

NEWS RELEASE

Monday 4th July 2011

Higher Education Academy Subject Centres publish book on 'Enhancing Graduate Impact'

Two of the Higher Education Academy's (HEA) Subject Centres have published (Friday 1st July 2011) a book which explores a variety of ways in which UK and international practitioners enhance the impact of their graduates. The book will be launched this week at the Higher Education Academy Annual Conference in Nottingham.

The Business, Management, Accountancy and Finance (BMAF) and Hospitality, Sport, Leisure and Tourism (HLST) Networks, co-located at Oxford Brookes University, have worked together on a number of projects to enhance the student learning experience by supporting the development of academic and other university staff. This is the latest in their 'Enhancing' series of books. Topics previously covered are Employability, the International Learning Experience, Student Centred Learning, and Learning through Assessment.

Enhancing Graduate Impact is a collection of case studies written by university staff for university staff. They describe a range of approaches and contexts, in teaching, learning and assessment, and in extra-curricular activities, which encourage students to consider and prepare for the world beyond graduation. Chapters explore exciting topics such as developing creative managers, future fashion leaders, tourism management in Ethiopia, ethical thinking, student volunteering, the role of academic integrity, health and wellbeing in the community, the international student experience, mentoring networks, virtual law firms, and using part-time work for credit.

"We have been able to draw on a wide variety of locations and contexts covering the broad area of business education, including content from across the UK and Australia, Ethiopia, Ghana and India" said Richard Atfield, Assistant Director of the BMAF Network. "However, it was a challenge for contributors to think about long term impact rather than improvements within a module".

In the Introduction, Norman Jackson, until recently Director for the Surrey Centre for Excellence in Professional Training and Education (SCEPTre) recognised this challenge.

"In deliberately using the word 'impact', attention is being focused on a particular type of effect, namely a **significant**, tangible and visible effect ... this is a real challenge in a higher education where learning is largely formal".

In one chapter, an employer comments, "It is not enough now to have a degree; we need to know what else they can do." Mark Freeman, Associate Professor at University of Sydney, says, "There is something for everyone ... These case studies meet this challenge by showing how students can have, and in many cases already have had, impact in society".

Chris Rust, Professor of Education at Oxford Brookes University, confirmed that university staff must look beyond each individual module to help students gain awareness of themselves, both to be effective in employment and also as citizens.

"Although written in a subject context, the (chapters) provide lessons which can be generally applied and will be a useful resource especially for early academics and academic developers."

Printed copies of the book will be available at the HEA Conference this week and will be circulated to BMAF and HLST contacts in universities in the UK. Individual printed copies can be requested from the Subject Centres while stocks last; individual chapters can be downloaded online.

Notes to Editors

1. The book was commissioned by the BMAF and HLST Networks, and edited by Patsy Kemp, Academic Development Co-ordinator with HLST, and Richard Atfield, Assistant Director of BMAF.
2. Attribution: Kemp. P. and Atfield. R. (eds) (2011) *Enhancing graduate impact in business and management, hospitality, leisure, sport, tourism*, Newbury: Threshold Press
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3. The other books in the series are
 - *Enhancing graduate employability (2006)*
 - *Enhancing the International Learning Experience (2008)*
 - *Enhancing Student Centred Learning (2009)* and
 - *Enhancing Learning Through Assessment (2010)*.

Individual copies are available on request from the Subject Centres while stocks last and otherwise can be purchased from the publisher. Individual chapters will be available for download from http://www.heacademy.ac.uk/business/publications/Enhancing_series and <http://www.heacademy.ac.uk/hlst/resources/enhancing>

4. BMAF and HLST are two of the Higher Education Academy's nation-wide network of 24 Subject Centres which provide subject-specific development opportunities to staff supporting HE programmes in universities and colleges across the UK toward enhancing the student learning experience. Details of their wider resources can be found at www.heacademy.ac.uk/business and www.heacademy.ac.uk/hlst
5. The Enhancing Series are published by Threshold Press, Newbury, Berkshire
Enhancing Graduate Impact ISBN 978-1-903152-29-4
6. Higher Education Institutions which provided case studies for the book include:
 - De Montfort University
 - Liverpool John Moore's University
 - London College of Fashion (University of the Arts London)
 - Macquarie University (Australia)
 - Manchester Metropolitan University
 - Middlesex University
 - Newcastle University
 - Sheffield Hallam University
 - University of Abertay, Dundee
 - University of Canberra (Australia)
 - University of Gondar (Ethiopia)
 - University of Leeds
 - University of Leicester
 - University of Strathclyde
 - University of Sunderland
 - University of Wales Institute, Cardiff
7. The Higher Education Academy's mission is to support the sector in providing the best possible learning experience for all students. The HEA provides national leadership in developing and disseminating evidence-informed practice about enhancing the student learning experience; operate as an independent broker, enabling expertise to be shared across institutions and subject areas; work at multiple levels, with individual academics, subject communities, departments, faculties and institutions; and work across the four nations, recognising the distinctive policy contexts and priorities of the devolved administrations but also providing opportunities to share expertise among them.
8. The HEA is an independent organisation funded by grants from the four UK higher education funding bodies, subscriptions from higher education institutions, and grant and contract income for specific initiatives. The Subject Centres have previously been contracted out to host universities but from August 2011 the discipline support will be offered directly by the HEA, while retaining access to the resources previously developed.