

HEFCE LGM PROJECT - EXPERT ADVISORY BOARD

Record of Strategic Discussion – November 2011

Strategic Influences on Learning for Sustainability (Lfs) in HE

Strategic Educational Priorities	Changing Student Expectations
	Internationalisation of Higher Education
	Improving Graduate Employability
	Meeting Employer Expectations
Specific Initiatives	United Nations Decade of Education for Sustainable Development
	Learning in Future Environments (university benchmarking scheme)
	People and Planet Green League (student-led ranking scheme)
	Globally Responsible Leadership Initiative
	Sustainable Schools
Related Policy Developments	Changes to HE Tuition Fees
	Green Economy and Skills
	Localisation
Public and Societal Concerns	United Nations Conference on Sustainable Development 'RIO + 20'
	Globalisation
	Global Responsibility

Key Questions about future Learning for Sustainability (Lfs) in HE

Q: What are your expectations of what universities should be doing to support learning for sustainability and how would you like to see the sector responding to this agenda?

Summary: The Board emphasised that engagement of senior leaders in HE institutions with sustainability learning agendas is critical so that institution level development will encourage widespread and genuine engagement across the sector.

Q: What kinds of leadership skills and abilities will future professional graduates need, in order to tackle the sustainability challenges that different industries and societies are facing?

Summary: The Board wished to see the discussion about capabilities and skills to remain broad, in order to ensure that it encompasses not just leadership but also self-efficacy.

Q: Where are the drivers for sustainability in the landscape around HE - and how might they alter, as the HE resource base shifts and its approach to external collaboration changes gear?

Summary: The Board concluded that the picture is highly complex and merits further discussion. Not all drivers are positive and the funding incentives are currently retreating which complexifies the scenarios being faced by HE.

Q: What are the implications of various sustainability enablers and obstacles in society, to guide improvements to the quality of university teaching and learning in this area?

Summary: The Board would engage in further discussion on this point but one important point of initial advice was that the Project would be well advised to make tangible connections to the key drivers within its formal outputs.