



Annual Conference 2012

Monday 25 June - Church House, Dean's Yard, Westminster, London

Seminar H - Public expectations, teaching quality and sustainability

Panel biographies

Chair: Anthony McClaran (Chief Executive, QAA)

Anthony McClaran began his career at the University of Warwick, latterly as Senior Assistant Registrar. He was Academic Registrar and Acting Registrar at the University of Hull before joining UCAS as Head of Academic Services and Development. He went on to become Deputy Chief Executive and then Chief Executive of UCAS, and joined QAA as its Chief Executive in 2009. Anthony has served on the Council of the University of Gloucestershire, HEFCE's Widening Participation Strategic Committee, the Aim Higher National Partnership Board and the Higher Education Engagement Project Board for 14-19 Reform at the Department for Children, Schools and Families. He is also a Director of the Inspiring Futures Foundation.

Professor Nick Foskett (Vice-Chancellor, Keele University)

Professor Nick Foskett is Vice-Chancellor of Keele University. Previously he has been Dean of the Faculty of Law and Head of the School of Education at the University of Southampton. Professor Foskett's academic expertise is in educational policy and leadership, with a particular focus on higher and further education. His internationally recognized research has considered a number of specific themes, including the marketisation of education, educational and career choice processes by young people, and capacity building in universities in the developing world. His work in these fields has included consultancy for UK and overseas governments on the development of policy in fields such as HE fees, widening participation and educational careers advisory systems.

Virginia Isaac (Director, Alta Via)

Virginia is a consultant with Sustainable Direction (www.sustainabledirection.com) and sits on the Advisory Panel for the HEFCE LGM project 'Leading curriculum change for sustainability'. She is the lead governor for sustainability matters at the University of Wales: Trinity Saint David, which earlier this year established INSPIRE (Institute for sustainable practice, innovation and resource efficiency), putting sustainability at the heart of the new university's strategic vision. Virginia is a director of Alter Via Ltd, a company specialising in sustainable business development for public and third sector organisations that need to identify and deliver additional revenue streams. She is on the Advisory Board for the Welsh Language Commissioner.

Charlotte Richer (University of Cambridge; student reviewer)

Having completed an undergraduate degree in English at the University of Cambridge, Charlotte spent two years from 2007-09 as a sabbatical officer, focusing on widening participation, admissions and transition to HE. Since 2009, she has worked as a Schools Liaison Officer for the University of Cambridge, while studying for a part-time master's in Education with the Open University and undertaking a range of voluntary positions, including head coach at a community youth sports club and serving on the governing body of a local school. Charlotte has undertaken three institutional reviews as a QAA student reviewer since 2010.

Professor Daniella Tilbury (Director, HEFCE LGM Project, University of Gloucestershire)

Daniella is Director of Sustainability at the University of Gloucestershire, responsible for institution-wide leadership and learning for sustainability. She has had a lengthy research career with a focus on leadership, learning and institutional change for sustainability, and was Founding Director of the Australian Research Institute in Education for Sustainability (ARIES). She chairs the UN Global Monitoring and Evaluation Expert Group which advises on the assessment of global progress in Education for Sustainable Development (2005-2014). She directs the HEFCE-funded project 'Leading curriculum change for sustainability: Strategic approaches to quality enhancement', working with HE institutions and sector agencies to integrate learning for sustainability into quality systems and practices.

Notes from the seminar

- We need both a moral and business case for sustainability. (NF)
- Students have an understanding of and engagement with sustainability. (NF)
- Universities are social beacons, but this role is underplayed - they need to be at the leading edge of sustainability. (NF)
- There is no one single student view; some students will be sceptical about the sustainability agenda and will feel that it is an intrusion on the core curriculum. (CR)
- Sustainability doesn't really affect student choices. (CR)
- Can sustainability be included as part of review? It will be difficult to map against UK expectations when these expectations are still developing. (CR)
- Sustainability means different things to different people. (VI)
- Sustainability is like quality: it's a state, not a destination. (VI)
- Sustainability has now been introduced by Ofsted into its framework. (VI)
- If students can't see the relevance of sustainability then it is hard to take it further. (DT)
- Students are factoring sustainability into their choice of university - this makes sustainability part of the business case. (VI)
- Education is a model of the society and world that we want to create. (DT)
- Universities need to be engaged with key partners and employers in developing sustainability. (Comment from the floor.)

Details of all other seminars and podcasts from the Annual Conference are available at www.qaa.ac.uk/conference2012.