

# Global Perspectives and Sustainable Development in the Curriculum: Enhanced Employability, More Thoughtful Society?

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*This paper will describe ongoing work within the university to develop 'global perspectives' as part of our approach to learning and teaching. While for some, there is a strong moral argument for adopting a global perspective, coupled with a belief that seeking to produce more thoughtful 'global citizens' will benefit society, this paper will outline specifically, how the development aligns with 'employability'. It is suggested that such an approach is not only compatible with producing 'critical beings' (Barnett 1997) who can handle 'super-complexity,' (Barnett 2000) but will lead to enhanced graduate employability. The paper suggests that we have developed a foundation for tackling these issues but need to ensure a more strategic approach across the curriculum. Learning and teaching must support employability and be geared towards the changing needs of society.*

## Introduction

What do we mean by a global perspective and how does this enhance employability?

If we accept that we live in an increasingly global society and that we cannot escape the 'global' in the 'local', then it seems intuitively obvious that education must ensure that the learning experience provides students not only with the knowledge to understand a complex world but also the skills to find employment and live, in a global society. Indeed, globalisation "*insists that the successful graduate of the future will need the skills, knowledge and self awareness to adapt to the dynamic international business environment and to a wide range of cultural circumstances that they will encounter personally and professionally*" (BU Global Perspectives Network, 1999).

If we also accept that the world we live in is one of constant and rapid change and that the business of a university is to develop graduates for 'the future', it then also seems logical that any preparation of graduates should ensure that they are equipped to cope with future uncertainty. This means that they should also feel empowered to influence their future, at the very least at the personal level (to determine their own future career/life choices) but hopefully also, with the potential to bring about positive organisational and even societal change.

In seeking to demonstrate how a 'global perspective' aligns with enhancing 'employability' at Bournemouth University (BU), this paper will first describe the foundations of 'global perspectives' (GP) at BU. The historical background is

provided to establish the context (drawn from an earlier article by Shiel and Jones, 2004) and to highlight work that is ongoing. This is then followed by an explanation of how the concepts have been interpreted. The paper will then go on to demonstrate how the development of GP aligns with the needs of employers.

## **Background to developing global perspectives at Bournemouth University**

Bournemouth University began working with Development Education in Dorset (DEED), a local development education centre in 1998. The relationship was brokered by the BU chaplain, based on an informal conversation regarding the potential for raising awareness of development education and global issues within the University. Funding from a two-year DfID (Department for International Development) 'mini-project' enabled a link to be established between an NGO and the university.

The project supported the establishment of a Global Perspectives Network (GPN) comprised of volunteers (staff and students) who had expressed an interest in global issues and international development. Participants met regularly with DEED to discuss the concepts of global perspectives, global citizenship and sustainable development, with a view to influencing University strategy.

By 1999, partnership working enabled the group to formulate 'A Global Vision for Bournemouth University' and a plan for engaging the commitment of the wider University, through the committee structure. The paper went to Senate and resulted in a recommendation that all Schools should consider how the issues raised could be addressed.

Although it was not initially an explicit driver to link GP to employability, as part of 'selling the need' for BU to adopt a global perspective, the 'Global Vision' document made reference to the link between GP and employment. The document highlighted as part of a 'persuasive rationale' that employability benefits would accrue to students, if their learning included a global perspective.

Reactions to the document were mixed. Some Schools were enthusiastic, others less so; some staff welcomed the opportunity to debate wider issues, others were uncomfortable with the debate about 'values' and thought it was not the business of HE; others suggested that '*teaching a capitalist approach ensured students survived in the job market*'. The Business School decided that 'educating the global citizen' should be part of its approach.

The rationale in the Business School (now the Institute of Business and Law) was to argue that sustainable development provided an opportunity to develop a holistic and more critical awareness for students, addressing the concern that writers such as Barnett (1997) have highlighted, in terms of the need for HE to develop 'critical beings' and graduates who can deal with 'super-complexity' (Barnett, 2000). A more pragmatic rhetoric was also adopted emphasising the

employability link. It was argued that since major corporations and the companies that employ our graduates were taking the agenda more seriously from an employability perspective, it was vital that our graduates could demonstrate their awareness and capability with regard to sustainable development. The growing internationalisation of trade and recognition by multinational business of the need for cross cultural sensitivity and competence provided weight to developing the global perspectives agenda.

The GPN continued to see opportunities to move the agenda forward. Staff development activities and workshops were organised to address issues such as 'Supporting UK and Overseas students in a multi-cultural University' and 'Global Perspectives in the Curriculum'. Progress was disappointingly slow because 'volunteers' were dispersed across the University and the only resource was their time.

A handful of volunteers and the DEED partner continued, with the Business School leading in a further bid to the DEA (Development Education Association). The bid was successful and BU became one of four universities selected to take part in the 'Global Perspectives in Higher Education Project' (see Shiel & Bunney 2003a), launched in 2000. A condition of the bid was to demonstrate that BU was committed to working with a local development education centre and the principles of development education.

The University became a member of the DEA and this proved an important external lever for change, as it required the University to provide a comprehensive articulation of its commitment to sustainable development. The GPN organised a presentation to OVC, making a strong case highlighting some of the issues and work of the group. OVC were supportive and it was agreed that the PVC Academic would chair the group and the network would be more formally recognised, by reporting to the Learning and Teaching Development Committee.

In 2001, all Heads of Learning and Teaching were asked to report on how their school had addressed GP and undertake an audit of curriculum. It became a requirement of curriculum design that, at validation, teams should be asked how they addressed GP.

Through meetings, presentations and lobbying the original GPN had succeeded in influencing the developing strategy of the University, to the extent that 'facilitating global awareness' has become part of the mission and strategy documents.

Having provided an outline of the development of 'global perspectives' at BU, the next section sets out how the terms have been developed.

### **What do we mean by the terms?**

We started with the broadly encompassing definition of Sustainable Development as "*development that meets the needs of the present without compromising the ability of future generations to meet their own needs*"

(Brundtland, 1987). This reflects the breadth of concerns. The principles of the DEA provided an important conceptual resource in eliciting a University Global Perspectives agenda. Thus, 'developing a global perspective' means that we aim to:

- Enable people to understand the links between their own lives and those of people throughout the world
- Increase understanding of economic, social and political forces which shape life
- Develop skills, attitudes and values to enable people working together to bring about change for 'common good' and to take control of their own lives
- Work towards a more just and sustainable world where power and resources are more equitably shared

In *A Curriculum for Global Citizenship* (1997) Oxfam provides a list of the qualities of a Global Citizen. Thus, the Global Citizen is someone who:

- Is aware of the wider world and has a sense of their own role as a world citizen
- Respects and values diversity
- Has an understanding of how the world works economically, politically, socially, culturally, technologically and environmentally
- Is outraged by social injustice
- Participates in and contributes to the community at a range of levels from the local to the global
- Is willing to act to make the world a more equitable and sustainable place
- Takes responsibility for their actions

This has provided a sufficient framework for taking the agenda forward. However, as anyone who is familiar with development education will appreciate, the terms are not straightforward (Williams, in Dower & Williams 2002) and the "*idea of individuals as global citizens, poses many challenges*" (O'Neil, in Dower & Williams 2002). Exploring and developing the concepts is part of ongoing work at BU, while linking the development of the 'global citizen' to the agenda for enhancing employability, is a more recent initiative that will also require extended debate.

The next section sets out the initial work undertaken to build a case for the link between GP and employability.

### **So how does this link to employability?**

If we take the Enhancing Student Employability Co-ordination Team (ESECT), definition of employability, then it is immediately obvious that a global perspective is compatible with developing graduates who can make a valuable contribution to their community.

Employability is defined by ESECT as:

*A set of achievements, skills, understandings and personal attributes that make graduates more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community and the economy (ESECT).*

The definition highlights that what makes a graduate employable, is complex and goes beyond any simple notion of key skills. It also suggests a concern to encourage good citizenship.

When taking this broad definition of employability, coupled with an acceptance that it is no longer possible to escape the 'global' in the 'local', it is possible to see the importance of a curriculum that includes global perspectives and provides graduates with the knowledge, skills and attributes required to be successful in their chosen occupations, in a world of work that is increasingly interconnected. Graduates need to be aware of the wider world and their own role within it, with an understanding of how the world works economically, politically, socially, culturally, technologically and environmentally in order to succeed. On top of this, organisations are increasingly finding that they have to confront sustainable development issues, so graduates who acquire the knowledge, skills and attributes to address sustainable development will be valued in the economy.

The need for organisations and education to address sustainable development has been pushed by government with varying degrees of success. The role of education and in particular Higher Education, became more central when in 1998, Forum for the Future was asked by the Government Panel on Sustainable Development Education to undertake curriculum surveys relating to business, design, engineering and teacher training, to gather information on current practice. Unfortunately, in all target areas the findings were disappointing. (Shiel & Bunney 2003b) While many institutions had made a policy commitment to providing education for sustainable development, few had strategic programmes in place to implement these policies.

The survey of 104 business schools found that, of the 30 per cent of schools responding, not one had specified a learning agenda relevant to the needs of the students that embraced sustainable development themes. While some curricula included some elements, coverage was limited (HE21 Project, 1999).

The Secretary of State for Education responded by emphasizing the importance of the government's citizenship agenda:

*The findings of the survey suggest that business educators can do more to prepare the business leaders of the future to meet the challenge of sustainable development. Future business success will depend increasingly on how well companies meet this challenge. This Government has put both education and sustainable development at the heart of our agenda and I hope that all involved in the education of today's business students will act on the survey's findings to develop and implement sustainable development strategies. (Blunkett, 1999)*

The survey results informed the development of 'sustainable learning specifications' relating to business, design, engineering and teacher training,

aimed at encouraging institutions to plug the gaps in existing provision of education for sustainable development.

The 'business specification' had the support of organisations such as BAA, B & Q, J Sainsbury and London Transport. In all, over thirty companies signed a statement asking for a *"high priority to be made of sustainable development education, in all UK business schools/higher education business departments"*. These organisations stressed that business schools must *"play their part"* in helping students acquire this *"crucial knowledge"*. The paper, 'A Sustainable Development Education: Business Specification', was published by the HE21 Project, on behalf of the DETR (Department for Environment, Transport and Regions).

It is evident that many BU graduates seek employment with some of the organisations that indicated to David Blunkett, that they were seeking the 'crucial knowledge' with regard to sustainable development. This in itself provides an indication of the compatibility between the GP agenda and employability.

But not all of our graduates seek employment with large blue chip organisations. Many graduates go to small-medium sized enterprise (SMEs) and rhetoric suggests that sometimes these firms are so worried about survival that they may not be able to consider sustainable development. Local research (Rhan 2005) provides evidence to the contrary and suggests that there is a growing demand from SMEs for knowledge and skills relating to sustainable development. Indeed, many SMEs would go 'greener' and engage with 'sustainable development', if they were able to access information. The reason for this growing interest is cited as 'supply chain pressure', which is *"starting to have an effect on the engagement of SMEs with environmental business practice"*. It seems that the 'cost factor' becomes less significant as the environment changes and that there is now greater demand for 'green goods' and ethical management practice.

An increase in publications raising awareness among SMEs about the importance of sustainability to their businesses is also driving change, for example 'Cutting costs by going green' (The Environment Centre Southampton). This results in a greater appreciation of the skills and knowledge companies need to develop, in order to address these concerns. ([www.environmentcentre.com/TEC\\_business.htm](http://www.environmentcentre.com/TEC_business.htm)).

Over time the growing realisation of the importance of sustainability, will impact upon recruitment requirements. A graduate, who can demonstrate knowledge and understanding of the concepts, will be well placed in the employment market. We shall return to this argument later in this paper.

### **Is the link between employability and global perspectives addressed in other countries?**

As part of developing global perspectives at BU, research was undertaken as to how higher education in other countries addressed GP (if at all). Examples demonstrate that some have realised the benefits of developing the 'citizenship' agenda in relation to enhancing their communities and also in relationship to

employment. These provide a useful illustration that will inform further developments at BU. Approaches vary and some countries emphasise community benefits over employment however, learning by working in the community, is also seen to enhance employment through skills and curriculum vitae development.

In the United States for example, there is an emphasis on the importance of 'community' and the benefits of 'service learning'. Service learning represents what is normally referred to in the UK as 'volunteering' or 'community action' (Annette 2003). Alverno College, Milwaukee, is often given as an example of distinctive practice in preparing graduates to be '*effective citizens*' with a '*global perspective*', through an '*ability-based curriculum*' (the expectation that students should be able to do something with what they know). The College aims to '*redefine education in terms of abilities needed for effectiveness in the worlds of work, family and civic community*' (Alverno College, 2005).

Perhaps the most interesting research comes from the University of South Australia where strategies have been put in place to assist the development of 'Graduate Qualities', at undergraduate level. Seven Graduate Qualities were introduced in 1996, following a 12-month consultation, to assist curriculum planning and change. It is expected that a graduate of the University will:

1. operate effectively with and upon a body of knowledge of sufficient depth to begin professional practice
2. be prepared for life-long learning in pursuit of personal development and excellence in professional practice
3. be an effective problem solver, capable of applying logical, critical and creative thinking
4. be able to work autonomously and collaboratively as a professional
5. be committed to ethical action and social responsibility as a professional and a citizen
6. communicate effectively in professional practice and as a member of the community
7. demonstrate international perspectives as a professional and as a citizen

(Leask, 2002)

Graduate qualities 5, 6 and 7 emphasise the qualities that are compatible with global perspectives developments at BU. Leask provides a good example of how values are linked to the University of South Australia's employability strategy.

Graduate Quality 7 relates specifically to global perspectives and a set of indicators to elaborate understanding, has been provided. Thus, a graduate who demonstrates international perspectives as a professional and a citizen will:

- display an ability to think globally and consider issues from a variety of perspectives
- demonstrate an awareness of their own culture and its perspectives and other cultures and their perspectives
- appreciate the relation between their field of study locally and professional traditions elsewhere
- recognise intercultural issues relevant to professional practice
- appreciate the importance of multicultural diversity to professional practice and citizenship
- appreciate the complex and interacting factors that contribute to notions of culture and cultural relationships
- value diversity of language and culture
- appreciate and demonstrate the capacity to apply international standards and practices within the discipline or professional area
- demonstrate awareness of the implications of local decisions and actions for international communities and of international decisions and actions for local communities

(Leask, 2000)

Leask provides an exemplar of how one university, has not only seen the benefits of developing graduates as 'global citizens' but has developed the concepts and ideology, into a clear and explicit articulation of graduate qualities.

### **Developing the rationale and relevance to employability at BU**

We have argued that the inclusion of global perspectives at BU enhances the education of students as global citizens and provides them with skills appropriate for global employment. It is suggested that a global perspective aligns with the development of '*critical beings*' (in the sense used by Barnett 1997) who are able to cope with '*super-complexity*' (Barnett 2000). Through their open-minded learning they (students) will have developed the skills demanded by today's employers (Shiel & Jones 2004).

These skills include the '*cognate skills*' of '*critical thinking*', '*ability to detect false logic*' and to '*identify implicit values*' that are found as part of subject benchmarks (QAA Business and Management Subject Benchmark for example) and within our programme specifications and are thus, already compatible with the curriculum.

A global perspective also aligns well with the skills we already seek to develop in students at BU and furthermore, enhances that development. Thus, the global perspective facilitates the development of students who are:



**Self Reliant** - global awareness heightens self-awareness, confidence, the ability to respond positively and pro-actively to personal and professional change in today's globalised world. Increasing a sense of empowerment and ability to bring about change are developed through a global perspective approach.

**Connected** - global citizens work well as part of a team, recognising the value and role of each member, inspiring others.

**Well-rounded** - a graduate's range of skills can only be considered as well rounded when they reflect the global environment in which we all operate.

**Critical reflectors** – a global perspective requires a student to challenge knowledge, reflect on the economic, social and political contexts that shape experience and adopt a critical perspective in analysis and decision-making, reflecting on self and others.

**Specialist** - knowledge is invaluable in a competitive, specialised context. A degree programme that includes the global perspective offers the students a 'subject knowledge-plus' approach. Broadening a subject to include the global perspective provides a wider context for subject knowledge. The need for graduates who understand the issues of sustainable development is only likely to increase in the future.

### **What do recruiters and employers think?**

The earlier section of this paper referred to the demand generated by the government's Education for Sustainable Development Panel, for graduates who understand sustainable development. This, however, was seven years ago so things might have changed. This section presents a summary of comments made by William Archer (2005), a recruitment consultant at Barkers, at the Development Education Conference: 'Graduates as Global Citizens'. The perspective is based on his views and experience as a graduate recruiter. It is also informed by research conducted to analyse recruitment requirements, in the 2005 graduate recruitment round.

Archer emphasised that "**to understand the world we live in we must experience it in the widest sense**" and that "**understanding the global context and the 'connected' world is essential**" in the context of employment.

He phrased the question "**Would students understand the local/global connections?**" and provided examples of how the global impacts upon the local world and the need to recognise that local employment is inescapably linked to the global, not least due to the rise of overseas organisations operating in the UK.

It was suggested that "**The skills that most employers look for are most evident in graduates who have studied internationally**" and that "**much more can be done to enhance the multicultural experience of education and through this, the employability of graduates**". This might be achieved through: staff development programmes; enhancing the student experience; increased involvement of employers and improving careers resources.

However, as Archer acknowledged, UK students may be disadvantaged because of their reluctance to study languages. It therefore becomes even more critical, that the curriculum and wider university experience, strives to develop the global perspective, which is compatible with the developing requirements of employment.

### **So what are Employers looking for?**

In the 2005 recruitment cycle, employers are looking for graduates who are able to understand and adapt to an increasingly complex, integrated and interdependent world (Archer 2005), where it is the norm to work in a multicultural setting, either with colleagues, clients, or both, coming from a range of backgrounds and cultures. This means that to be effective team players and leaders, it is vital that graduates are able to communicate effectively across cultures and have a good understanding of others' perspectives. Graduates also need to understand the "world in its global context" and to "see the global in the local". Understanding how they interrelate (the local/global) and being able to adapt well to diverse situations and perceptions (multi-cultural), is to have a 'global perspective' in the workplace.

Some of the key qualities **employers** are looking for are:

- Intellectual ability
- Languages
- Business awareness - strategic vision, customer orientation, commercial awareness
- Planning and Analysis - planning and organization, analysis and decision making
- Performance - achievement orientation, flexibility/change
- Empowerment - teamwork, leadership, personal development, communication skills
- International Outlook - international mobility, cultural awareness

Archer (2005)

The table below is based on research by Archer (reproduced with permission) and demonstrates the range of qualities and capabilities sought in graduates.

## Employer Capability Matrix

Copyright ©William Archer 2005	PwC	Toyota	Tui	Microsoft	Siemens	BP	HSBC	Linklaters	Danone	Sony	
Intellectual ability	x	x	x	x	x	x	x	x	x	x	100%
Languages		x	x		x	x	x		x	x	70%
Business awareness											
Strategic vision	x	x		x	x	x	x	x	x	x	90%
Customer orientation	x	x	x	x	x	x	x	x	x	x	100%
Commercial awareness	x	x	x	x	x	x	x	x	x		100%
Planning & analysis											
Planning & organisation	x	x	x	x	x	x	x	x	x	x	100%
Analysis & decision making	x	x	x	x	x	x	x	x	x	x	100%
Performance											
Achievement orientation	x	x	x	x	x	x	x	x	x	x	100%
Flexibility/change		x	x	x	x	x		x	x	x	80%
Empowerment											
Teamwork	x	x	x	x	x	x	x	x	x	x	100%
Leadership						x		x		x	30%
Personal development	x	x	x	x	x	x	x	x	x	x	100%
Communication skills	x	x	x	x	x	x	x	x	x	x	100%
International outlook											
International mobility		x	x		x	x	x	x	x	x	80%
Cultural awareness	x	x	x		x	x	x	x	x	x	90%
Integrity	x				x				x		30%
Diversity	x				x		x		x		40%
Creativity				x		x				x	30%
Curiosity					x				x	x	30%
Passion		x	x	x						x	40%
Entrepreneurship			x		x					x	30%

According to Archer (2005) **characteristics of the international graduate** include:

- Intellectual ability
- Language ability
- Awareness of the bigger picture
- Self motivation
- Self discipline
- Determination
- Flexibility
- Personal development
- Communication skills
- International mobility
- Cultural sensitivity

Interestingly the requirement for 'leadership' skills is decreasing (only 30% seek this quality), while the requirement for 'cultural awareness' is increasing (90% requirement). New qualities are appearing such as 'passion' and 'diversity', both of which it is suggested, can be engendered through the global perspectives agenda.

## **Key Events in 2005 that may change recruitment requirements further**

Requirements of recruiters evolve over time and are influenced by government policy, changes in society and coverage in the media. Sometimes there are fads in the sense used by Abrahamson and Rosenkopf (1997) but demand for some qualities and experience becomes reinforced, as the context places an emphasis on the need for certain skills and dispositions. It is suggested that the context of globalisation, sustainable development and the emphasis on citizenship and community is unlikely to disappear and indeed will be reinforced.

A number of key events will take place in 2005 that will raise the profile of both global perspectives and sustainable development further. In January the 'Decade of Education for Sustainable Development' was launched by UNESCO and the Make Poverty History mobilisation, which aims to get development messages onto the political agenda, has gathered momentum and both political and popular support.

Other key events in 2005 include:

Publication of the Commission for Africa Report

The UK hosting the G8 and the anniversary of Live Aid, 'Live 8'

The UK hosting the Presidency of the European Union

The UN Millennium Development Goals Special Summit in September and

The European Year of Democratic Citizenship

Policy documents such as the Higher Education Funding Council's 'Sustainable Development in Higher Education' (2005) and 'Putting the World into World-class Education' (DfES International Strategy, 2005) also contribute to raising the profile. Such documents have made it even more necessary for higher education to address these agendas and indeed, almost impossible to avoid. Thus, while there is 'pull' developing from employers, there will also be a 'push' from a policy perspective.

## **So how are we extending this at BU?**

As part of the Learning and Teaching Strategy, a global perspective has been formally linked to the student experience and the goal of developing students 'for Global Employability'. The Global Perspectives Group is aligning developments with a number of other sub-groups tasked with implementing key aspects of the learning and teaching agenda. GP is currently working in parallel with the 'employability' task group and the 'internationalisation' task group. As part of 'employability' the Annual Report on Programme Monitoring for each programme in 2005, is required to address 'employability' including global perspectives.

An award from the Leadership Foundation will enable the development of a new 'Global Perspectives Strategy' (Autumn 2005), which will build on the 'Global Vision' document. The strategy will emerge from an audit of

stakeholders across the University and be informed by contributions of staff and students. It will make recommendations as to how BU ensures that global perspectives, is an integral part of learning and teaching and a feature of the BU environment. It will also recommend that BU articulates much stronger values and that such values provide BU with a clear identity and are used consistently in messages about BU. This will then contribute to employers' perspectives of BU graduates.

A good foundation for taking the agenda forward has already been established so it will be important that the strategy seeks to build on this work, ensuring a more strategic approach to curriculum change and clear links to employability. The student experience needs to be such that, employability is enhanced and the changing needs of society are addressed. The example provided by the University of South Australia, may provide a useful model to guide the development of 'graduate qualities'.

In the meantime, staff development programmes and workshops are being provided, to enhance teaching and learning and to show staff how to include a global perspective. To support staff, resources are being developed that will enable staff to broaden the curriculum and introduce new perspectives. Workshops have introduced new teaching methods including games and activities that can be used for students during induction week and as part of their degree programmes. Resources have focused on: helping students develop their ability to be aware of basic global issues; to recognise that there are multiple perspectives and interpretations; to respect the views and perspectives of others; to increase awareness of cultural assumptions and bias; to understand ethical issues and values. Resources are also being developed to encourage personal reflection and change, the development of the qualities the global citizen and to increase understanding of sustainable development.

Other areas to be progressed include: increasing the involvement of employers and ensuring synergy between research and knowledge transfer.

## **Conclusion**

In developing the learning experience to prepare students for the wider world of work, it is important that we are mindful that we are preparing students for the future and a future that is evolving. This paper has set out how the work of the Global Perspectives Group at Bournemouth University has contributed to initiating ideas for curriculum change. The provision of a curriculum and a learning environment that focuses on the global perspective enables the development of knowledge, skills and competences, that will not only be in demand in the future but will be personally rewarding for students and useful to society.

A summary has been provided of the work undertaken along with an explanation of the concepts. These will continue to evolve, informed by academic debate. While enhancing employability is not the only reason for developing a global perspective, this paper has focused on demonstrating how such a development is compatible with this goal. It is suggested that recruitment requirements are changing and that recruiters will place value on the candidate who can demonstrate a global perspective. We have argued that

our evolving strategy to strengthen the global perspective will enable the development of graduates who will not only be required by industry but will also be effective at bringing about organisational and societal change.

It will be important that BU builds on the strong foundation that is already in place, to produce graduates who will stand out in a global employment market. It will also be important to ensure that graduates are empowered to take responsibility for their futures and make a difference to the world of work.

***“Education is the most powerful tool we have to change the world”  
(Nelson Mandela)***

And

***“As educators we have a unique opportunity and a clear responsibility to help prepare our students to be responsible citizens of the future. The fate of our planet and all its life forms is in their hands”.  
(Prof. G Slater)***

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