitors and residents. 112 pupils from a local school were involved and declared winners in a national competition.

The University's approach to the construction of the Waterside Campus has been rated as 'exceptional' by the Considerate Constructors Scheme (CCS), a national programme established by the construction industry to improve its image. CCS were highly impressed with the University and its key contractors and praised a number of measures taken by the Waterside team to address the impact of the site on the community, including the appointment of a dedicated Social Impact Coordinator; regular residents' newsletters; time restrictions on noisy work; restrictions on weekend working; complaints procedures in place; the use of local labour and suppliers; a public information board and information website, plus the implementation of a skills and apprenticeships scheme.

The social impact team has also started working with the Waterside IT contractors to deliver social impact through the IT contract.

Appendix 8.2

Overview of the Social Impact Matrix.

There are many different types of social impact measurement tools available for use by social ventures in assessing the impact that they have. These include Social Return on Investment (SROI) (Hall and Arvidson, 2013), the 'Balance Scorecard' (Bull, 2007), as well as 'practical toolkits' such as 'Prove and Improve' (New Economics Foundation, 2008) and 'Outcomes Star'¹¹. Although these can offer social enterprises useful tools for measuring their social impact, they are problematic as they are either 'focused on outcome from the perspective of the social enterprise or are targeted at specific populations such as the homeless' (Denny et al., 2011: 152). This specific nature makes it difficult to use them as underlying frameworks in the development of new toolkits targeted at specific sectors. A generic social impact framework is required that provides a theoretical underpinning for the development of sector specific social impact tools.

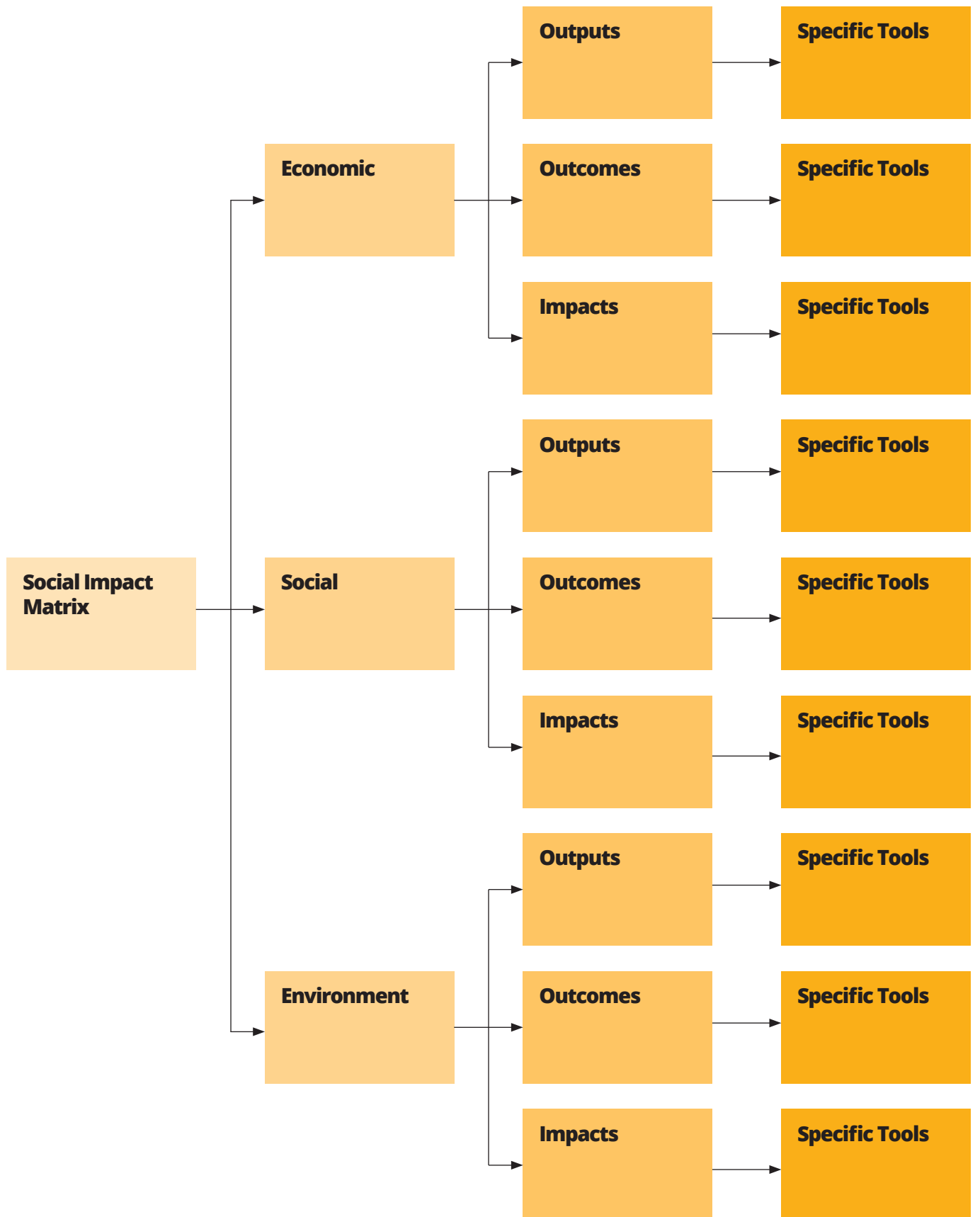
In providing a generic framework for the development of social impact matrices, McLoughlin et al. (2009) developed the SIMPLE methodology, which focused upon the measurement of outputs, outcomes and impact. An output can be defined as the direct and easily identifiable outputs of an intervention (i.e. the number of people employed) (McLoughlin et al., 2009). However, whilst considering output as a method of evaluation is useful for tracking the success of an intervention from this particular perspective, if it is employed as a singular measure, the evaluation will not include important longer-term participant benefits (i.e. outcomes). An outcome represents positive changes to participants' states of mind that will enhance their lives, their future employability and their psychological well-being (McLoughlin et al., 2009). An example of this could be the effect that an intervention has on the well-being of beneficiaries. Impact is an even longer-term benefit and is the impact on society resulting from the restoration programme (for example, the increased tax revenue that employment brings) (McLoughlin et al., 2009). Impact is the most difficult area to measure, as it is focused on the wider and less tangible aspects of an intervention. However, it is important to measure this as otherwise the effectiveness of an intervention cannot be fully understood.

The University of Northampton's 'Social Impact Matrix[©]' utilised the prior work of McLoughlin et al. (2009) and combined it with the 'triple-bottom line' that is present in the business models of social enterprise and also the delivery of public services. The triple-bottom line consists of economic, social and environmental impacts that are delivered by organisations and (in the absence of a current theoretical definition of social value) used as a proxy for social value. Any organisation that seeks to use the model to develop their own social impact matrix has to first decide what specific areas of impact that it has in the economic, social and environmental spheres. Once these areas have been defined the organisation must then identify what its specific outputs, outcomes and impacts are for these areas of impact and then develop or identify tools or formula that can be used to measure these specific outputs, outcomes and impacts. **Figure 1** overleaf outlines this process.

A simplified example of this would be if a social enterprise that works in the work-integration sector sought to evaluate its social impact. First, it would map the economic, social and environmental areas that it operated in. One example of this would be employment, which would be present in both the economic and social elements of the model. An employment related output would be the number of jobs created; an employment related outcome would be the psychological benefit to an individual of being employed; an employment related impact would be the savings to the state of reduced welfare payments. Specific tools would then need to be selected in order to capture this data. This would be simple for the number of jobs created; however, for the outcomes and impacts specific tools or formula would need to be utilised/created. Psychological scales that measured constructs such as well-being, self-efficacy or anxiety could be employed to measure outcome. Impact could be measured by adopting a formula that multiplied the number of jobs created (J) by the annual income of an individual on job-seekers allowance (B). The result of this calculation could also be added to the increase in income tax and national insurance income created by the new employment (T). This would give a calculation that would provide the fiscal savings to the state of the intervention $[(J \times B) + T]$.

¹¹ For more information about the Outcomes Star, please visit the following website: www.outcomesstar.org.uk/about-the-star/

Figure 1: The Social Impact Matrix



Development and use

The Social Impact Matrix© has been tested significantly since its inception in March 2014. The Social Impact Matrix© is fully compliant with the European Commission's GECES framework for social impact measurement, which provides a best practice guide on how to conduct social impact measurement research. In this period social impact evaluations utilising the Social Impact Matrix© approach have been conducted with nearly 50 VCSE organisations ranging across many sectors including employment, physical and mental health, social care, education, political advocacy, criminal justice, environmental restorations and recycling, the arts and international development. This has led to the development of numerous indicators as well as the testing of the model to ensure that it is robust and reliable. In June 2014 the Social Impact Matrix© became the official measure of social impact on the Big Issue Invest Corporate

Social Venturing Fund, and in late 2015 the University won an ERDF Innovation Fellowship to develop the Social Impact Matrix© into an online web-based platform. This online platform is currently in the beta-development phase and will fully launch for use by the wider VCSE sector in the near future. The Social Impact Matrix© is therefore rapidly developing into one of the UK's leading social impact measurement frameworks and underpins the University of Northampton's own assessment of its social impact globally.

**For further information about the Social Impact Matrix© please contact:
Professor Richard Hazenberg
(Richard.Hazenberg@northampton.ac.uk) at the University's Institute for Social Innovation and Impact.**

References

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- McLoughlin, J., Kaminski, J., Sodagar, B., Khan, S., Harris, R., Arnaudo, G., & McBrearty, S., (2009), A strategic approach to social impact measurement of social enterprises: The SIMPLE methodology, *Social Enterprise Journal*, 5(2), pp. 154-178.
- New Economics Foundation (2008), *Prove and Improve*, available at: www.proveandimprove.org

Appendix 8.3

Useful resources.

The art of the possible in public procurement (2016). Frank Villeneuve-Smith and Julian Blake. Download here: <https://www.bwbllp.com/file/the-art-of-the-possible-in-public-procurement-pdf>

The Social Enterprise Supply Chain Guide (2015). Social Enterprise UK. Download here: <https://www.socialenterprise.org.uk/Handlers/Download.ashx?IDMF=f2a4f3b7-7d97-4bdf-8640-404d8aba591b>

Social Value Act: information and resources. Gov.UK website: <https://www.gov.uk/government/publications/social-value-act-information-and-resources/social-value-act-information-and-resources>

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