



## HEA Business Education – “Enhancing” series

(Previously published by the HEA Business, Management, Accountancy & Finance and Hospitality, Sport, Leisure & Tourism Subject Centres)

### Call for abstracts

### ***Enhancing education for sustainable development in business, management, hospitality, leisure, sport, tourism***

We are seeking abstracts to be considered for this sixth book in the ‘Enhancing’ series which aims to support higher education staff in these subject areas and, through them, the student experience. We plan to publish this by December 2012.

**In the first instance we are asking for an abstract of approximately 1,000 words submitted by 30 March 2012 please, to [patsykemp@gmail.com](mailto:patsykemp@gmail.com)**

Please contact the co-editors to discuss any queries you might have.

- Richard Atfield, Discipline Lead – Business and Management  
[Richard.atfield@heacademy.ac.uk](mailto:Richard.atfield@heacademy.ac.uk)
- Patsy Kemp, HEA Academic Associate and Project Lead [patsykemp@gmail.com](mailto:patsykemp@gmail.com)

### Proposed publication

The book will comprise 15-20 case studies which describe effective approaches to supporting and enabling students in ‘Education for Sustainable Development’ (ESD), a key priority of the HEA.

Themes (among others) to consider for case studies:

- effective strategies to embed ESD across a range of subject programmes;
- access, diversity, inclusivity – approaches that enhance graduate impact;
- designing subject curriculum and learning activities with ESD embedded;
- employer and Third Stream-related initiatives - placements, work-based learning, knowledge transfer partnerships, continuing professional development (CPD), lifelong learning (collaboration with employer writers welcome);
- ESD and its relationship with developing employability skills and graduate attributes;
- how ESD in the HE experience influences areas such as:
  - global citizenship
  - ethics
  - social responsibility
  - personal and academic integrity
  - intercultural skills
  - health, nutrition and wellbeing
  - digital literacy
- student perspectives of ESD in their learning journey and opportunities for future impact in society (collaboration with student or alumni writers welcome);
- international students using experience of ESD to have an impact in their home country;
- delivering effective ESD through blended, distance and off-shore programmes;
- CPD needs for academic staff to deliver ESD and similar initiatives, experiences of this.

The examples described may be at undergraduate or postgraduate level, from a variety of HE and FE contexts and include examples outside the UK. Each case study selected will have a particular focus and some may be more wide-ranging than others. They may be whole-school, programme or module initiatives or individual activities that have made a clear difference.

A key element will be the evidence you offer that indicates the example you describe will continue to have impact on behaviours and society once students graduate.

## Format of each chapter

There is some flexibility in the format of the case study but it should address some or all of the following questions:

What is the context and rationale for the activity/practice?

- Programme area/department, numbers and level of students;
- Institutional factors, e.g. policies, surveys;
- Professional influences, e.g. curricular and qualification requirements;
- Access and equality, nationalities, languages and cultures.

What is the activity/practice trying to achieve and why?

What are the main features of the approach?

What enabled the practice to work?

What is the evidence to date of its effectiveness and appropriateness?

What barriers or challenges were faced?

What were the lessons learnt you would recommend to colleagues?

The chapters we are seeking will be a description and discussion of around 3,000 words, supported by photographs, small tables, graphs or diagrams as appropriate. The main audience will be teaching staff in HE, and HE in FE, within the business education disciplines; the secondary audience will be other university teachers, academic developers, administrators, funding bodies and politicians.

As a guide to structure and writing style, chapters from the previous publications can be seen at and downloaded from [www.heacademy.ac.uk/business/publications/Enhancing\\_series](http://www.heacademy.ac.uk/business/publications/Enhancing_series).

## Timescales

Abstract: around 1,000 words submitted by **Friday 30 March 2012** to [patsykemp@gmail.com](mailto:patsykemp@gmail.com).

Chapter: If selected, this will be confirmed by mid-April and a draft of 3,000 words is to be submitted by **6 July 2012**. The editors will clarify details and request amendments by September with the aim of publishing the book in print and online in December 2012.

Many thanks,

*Richard Atfield and Patsy Kemp, Co-Editors*

Patsy and Richard will be supported in this by Lynn Bibbings, Discipline Lead for HLST and Lyn Vos, Discipline Lead for Marketing and interim Discipline Lead for Finance and Accounting and Economics