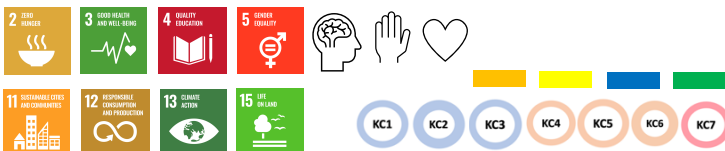


Consulting for Change: SDGs in Scottish social enterprise

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UKPSF: A3-A5, K2-K3, V4

For Collaboration, Decision-Making, Analysis & Communication

The course enables students to consult on a range of real world challenges faced by social and community enterprises in Scotland. There are 45 students divided into teams of five consulting to 12 companies, with three formative and nine summative projects.

The course requires students to draw on their previous learning and is an elective open to Junior and Senior Honours students in the Business School. Each team is mentored by a practicing consultant to increase the experiential aspect.

The client organisations cover eight of the SDGs, including working with rural entrepreneurs in Kenya and Uganda.




Students provide in-depth consultancy with recommendations and detailed implementation plans to clients.

The course is highly practical, with a minimum of theory and as much opportunity to engage with real issues as possible.

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How the specific learning objectives were targeted

By the end of the module the students were able to:

-  Critically reflect on the issues facing social enterprises, including barriers to growth, the role of founders and the challenges of revenue generation
-  Demonstrate key skills required to work with, and consult to, social enterprises including collaboration, decision making and analysis.
-  Effectively challenge owner managers, founders and senior teams with regards to critical aspects of business operation and to present and communicate this with confidence.

How the specific learning objectives were assessed

- A group presentation and group report detailing recommendations and implantation plans
- Individual reflection working in a team and working with social and community enterprises

How the SDGs targeted were embedded



The consultancy projects support social enterprises. Students work in teams of five to address an initial client brief, learning about collaboration, time management, analysis etc. and the clients get a free consultancy.

We were able to address so many of the SDGs through the breadth of 12 organisations involved (e.g. Floco Period Wear and Sustainable Thinking Scotland CIC), from reusable sanitary wear and period education (Kenya) to community housing development (Scotland) and environmental development and community agriculture (supporting community foodbanks and environmental projects).

How were the activities designed and delivered?

Comparison-Based Learning

The course uses an innovative pedagogical framework of comparison-based learning so that students can generate inner feedback (Nicol, 2020). This approach uses multiple sequential and simultaneous comparisons through the course where students create a piece of work, compare it to other work (multiple resource and dialogic sources), and then make their learning explicit. This allows the teaching team to enhance learning on sustainability and enables students to develop powerful reflections and to generate their own inner feedback on the challenges faced by social enterprises.

Nicol, D (2020) The power of internal feedback: exploiting natural comparison processes, *Assessment & Evaluation in Higher Education*.