



LEARNING IN FUTURE ENVIRONMENTS

MANAGE. MEASURE. IMPROVE. PROMOTE.

# The LiFE Sustainability Index



# Introduction

- ◆ Supporters
- ◆ The challenge
- ◆ About the tool
- ◆ The functionality and benefits
- ◆ Next steps



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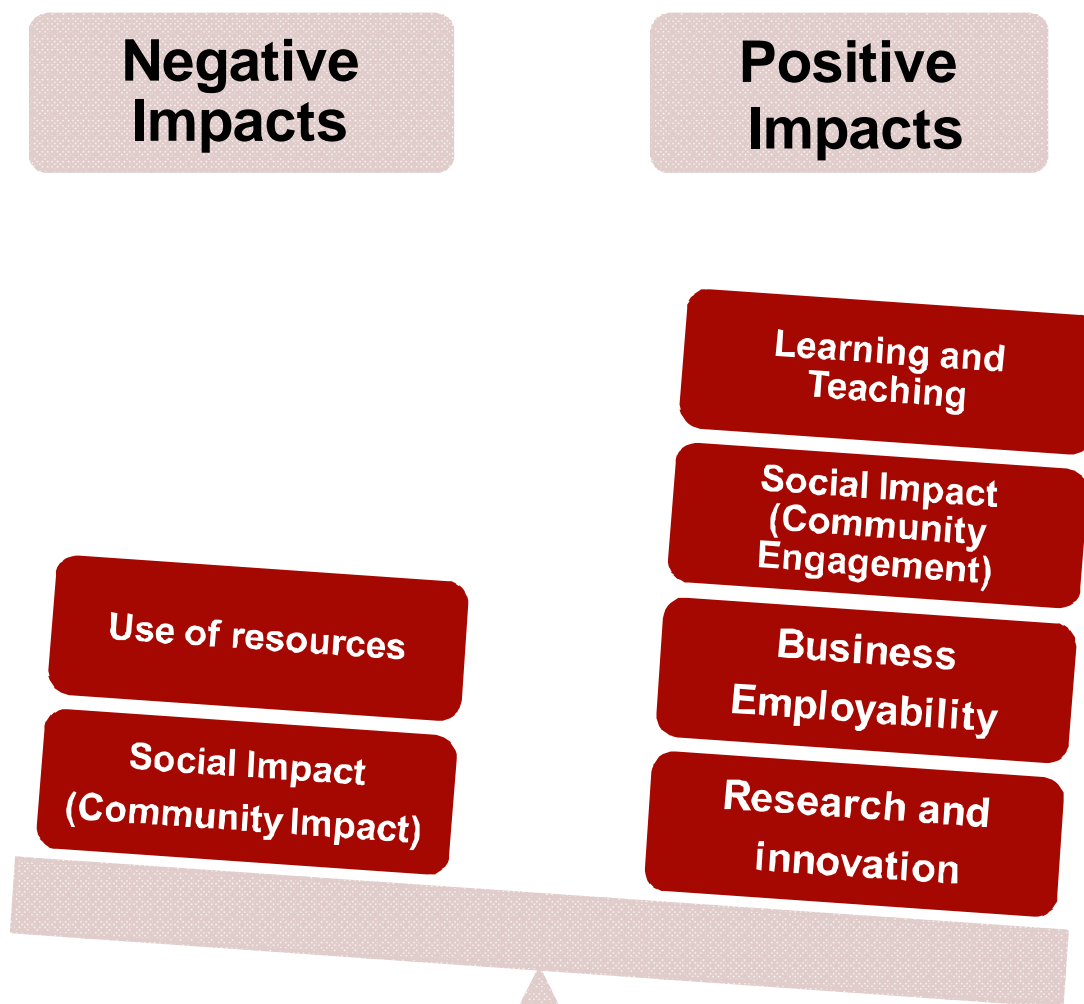


# Sustainability Challenge!

- ◆ Whole institution approach
- ◆ Communication and engagement
- ◆ Recognition and promotion
- ◆ Resources
- ◆ Benchmarking



We need to  
recognise  
the  
positives!





# Conceptual Framework

- ◆ Institutional sustainability journeys are non-linear (policy before practice!)
- ◆ Institutions should be rewarded for action as well as process
- ◆ Sustainability is an ongoing process – review cycles
- ◆ What sustainability looks like within each university is unique



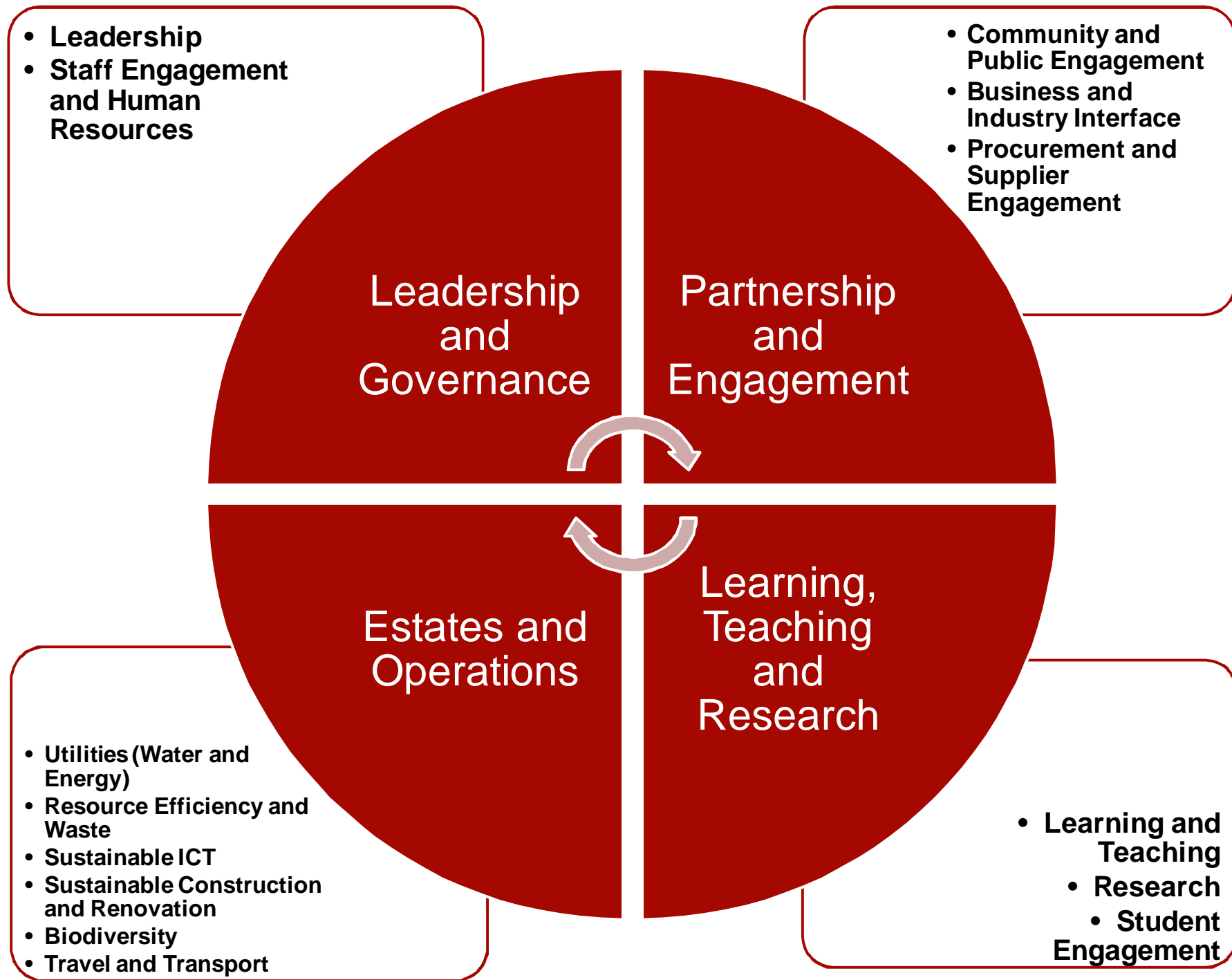
## How does the LiFE Index do this?

- ◆ Small number of questions
- ◆ Small number of quantitative metrics
- ◆ A comprehensive set of development frameworks
  
- ◆ Tool to help shape and guide practice
- ◆ Mechanism to allow institutions to be assessed

**Objective: The principles of social responsibility and sustainability are embedded in the curriculum**

| POLICY AND STRATEGY   | ACTION PLANNING   | STAKEHOLDER ENGAGEMENT  | MEASUREMENT  |
|---|---|---|--|
| The university's Learning and Teaching strategy(s) is explicitly aligned to the university's Sustainability Strategy. Activity is reviewed on a regular basis. There are clear reporting lines into formal university management structures.                            | The university understands where social responsibility and sustainability is currently being delivered across the curriculum and has developed plans to further embed and build on good practice.   | Key internal and external stakeholders (including staff, students and employers) are involved in the review this activity and shape its development.                | The impacts and benefits of embedding social responsibility and sustainability in the curriculum are routinely monitored and evaluated as part of existing university practice. There is evidence of continual improvement and feedback loops. |
| COMMUNICATION   | TRAINING AND SUPPORT  | IMPLEMENTATION  | LINKS TO THE CURRICULUM  |
| The Learning and Teaching Strategy(s) is in the public domain. There is a planned approach to communicating to relevant stakeholders the Strategy(s), its associated activities and their implications. The agenda has clear, high-level support within the university. | Commitments and/or targets to take forward ESD are linked to named individuals or teams within the university. Staff, including academics and programme leads, have either appropriate sustainability skills and knowledge or opportunities to develop them through access to specialist support. | The commitment to social responsibility and sustainability within the curriculum and through learning and teaching is embedded in university systems and processes. | The university is actively linking ESD with other campus activities and within the stakeholder communities that the university engages.  |







# Key Features

- ◆ You can use the system all the time
- ◆ Multi-user access , different leads across the institution (this is critical)
- ◆ The design of the tool supports the integration of sustainability across the institution
- ◆ Discussion forums internal and external
- ◆ Reporting functionality, updates for the institutions and links to other systems.
- ◆ Stimulate international collaboration



# Accreditation

- ◆ Flexible – 3 cycles per year (Annual Report)
- ◆ Opportunity for international benchmarking and collaboration
- ◆ External team of expert assessors that will also provide feedback as part of the process
- ◆ It's about quality not quantity
- ◆ The assessment is institutionally relevant and contextual



# Next Steps

- ◆ It is now available – so get involved
- ◆ Ask for a personal demonstration of the system and we will arrange it
- ◆ Launches in Australia and New Zealand in January (Franchise)
- ◆ The first opportunity for accreditation is in February 2012 – dates are on the website



# Get in touch

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