

BeyondScale



Guidelines on Peer-Learning

# NHL Stenden University of Applied Sciences

## GUIDELINE ON PEER-LEARNING OUTBOUND ACTIVITY

### NHL Stenden University of Applied Sciences

#### **BeyondScale - Developing the Organisational Capacity of Higher Education Institutions using the HEInnovate platform to facilitate peer-learning and a pan-European community of practice**

##### **Take-aways from peer-learning experiences**

Peer-learning is a way for partners to learn from each other effectively. At a time when the university resources are limited and demands upon the staff are increasing, it can be beneficial internal as well as external stakeholders of an HEI to learn from each other.

For peer-learning to take place it is important to know who the “peers or buddies” are. For peer-learning to be achieved within the BeyondScale project a buddy system was created. The buddy system included internal HEI partners for the inbound projects, external for the outbound projects, and a system that involved project partners, associate partners as well as mentors. The internal partners were university management, heads of departments, heads of degree programs, experts in service units, and selected lecturers. On the other side external partners were public sector/policy-oriented organisations along with enterprise support organizations/incubators/start-ups, micro firms and relevant actors in the industry.

The internal HEI partners in the activities – the project team, administrative, academic, and other staff as well as students - benefited from the documentation of the activities of BeyondScale, the capacity building seminars and webinars organized at the higher education institutions. External stakeholders also benefited from the augmented capacity at the higher education institutions they collaborate with.

While COVID-19 made things more complicated, the design of the system allowed all partners to interact on multiple levels and with a variety of partners from the inside and the outside of their network. The result was the co-design and the implementation of inbound and outbound activities.

The following roadmap provides an overview of the peer-learning activities developed during the BeyondScale project. Further information is available at [www.beyondscale.eu](http://www.beyondscale.eu) or you can contact us at: [office@wpz-research.com](mailto:office@wpz-research.com)

The BeyondScale roadmap on peer-learning included the following steps:

1. Think about what contribution you expect or what you want to learn
2. Think about your own contribution and whether your partner can use this contribution
3. Define together the goals of the exchange
4. Agree on the way of communication
5. Define future meetings or possibilities of exchange
6. Reflect on the value of the exchange
7. Think about further joint activities

## An example of a peer-learning activity.

**HEInnovate dimension:** Entrepreneurial Teaching and Learning

**Description of the activity:** Determination of the current situation regarding the way that NHL Stenden supports entrepreneurship within its organization and to aim to develop a better insight in the current educational initiatives and other activities to support our students' entrepreneurship.

### Our participants represented:

- Research partners
- Public Sector/Policy oriented organisations
- Enterprise Support Organisations

### Involvement, contributions and future benefits of the partners

External participants/ Partners	Involved in	Contribution	Future (mutual) benefit
<b>Professor at a university</b>	<ul style="list-style-type: none"> <li>• Teaching entrepreneurship programmes</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation and discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Being a possible partner for a future educational entrepreneurship network</li> </ul>
<b>Manager of a start-up incubator</b>	<ul style="list-style-type: none"> <li>• Facilitating start-ups by young people</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation and discussion</li> </ul>	<ul style="list-style-type: none"> <li>• University-start-ups partnership for further scientific research and the analysis of the market needs</li> </ul>

### Why was peer-learning important for your activity?

- It is important that we don't need to learn all lessons ourselves but learn from other experts that operate within other circumstances and other cultures.

### What have you learnt during the peer-learning process of your outbound activity?

- We have learned the different perspectives that different organizations take towards the teaching of entrepreneurship skills. We have exchanged views on important topics that are linked to entrepreneurship and the better dissemination of the results in the local and regional context.

**Would you recommend the peer-learning buddy system to another HEI and why? What could other HEIs learn from it?**

- Yes, it is a very positive system. Sharing ideas and experience with other HEIs and external stakeholders helps us to further develop our own insights.
- We understand better our common interests and we can build partnership of mutual benefit for the HEI and the counterpart.

**What were the common objectives?**

- The objective of the meetings and exchanges were to raise the amount of relevant people that were aware of the Center for Entrepreneurship of the NHL. Secondly it was important to raise the number of start-ups and entrepreneurial students within NHL Stenden and the wider region.
- Finally, it was vital that we create open communication channels and that entrepreneurship opportunities are open to the wider public.

**What were the outcomes?**

- Successful networking and new links created between the university and the private sector.
- Exposure of the students to the needs of the job market.

**What were the possible barriers and challenges?**

- The challenges and the barriers were mainly linked to the COVID-19 pandemic.
- The limited time of the different stakeholders involved.

**What were the possible opportunities?**

- Opportunities were located on the new community that was about to be created within the wider region.
- A community of people that are aware of the Center for Entrepreneurship and who consider it a safe place to learn, grow and interact.

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