

# Education for Sustainability Transformation

London College of Fashion, UAL  
Progress Report 2021



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# Foreword

London College of Fashion (LCF) has a long and illustrious tradition of cross-connecting knowledge acquisition, making practices and professional activities relating to fashion.

For more than a decade now, Better Lives has been recognised as the college’s ethos, explored through teaching, research and knowledge exchange. Taking a pluralistic approach to this ethos, the LCF Education for Sustainability Transformation (EST) plan has, over the past five years, outlined and mapped commitments, actions and change at LCF, referencing climate, social, racial, gender and intergenerational justice. This report evidences multiple intervention points that have leveraged change in the LCF ecosystem over this time. It recognises and acknowledges important and inspiring initiatives that question fashion and education at a range of scales and the shift that is taking place in why, as well as what, how and with whom the college communities teach and learn.

Whilst the picture of change is clear, there is an imperative to go from areas of good work to a college-wide challenging of the status quo in the education and fashion sectors. This involves a systemic resourcing, recognising, and rewarding of contributions to Better Lives; where fashion takes place within planetary boundaries and through an honouring of equity. Such bold imagining and creating of new worlds, engaging in advocacy and activism is, at times, not welcomed by those who are not invested in these ambitions. This cannot dissuade us from educational transformation based on core intentions of climate justice and anti-racism.

The report’s message is two-fold:

- the strong evidence of achievements against the plan should be celebrated and widely communicated.
- the outline for deeper change within and way beyond the life and lives of LCF’s communities, courses, cultures, and operations must be explored with students, tutors, technicians, deans, administrators, researchers, finance, and senior leadership teams.

Then our response to the question: what is fashion education for? will be evident in what we contribute to life, in and through fashion.

# Chapter 1: Introduction

“The climate and ecological emergency  
should be seen as the greatest  
creative challenge of our time and this  
recognition must inform what we do in  
every area of university life.”

– UAL Citizen assembly

**“The backdrop of a global pandemic did not stop us achieving our high-level goals and being able to develop for the long term, and the legacy of this will be a more agile and resilient college for years to come.”**

*– Professor Roni Brown, Deputy Vice-Chancellor (Education), UAL*

Human induced climate change and the widening gap between wealth and poverty is jeopardising our fellows and our futures. Fashion is represented across the problems and opportunities of our times, and London College of Fashion’s (LCF) role as educators in fashion is a vital one. The imagining and conceiving of cultural, nature-based, societal, and economic prosperity involves the creative exploration of fashion’s artistic, culture-shaping and business practices in the context of a constantly changing world.

LCF first formally foregrounded sustainability into curriculum ethos, course content, assessment and learning outcomes in 2007, with the creation of the first MA course in fashion and sustainability, led by Centre for Sustainable Fashion (CSF). Since then, LCF has increasingly supported the development and integration of sustainability into the curriculum across all courses and levels at the college. Since 2016, this has been formally recognised in the LCF Education for Sustainability Transformation (EST) Strategy and Action Plan. This plan aims for LCF to fully demonstrate that its education is based on principles of ecological and social equity.

“It is essential that the teaching and learning of fashion acknowledges our complicity as humans in ecological collapse and social inequity. Through education, fashion design, business, and media can be explored safely and radically with the goal of restoring and regenerating our social, economic, cultural and ecological systems.”

*- Nina Stevenson, Education for Sustainability Leader, CSF*

This report gathers EST-related evidence drawn from activities that have taken, are taking place, or are in preparation across LCF and at University of the Arts’ (UAL) Centre for Sustainable Fashion (CSF) towards this aim. The evidence has been organised by the six EST priorities as outlined in the EST Strategy. It offers a summary of achievements and changes since 2016, building on the EST Interim Report (published 2019). This evidence also demonstrates our alignment with and commitment to PRME – Principles of Responsible Management Education, which LCF has been a member of since 2015.

EST activities and outcomes are mapped against the priority areas of UAL’s Learning, Teaching & Enhancement Strategy, to embed sustainability into education (rather than to have a separate plan as an ‘add-on’) plus a sixth, more radical priority as outlined below:

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**We will promote teaching excellence through a systematic approach to recruitment, reward, and recognition**

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**We will develop and offer creative, curious, critical curricula**

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**We will embed the digital within all aspects of teaching and learning to prepare students for digital futures**

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**We will deliver inclusive teaching and learning**

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**We will enhance students’ employability**

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**We will deliver teaching and learning that can contribute to transforming the higher education experience through nature based and human centred design**

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This report also outlines recommendations for ensuring the teaching and learning of fashion is foregrounding principles of sustainability, operating within planetary boundaries, pursuing climate and social justice and equity for all in line with the emergent UAL 10 year strategy currently under development. Connections are made to ways in which colleagues across UAL are also working towards these ambitions.





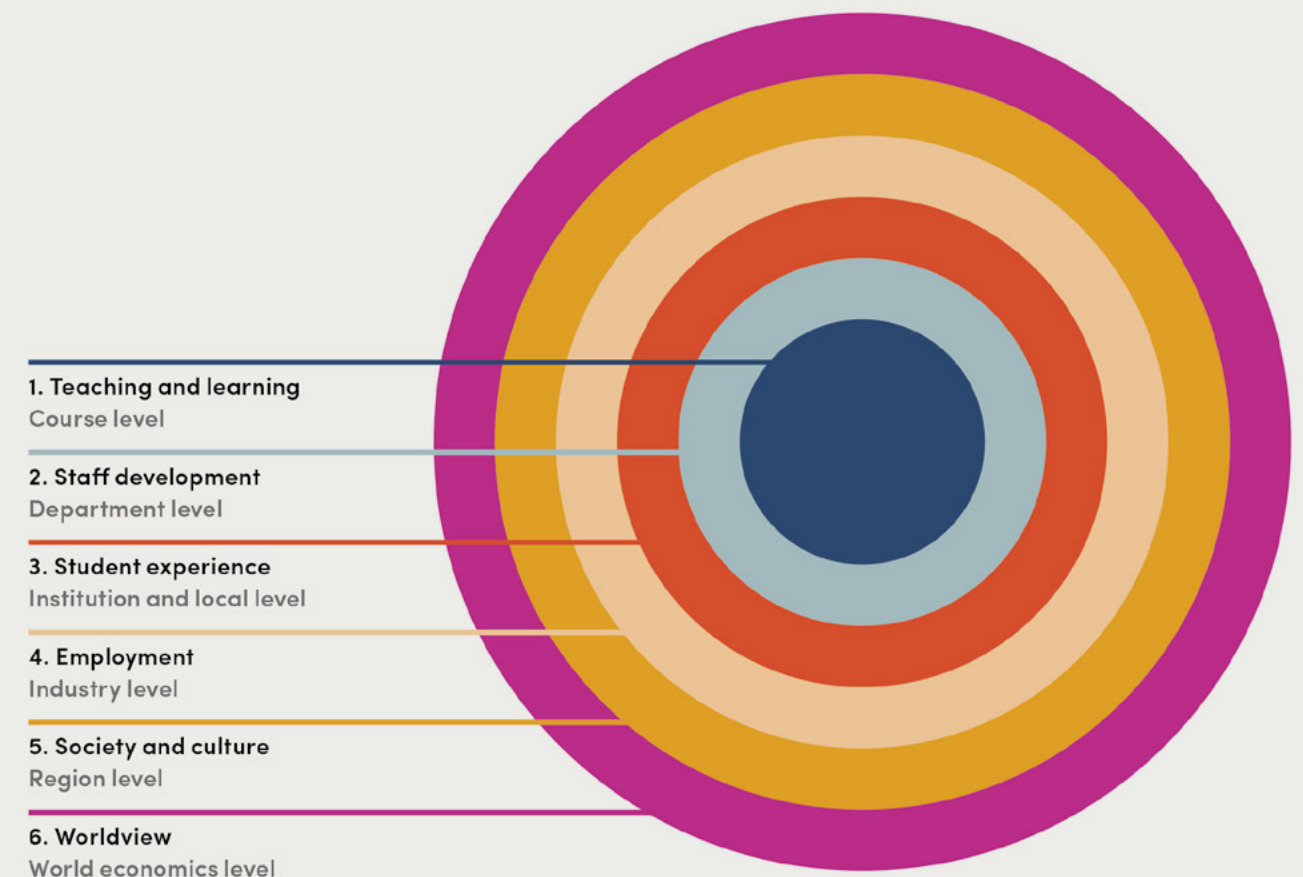
## Chapter 2: EST Strategy and Priority Updates



“We have a strong track record in promoting sustainability, but such is the scope and scale of the environmental crisis facing all of us, we have to do more. Much more.”

– James Purnell, Vice-Chancellor UAL

Fig. 1  
The Fashion Education System  
Williams, D. and Stevenson, N. (2018)



The EST Strategy takes a systems thinking approach; the purpose of education being to cultivate a sustainability worldview, a holistic phenomenon that involves a combination of values, knowledge, dispositions, and agency so that learners see and interact with the world through the lens of sustainability (Nolet 2016).<sup>1</sup> It is essential that, as an institution and as educators, we are equipped with the skills and development opportunities to not only teach about sustainability but to explore learning design and pedagogies that nurture the skills, attitudes and mindsets that can create sustainable visions and practices in students, and ultimately in citizens. An increasingly complex world demands these competencies of its citizens; education must reflect this.

The EST Strategy is aligned to the United Nations Sustainable Development Goals, as well as to the UN Principles for Responsible Management Education (PRME), a United Nations-supported initiative founded in 2007 as a platform to raise the profile of sustainability in schools around the world, and equip today’s business students with an understanding and ability to deliver change.

<sup>1</sup> Nolet, V. (2016). *Educating for Sustainability: Principles and Practices for Sustainability Teachers*, New York: Routledge

Our work so far has come in many shapes and forms – which includes (but is not limited to):

1. Teaching & Learning (Course Level)

- Established in 2018 the Better Lives unit enables every first-year undergraduate student at LCF to explore foundational themes of sustainability, social responsibility, and diversity, and apply them to the context of their subject specialism.
- At Masters’ level, the Collaborative Challenge unit aligns cross-course collaborative projects with the context of climate justice, supported by CSF.
- Sustainability is a required part of the student learning experience through explicit learning outcomes on every course. Sustainability and responsible management criteria are explicit in validation and reapproval processes for all courses.

2. Staff Development (Department Level)

- Each of the three schools at LCF have a dedicated sustainability academic lead, with the School of Design Technology funding a full-time sustainability specialist lecturer since 2018.
- LCF staff are supported to develop their own knowledge and practice in sustainability through a range of online learning, including carbon literacy training, CSF online courses, tutor focused online resources, and staff development opportunities relating to their disciplines.
- The Exchange and CSF will deliver a Climate & Racial Justice Collective, starting 2021– an on-going open collaborative discussion and action group intended for staff and students, in any role, on any course.

3. Student Experience (Institution & Local Level)

- The latest People & Planet University League data shows that UAL is classified in the ‘first award class’, placing fourth in London and 19th in the UK overall.
- In 2020, SMC’s Fashion Journalism students participated in the compilation of the CSF x Condé Nast Sustainable Fashion Glossary. In 2021 the Glossary project was announced as a finalist in the Green Gown Awards – Research with Impact category (winners not announced at time of report publication).
- Themes of climate emergency, social justice and technology are explored through graduate showcasing across courses such as MA Fashion Futures and UAL’s Climate Emergency Network.

4. Employment (Industry Level)

- UAL’s first MOOC (Massive Open Online Course) was in Fashion & Sustainability, developed by CSF with the support of Kering. It has created a network of global sustainability changemakers with over 79,000 learners from 191 countries since 2018.
- In 2021 CSF launched a second MOOC, Fashion Values: Nature, with a further three courses in development in 2021 and 2022.
- A group of four Fashion Business students won the Future Retail Challenge 2021, developing a strategy for an online fashion business, Cashmere Circle, embedding sustainability as a core value.
- “Fashion Means Business” (FMB) is a series of events organised for students by the FBS Knowledge Exchange pathway. Of the various FMB talks since 2020, 35% focused on sustainability related topics.

5. Society & Culture (Region Level)

- In 2021, a platform of co-created knowledge, tools, and resources to support fashion educators to practice Fashion Design for Sustainability was launched through the Erasmus+ funded FashionSEEDS, a European network of fashion universities led by CSF.
- LCF has a thriving portfolio of community engagement and social responsibility projects and longstanding relationships that foreground co-design and participatory learning on local and global levels.

6. Worldview (World Economics Level)

- CSF is pioneering world leading research, education, and knowledge exchange through radical, experimental, and transformational approaches to higher education, with human equity and planetary health at the foundation of its practice.

The EST Strategy Group membership spans the following elements of LCF’s Fashion Education System:



Convened by CSF, the EST Strategy Group is responsible for overseeing the EST Plan, leading working groups aligned to the 6 EST priorities, and providing quality assurance. The group represents key stakeholders of EST across LCF. Duties include:

- To be committed to the delivery and development of the EST Strategy to ensure its objectives are achieved within an agreed timetable.
- To co-create and agree activities to realise the 6 EST priorities, led by allocated working groups. Monitor the scoping, delivery, communication, and evaluation of these activities.
- To participate in collaborative working practices that ensure all voices are heard.
- To contextualise objectives and actions in the era of climate emergency.
- To be an advocate for the values of Education for Sustainability Transformation at LCF.
- To attend the EST Strategy Group quarterly meetings, to participate in working groups.

Priority 1: We will promote teaching excellence through a systematic approach to recruitment, reward, and recognition.

The administration and quality processes of teaching and learning at LCF facilitate the embedding of climate and social justice throughout the student journey. This is to ensure that sustainability is intrinsic to teaching and learning and not viewed as additional or ‘nice to have.’ This is evidenced through the naming of sustainability criteria in academic processes such as validation, reapprovals, course descriptions, assessment criteria, learning outcomes and unit handbooks.

PROGRESS

1.1 LCF to work within academic frameworks to embed sustainability monitoring and tracking making activities and achievements more visible. Schools to identify and document sustainability across formal & informal curriculum. Annual reporting to ADQA/CSF.

Proposed actions for LCF’s Academic Strategy 2021/22 were shared with EST group members in July 2021, based on UAL-wide recommendations, and includes the following measures and responsibilities:

- Deans, Programme Directors, Course Leaders, and relevant colleagues to ensure that all course handbooks incorporate learning outcomes relating to climate action and social and environmental sustainability
- Deans and Programme Directors to ensure that all course handbooks include a statement about Climate Emergency
- Pro-Vice Chancellor, Deans and Head of Academic Registry to lead on validation and reapproval processes that incorporate an explicit requirement to address climate action and sustainability
- Programme Directors, Course Teams and Quality team to ensure that project briefs and unit handbooks address climate action and sustainability
- Teaching Exchange to incorporate climate action and sustainability to Creative Attributes Framework
- UAL-wide networks, including Climate Emergency Network, Teaching Exchange, College Executive Group and Deans to collaborate on staff development opportunities that support climate action and sustainability
- HR and Deans to develop, roll out and support carbon literacy training offer to all academic and technical staff
- Climate Emergency Network, CEAG and Libraries to develop resources to support implementation of climate action and sustainability and strategies for sharing these resources
- College Executive Group, Deans and Programme Directors to provide additional infrastructural support to course teams to enact academic strategy
- Executive Board to provide visible accountability for enacting academic strategy on climate action and sustainability from all leadership teams
- Research Centres and Institutes to engage in participatory design and transformation design practices to act on the climate, societal, personal health, and equity crisis

At time of writing this report, the LCF Academic Strategy and Operating Plan for 2021/22 had not been published.

These recommendations will be reviewed by LCF Executive Group by November 2021, ready for implementation through LCF Academic Strategy and Operating Plan to ensure accountability and allocated roles and responsibilities.

Attainment

In-year attainment figures for the year 2020–21 (provisional) show an overall improvement in student attainment at LCF (+ 2% to 77% overall) and a narrowing of the ethnicity awarding gap by 7% to -12%. The differences in attainment between socio-economic categories of students has nearly been eliminated (-1% between SEC 1–3 and SEC 4–7). It is difficult to assess the extent to which a focus on sustainability in teaching and learning has contributed to these improvements in student attainment and awarding gaps, but improvements have been driven in part by LCF’s Equality, Diversity and Inclusion (EDI) Action Plan, and the College EDI group recognises the connection between decolonising and decarbonising the curriculum.

Market research conducted for LCF by Shift Learning indicates strong student demand for courses that address sustainability in the fashion industry. This research is informing the portfolio review that is currently underway for taught postgraduate courses. The College is also seeking to meet student demand by developing courses with a sustainability focus, including the MA in Sustainable Fashion Management scheduled to run in 2023.

Student Satisfaction

The Undergraduate Student Survey for 2020–21 shows an increase in overall satisfaction for courses at LCF of 5% for Year 1 (up to 79%) and 3% for Year 2 (to 66%). The National Student Survey for graduating students shows a reduction in overall satisfaction by 9% to 61%; but results for Teaching and Learning (70%) and Assessment (74%) have remained relatively buoyant despite the pandemic year. The Postgraduate Taught Experience Survey has an overall satisfaction rate of 80% with 83% for Teaching and Learning. We are unable to demonstrate a direct correlation between any improvements in satisfaction rates and sustainability practices without directly asking students.

“Education for sustainability practices are seen to have a role in increasing satisfaction because students see this aspect of their education as important and relevant, and because it improves the intellectual content of their degrees. Demonstrating a clear link is under consideration for the next surveys.”  
– Andrew Teverson, Dean of Academic Strategy

1.2 Learning & Teaching Coordinators to have sustainability responsibilities within their roles.

Each school at LCF has a designated sustainability lead in addition to school learning and teaching co-ordinators who have specific sustainability curriculum responsibilities embedded within their roles.

School of Design Technology

The full-time Lecturer in Fashion and Sustainability (appointed 2018) has been key to shaping strategy, developing resources, contributing to teaching, and supporting all courses in the School of Design and Technology (SDT) to contextualise sustainability for fashion design. In 2020/21 all SDT course descriptions on the LCF website were updated to include explicit references to sustainability. This task was undertaken in consultation with Course Leaders to meaningfully represent how each course defines and approaches sustainability.

Fashion Business School

FBS has undertaken an evidence-based mapping exercise of how the school is addressing sustainable and responsible management. This is divided into 3 core topics: environment, social and ethical (defined according to academic management literature). In total, 300 hours are taught on these topics across the school per year. FBS offers five sustainability streams across the school, with the SDGs being attached to more than 90% of unit handbooks (UHB).

Focus on diversity and inclusivity at FBS is represented in its action plan to become an anti-racist school through initiatives such as the coaching network for black students called ‘Thinking Partners’, established in 2019. This is led by the College Admissions Tutor, offering students one-to-one coaching, peer mentoring, group sessions and personalised support. Outcomes of this network include:

- All participating graduates are employed or in postgraduate study
- All but one student in the network achieved a First or 2:1
- All students in the network have given positive feedback

School of Media and Communication

The SMC Dean is a member of the UAL Deans sustainability curriculum project entitled ‘Making Sustainability a Required Part of the Student Learning Experience’. The project is endorsed by the University Executive Board and led by four UAL Deans. The underlying premise of the project is that sustainability is integral to the culture of UAL; that it is relational and not separate from other agendas and should be embedded throughout the curriculum rather than set apart as a discrete unit.



Priority 1: We will promote teaching excellence through a systematic approach to recruitment, reward, and recognition.

**Cross College Progress**  
Significant investment in academic staffing at LCF over the period 2019–21 has enabled the recruitment of additional tutors with specialisms in sustainability. Reward and recognition for staff excellence in sustainability is available through chosen pathways in Knowledge Exchange, Research or Teaching on completion of their probation period. Each year there are nominated hours for staff to pursue development of their pathway through attending conferences, learning events, and sharing with colleagues. Several colleagues are supported to apply for Fellowship of Higher Education Academy at various levels using their work in this area as supporting case studies.

“Education for sustainability practices are seen to have a role in increasing satisfaction because students see this aspect of their education as important and relevant, and because it improves the intellectual content of their degrees.”

– Andrew Teverson, Dean of Academic Strategy

**OBSERVATIONS AND RECOMMENDATIONS**

LCF must now focus on moving from areas of good work to modelling sustainability across the student experience. By investing in a named sustainability lead in each school, LCF has created a network of excellence that connects with CSF and permeates disciplines and schools, building visible impact in course delivery, recognition and learning resources for staff and students.

Annual reporting on sustainability activities in the schools will soon be established as part of the LCF Academic Strategy (AS) and College Operating Plan (OP) in place of separate EST reporting. This meets the objective of embedded monitoring and tracking.

It is essential that the achievements in Priority 1 are tangibly supported through recognition of the roles of those involved in development, monitoring, assessment, and deeper embedding of this work. In embedding EST into the AS and OP, there is a critical need to ensure that monitoring of progress takes place against criteria of transformation in sustainability terms.



Priority 2: We will develop and offer creative, curious, critical curricula.

Regular analysis of why, what, how and with whom we teach fashion at LCF is essential to ensure teaching and learning across all courses, levels and schools is relevant in a changing world. This can be achieved through provision of staff development for our community of tutors to enable the adaptation of existing curricula (through availability of rigorously reviewed examples of knowledge and practice), and application of pedagogies of sustainability. The COVID-19 pandemic has demonstrated our ability to adapt and transform the teaching and learning in response to world events. A cared for community of students and staff will be resilient to these inevitable shifts. A range of staff development access points to cater for a diverse community of tutors, technicians, researchers and support staff is available with new critical enquiry initiatives in development for 2021/22.

Students must be offered foundational mandatory teaching and learning in fashion and sustainability and be presented with opportunities to explore, in depth, how their discipline can challenge the existing extractive and exploitative status quo of fashion. Pedagogies of sustainability, developed by CSF, outline futures thinking, systemic thinking, interdisciplinarity, informed decision making, participation and participatory learning, critical and creative thinking, and place-based learning, to nurture capabilities and explore the agency of students and graduates.<sup>1</sup>

1 CSF Pedagogic Principles, Williams D., 2019

PROGRESS

2.1 LCF will develop a range of staff development resources to support the knowledge and understanding of sustainability in fashion education.

Case Study: FashionSEEDS

FashionSEEDS (Fashion Societal, Economic & Environmental Design-led Sustainability) is a European collaborative network of fashion universities, led by CSF. The project focuses on the development of a holistic framework for tutors in design-led fashion and sustainability education. It has created a digital learning platform with sustainability teaching material enablers for educators to adapt and apply the framework and to develop their own reflective practice. CSF is working with The Exchange and LCF staff development to disseminate the framework and platform to inform teaching and learning across UAL.

Case Study: CSF Tutor Resource Space

Launched in 2020, the CSF Tutor Resource Space shares fashion sustainability frameworks, resources, and pedagogic approaches. This resource supports teaching and learning practice in education for sustainability and offers tutors a space to find useful information, share practices and connections to transform and adapt teaching. It aims to nurture critical enquiry in understanding our own roles and agency in creating systems change as educators. Access to the CSF Tutor Resource Space is available for LCF staff.

School of Media and Communication and Digital Learning team

SMC has set up a teaching innovation fund where staff can submit proposals for funding related to sustainability themes. A central resource-bank of sustainability materials is also in development at SMC (postponed during 2020/21 due to the pandemic and staff illness), providing information and guidance for staff. This area of work is ongoing, supported by the other school sustainability leads, CSF and LCF's Digital Learning team. The Digital Learning team are also working with FBS to ensure that all schools have equal access to curated subject-specific resources.

2.2 Sustainability will become a mark of distinction across LCF's new academic ventures and existing courses.

Cross-school teaching

All LCF first-year students take the Better Lives Unit, established in 2018, to explore the foundational themes of sustainability, social responsibility, and diversity, and apply them to the context of their subject specialism.

In 2020/21 Cultural and Historical Studies (CHS) at undergraduate level introduced a new lecture and workshop for first year students titled 'Ethics, Politics and the Anthropocene', which focuses on issues of care in fashion. In addition, two new projects were added into the Critical Issues in Fashion Research (CIFR) second year offer – 'Critical Sustainability' and 'Sensory Fashion'. Overall, the unit explores fashion in relation to the wider socio-economic-political context, including lectures on ethics and capitalism, exploring how these areas affect the sustainability of the fashion industry. All second-year students engage with these lectures. Students can also opt to engage more deeply with 'Critical Sustainability' and 'Sensory Fashion' in projects which further these ideas. Students with a keen interest in sustainability are encouraged to pursue this through their own practice-based research in their third year through their dissertations or 'Contextualising Your Practice' extended research essay.

New from 2021/22 onwards at Masters' level, the CSF Collaborative Challenge unit project offers LCF students and industry partners the opportunity to align cross-course collaborative projects with the context of climate and social justice. This aligns with COP26, asking the question, what would the earth have us do?

School of Design Technology

Students are joining the university with increasing levels of knowledge about fashion and sustainability but are struggling to connect this knowledge and their own values to their design practice. SDT offers a menu of lectures, that has evolved with the swiftly changing conditions of student knowledge and rapidly changing context of climate change. These initiatives are linked across schools through Better Lives, Collaborative Challenge and Cultural and Historical Studies (CHS) units. Topics around human rights, labour and the environment are explored through a fashion lens looking at specific issues and practices relevant to fashion design students, including materials research and sourcing, design processes, production, and business models. These areas are made explicit to current and prospective students, offering a better understanding of the role that fashion corporations play in this system and allowing them to reflect on the decisions they will make as designers, and their potential

impacts. New format, small group tutorials have proved successful in students making connections in their work and will be expanded in 2021/22 by Course Leaders and Teams. MA Fashion Futures continues to strongly recruit a range of theory and practice-based students to foreground principles of human and planetary health in and through fashion.

Fashion Business School

FBS has obtained notable recognition for sustainability-based student work, including at the 5th Annual PRME Chapter UK and Ireland in the Responsible Business and Management Writing Competition 2020/21. Marlene Reschberger, MSc Strategic Fashion Management won first prize in the postgraduate essay category and Melina Quenneville, MSc Strategic Fashion Management won first prize in the undergraduate essay category. The competitions had received 100 entries from 20 universities in UK & Ireland in 2019/20. FBS also had two runner-up students in the competition.

A core sustainability literacy curriculum for FBS courses is currently under development by the FBS Sustainability lead. At postgraduate level, MA Fashion Design Management has a strong sustainable management core and a new MSc Sustainable Fashion Management is currently under development for delivery to commence in 2023.

School of Media and Communication

In SMC, the undergraduate Media programme area has allocated sustainability as a core theme through year two projects influencing many students' independent projects in their final year. SMC also coordinates a cross-school Knowledge Exchange (KE) programme supported by the SMC KE lead that looks at wellbeing and the concept of joy through creative practice.



Priority 2: We will develop and offer creative, curious, critical curricula.

OBSERVATIONS AND RECOMMENDATIONS

Through staff development and curriculum provision, LCF is exploring evolutionary and transformational approaches to education for sustainability. To ensure a holistic approach that cares for all staff and students, it is vital that LCF offers a multiplicity of access points. Critical to this is the evaluation of teaching and learning practices and pedagogies and the time and space to participate must be embedded into workplans and Planning, Review and Appraisals (PRAs). Some emerging activities on offer, that should be recognised as part of workplans include:

- The Exchange and CSF are developing a Climate & Racial Justice Collective – an on-going open collaborative discussion and action group intended for staff and students. This forthcoming opportunity includes sessions offered from Autumn 2021.
- A revised Better Lives agenda is underway and will be developed into 2021/22 to further embed sustainability and the CSF Framework across the curriculum at LCF.
- SDT Course Teams will trial another new type of session: drop-in monthly research groups available to all final year BA students and MA students. These sessions will test a setting for building student community and amplifying student voice around shared interests in design for sustainability. By continuously testing new forms of teaching and learning we aim to use the classroom as a ‘radical space of possibility’ (Hooks, 1994)<sup>1</sup> within fashion.

1 Hooks, B. (1994) Teaching to Transgress: Education as the Practice of Freedom. New York: Routledge.





Priority 3: We will embed the digital within all aspects of teaching and learning to prepare students for digital futures.

The facilitation of co-learning with others through digital platforms is a vital part of formal and informal study at LCF and enables the growth of a global community of lifelong learners. The importance of a robust digital learning infrastructure has been put to the test during the pandemic, with resources proven essential to cope with unplanned changes to teaching and learning. An expert knowledge of digital technologies and how to employ them to enhance sustainability and inclusivity in fashion education will prove essential as we navigate shifts in learning environments and student profiles.

PROGRESS

3.1 Digital resources empower student learning in sustainability.

Digital Learning Team

LCF has grown its Digital Learning team significantly since 2016 and offers personalised support and digital solutions to all three schools. The team is equipped to work with course teams to ensure students have access to excellent sustainability learning and resources. The team has grown from 2.6 FTE staff members in 2016 to 7.8 FTE staff members in 2021. This increased capacity has allowed the digital learning team to assign school-based leads to co-design and enhance learning and teaching. In addition, the portfolio sits within the Associate Dean: Learning, Teaching & Enhancement’s portfolio, signalling that digital learning is a part of the overall learning and teaching experience.

Digital spaces offer opportunities for tutors, students, and other collaborators to interact beyond physical restraints, and the Digital Learning team have collaborated with others to experiment with new modes of fashion education spanning synchronous, asynchronous, and blended learning. An example of this is CSF’s portfolio of Massive Open Online Courses (MOOCs) made accessible through the expertise and dedicated time from the DLT, enabling the creation of a network of more than 80,000 learners from 191 countries since 2018, enabling LCF to provide accessible and equitable lifelong learning.

School of Design and Technology

Design courses at LCF have used the pandemic’s unavoidable period of digital teaching and learning to reflect on traditional studio-based practices such as the toile process and the crit. Students and tutors found they were ‘exploring inherently resourceful design practices’ (Tom Adams, BA Fashion Design Technology: Menswear Course Leader). A lack of access to materials, equipment and technical support meant that students were looking to their immediate surroundings to make use and reuse of existing materials, and the digital crit became less about presenting 3D garments and toiles, and more about presenting work in progress, concepts, and experiments.

2020/21 also saw the introduction of video content in the form of recorded lectures but perhaps more significantly, the creation of maker-based/process films that allow students to catch-up with content they have missed or practice key skills in greater detail and at an individual pace.

Fashion Business School

“Fashion Means Business” (FMB) is a series of events organised for students by the FBS Knowledge Exchange pathway lead. In 2020 this programme moved online in response to COVID-19. This digital programme included a series of curated talks on the future of fashion, graduate work from the summer’s ground-breaking UAL Showcase and an engaging social media takeover. Of these talks, 35% focused on sustainability related topics, and the festival was orientated around sustainability, with an emphasis on the four FBS strategic pillars of “people, profit, planet, purpose”. The programme is continuing to develop into 2021-22 with a podcast series.

School of Media and Communication

During the pandemic SMC switched all student submissions to digital formats. SMC looked at alternative ways for students to submit work across the school that is more sustainable i.e., making filmed presentations instead of producing printed proposals, producing half size costumes and models to reduce the materials required to demonstrate technical provision. Adopting the Freedom within a Framework initiative, SMC is currently looking at how best to move forward organisationally in 2021/22, working both in the building and remotely. Staff are encouraged to engage with digital practices and the school office no longer prints paperwork for meetings or teaching wherever possible. School members lead by example by keeping updated on sustainable practices in relation to communications practices.

Case Study: Fashion Values: a partnership between CSF, Kering, IBM, Vogue Business

Fashion Values is a predominately digital programme that brings together perspectives across design, technology, and media. The programme features voices and input from industry and academia. It aims to enable the next generation of fashion designers, strategists, and communicators to create sustainably; to empower imagination, innovation, and consciousness through sustainability leadership; and to make education and learning globally informed, interdisciplinary, and accessible.

“Fashion Values is about changing who and what is taught and learnt – as well as to what purpose. Fashion Values is about encouraging a mass of responses to issues of mass extinction. Our aim is to recognise and support a generation of fashion professionals to understand the value of living nature and engage in restorative practices in different places and ways.”

– Professor Dilys Williams, CSF Director

A key element of CSF’s Fashion Values programme is known as The Platform, the digital home of the programme, hosting educational resources to support engagement and understanding of the topics explored through the programme:

- Voices: inspirational articles, videos and podcasts from sustainability thought leaders that focus on the year’s central sustainability theme;
- Methods: short-form, subject-specific learning resources created in collaboration with the Fashion Values partners, drawing from their expertise and perspectives across fashion, media and technology;
- A suite of four open-access online courses deep-diving into fashion and Nature, Culture, Society and Economy (see Priority 6).

“By sharing our experience and insights on the role that technologies such as Artificial Intelligence (AI), blockchain and cloud can play, we are confident the fashion industry can become more vibrant, successful, and sustainable.”

– Karl Haller, Fashion Values Partner, IBM

Priority 3: We will embed the digital within all aspects of teaching and learning to prepare students for digital futures.

OBSERVATIONS AND RECOMMENDATIONS

An unprecedented shift in the use of digital learning spaces has accelerated the digital knowledge and practice of staff and students. LCF’s Digital Learning Team has made substantial progress in delivering against its Operational Plan since 2019, further accelerated by the pandemic to build a foundational knowledge of digital learning and use Moodle as a main hub of learning resources, activities, support, and assessment.

Our next challenge will be to reflect on how to harness this new knowledge, learn from our lived experiences and consider how we want the future of fashion teaching and learning to be empowered by digital technologies. As the university, college and teaching & learning strategy are currently under development, the LCF Digital Learning operational plan will be reviewed once these items are published to allow for alignment. The Future Pedagogies working group is also considering digital teaching and learning opportunities in Stratford ahead of LCF’s move to the new site in 2023, exploring ways in which LCF’s digital infrastructure will enhance our digital future. It is vital to connect this working group to the CSF sustainability pedagogies to cross-reference approaches, opportunities and impacts of digital learning practices.

“The COVID-19 pandemic has demonstrated how rapidly we as humans can adapt our behaviour to ensure that health and wellbeing are prioritised. Now we must ensure our education system continues to foreground human and planetary health through resilient, inclusive and restorative practices.”

– Nina Stevenson, Education for Sustainability Leader

Priority 4: We will deliver inclusive teaching and learning.

To ensure representative and diverse learning for sustainability it is important that students and staff engage in collaboration and participatory learning with a range of partners during their time at LCF. This can enable co-learning and the development of experiential and critical approaches to decolonisation and decarbonisation in and through fashion.

PROGRESS

4.1 LCF to engage with partners from different disciplines, territories, and sectors with interests in sustainability.

School of Design and Technology

In terms of curriculum, the menu of sustainability lectures developed for SDT have reflected the principles of the [UN Global Compact](#) including human rights, labour, and the environment.

School of Media and Communications

SMC regularly reviews cross-subject curriculum in relation to sustainability and responsibility. The school has a unit on the Fashion PR and Communications course titled Crisis and Reputation Management which explicitly outlines a global perspective on CSR. The course has a high percentage of international students from all over the world. Students have reported enjoying the sharing of ideas and looking at different approaches that have been adopted by the fashion industry in different territories globally. SMC works with CSF on projects delivered on the BA Creative Direction for Fashion course, the MA Fashion Media Practice and Criticism course and the new BA Critical Practice in Fashion Media course. SMC's Emerging Realities project and student takeover week, initiated in 2020/21 provides an interesting new model and promotes a sustainable approach to relevant disciplines in digital spaces.

Fashion Business School

FBS has recently partnered with start-up business, [Blu-label](#), set up by two of the school's Executive MBA students. As the world's first circular value chain system for the fashion industry, it acts as a third-party verifier to demystify the complexity of climate change for consumers, while driving sales in low carbon products. The partnership gives FBS staff and students a better understanding of the challenges faced by start-ups and gives Blu-label the opportunity to test their business idea and learn from staff and business' partners.

LCF International

LCF's [International](#) projects include social and environmental sustainability projects, aligned to LCF and UAL's strategy. In 2020/21, a curriculum consultancy with Lebanese American University (LAU) delivered a two-week summer programme on wearable technology and sustainability.

Case Study: Making for Change at Poplar Works

[Making for Change at Poplar Works](#) provides an accessible and exploratory environment for undergraduates, alumni, emerging designers, community participants and charities to co-design and engage with real-world issues and translate them into creative practice. Collaboration with long-term

partners and the creative exchange of ideas can positively impact the lives of individuals connected through the projects, especially those affected by negative lived experiences. These types of projects build new skillsets and confidence and pro-actively encourage active citizenship aiming towards a positive shared vision. The project is working with innovative emerging designers with sustainable and social responsibility at the heart of their brand. These include:

- Adaptive fashion designer creating clothes for customers with dwarfism;
- Adaptive fashion designer creating clothes for wheelchair bound customers;
- Sustainable designer working with photosynthesis bacteria coating, creating garments that release oxygen back into the air when worn;
- Sustainable sportswear brand working utilising Ventile fabric;
- Upcycling denim brand repurposing textile waste into contemporary pieces.

Since 2020, partnership resources have been repurposed into manufacturing units at HMP Downview & Poplar Works to create facemasks and much needed PPE garments for local hospitals & NHS workers, supplying over 1,000 gowns, scrub tops and bottoms as well as 480 garments through the [Emergency Designer Network](#) (co-founded by UAL alumni). As a result of developing this expertise the Making for Change team have also been working on a research and design project titled [Caresleeves](#), with collaborative project partners, Sheffield University researchers, a textile company, and a laundry service to develop prototype samples for washable, reusable PPE garment for care homes.

Case Study: Making for Change - Waltham Forest

[Making for Change - Waltham Forest](#) is a partnership project between LCF and London Borough of Waltham Forest (LBWF) that began in 2019. Adopting a design activist approach, the project team engaged, through fashion and making, local schools, businesses, and residents to develop and retain creative talent in the borough of Waltham Forest. In doing so the project addressed issues affecting the community, such as deprived youth, skills shortage, fashion manufacturing decline and unemployment. The project also contributed to bringing together LCF and LBWF as long-term partners with aligned strategic objectives and shared plans, considering the College's move to East London.

Sector influence

LCF have sector influence through engagement with government, policymakers, lobbyists, and industry initiatives such as the [All-Party Parliamentary Group on Ethics & Sustainability in Fashion](#), [Environmental Audit Committee](#) on Fast Fashion, regular contributions to media debates, and ongoing collaboration with [British Fashion Council](#).



OBSERVATIONS AND RECOMMENDATIONS

LCF has a long history of collaboration with partners locally and globally from industry, communities, governments, charities, NGOs, and other places of education as exemplified in the evidence. It is important that these collaborative ventures continue and that all staff and students can seek out new and experimental co-designed projects that foreground climate and social justice, inclusivity, and accessibility through explicit reference to cross-disciplinary, cross-cultural and cross-territorial interests in sustainability.

To fully acknowledge the role of education, it is vital that discussions of sustainability at LCF are creating teaching and learning spaces for the intersection of climate, social and racial justice.

Since 2016, UAL has published a comprehensive Anti-Racism Strategy & Action Plan, has made commitments to Equality, Diversity & Inclusion, has established the Decolonising Arts Institute (development began in late 2018) and announced that Shades of Noir has formally joined UAL as its Centre for Race and Practice-Based Social Justice. These are significant and essential strides in recognising and overcoming discrimination and bias, and in using education to disrupt ways of seeing, listening, thinking, and making. Commitments are now essential to ensure that:

- climate, social and racial justice are not seen as separate issues and are resourced, recognised and foregrounded across all activities inside and outside the college;
- staff and students are empowered to advocate for Anti-Racism and Climate Justice and to reach their full potential.



Priority 5: We will enhance students’ employability.

Higher education must equip students with skills, knowledge and capabilities that challenge exploitative practices in fashion, whilst preparing them for careers that sustain their livelihoods. Careers, employability, and enterprise provisions at LCF can support students to navigate this tension during their studies and on graduation. Through showcasing to collaborating with industry and media, LCF can act as champions for sustainability literate fashion practitioners that are graduating with creative, empathic, and resilient mindsets.

PROGRESS

5.1 LCF Careers to ensure that students understand the role of sustainability in employability; and for employers to understand the opportunities this presents.

Case Study: Graduate Futures

In 2020 the LCF Graduate Futures (GF) team and CSF worked together on a sustainability canvas, which supports and aids students in mapping their values and helps them to model the type of businesses they want to set up and the type of jobs they seek.

The GF team have invited businesses who have sustainability as core business value to connect with students through webinars and coaching, including UAL Alumni businesses such as Trashion Factory, Bethany Williams and SabryMarouf. In 2020, three of five Enterprise Challenge finalists presented sustainable business propositions. In 2021 four of five finalists presented sustainable business propositions. In 2021, Fibre Lab, founded by MA Fashion Futures Alumni Kae Katz, won the Mayor of London’s Entrepreneur Challenge, and was awarded £20,000 in seed funding. A second LCF Graduate team also reached the finals with a sustainability-led initiative.

Case Study: Graduate Showcase

Themes of climate emergency, social justice and technology are explored by graduates across courses such as MA Fashion Futures. Graduate work illustrates particularly distinctive ways in which sustainability can be at the heart of fashion education and practice. UAL’s Climate Emergency Network submitted a collection to the showcase in 2021, with Ecocentric: a focus on developing a university-wide creative response to the COP26 UN climate summit.

“The Graduate Showcase provides a real insight into what it’s like to study at London College of Fashion. It’s also a place where industry can take a closer look at the next generation of world leading talent and engage directly with graduates...; they have the ability to inspire a forward-thinking industry, one that impacts positively and shapes better lives.”

– *Professor Roni Brown, Deputy Vice-Chancellor (Education), UAL*

Case Study: Making for Change at Poplar Works

Making for Change at Poplar Works offers placement or volunteering opportunities to students from across the college, where they can become involved in the design and delivery of community engagement workshops and/or enhance their professional practice by working within the production team. In 2021, three students from BA Fashion Textiles each undertook 10-week part-time work placements to develop and deliver community workshops. Two students from BA Fashion Design Womenswear undertook 10-week part-time work placements in the Making for Change production team, working alongside community participants, skills sharing and developing knowledge of up-cycling garment production. Several alumni businesses (including Bethany Williams) have been provided with studios at Poplar Works to support them in the early stages of building their businesses. These businesses are actively demonstrating values of EDI and building these into their business models. MA Womenswear alumnus and resident of Poplar Works studio space, Joao Maraschin, won the Graduate Award at Drapers Sustainable Fashion Awards.

In 2021/22, Making for Change at Poplar Works will continue to engage LCF students in community-based projects, raising awareness of environmental and societal issues.

School of Design Technology

SDT is implementing an increasing number of industry projects with strong sustainability themes. Live industry project briefs are an integral part of studying in SDT. Over recent years we have seen more businesses looking to collaborate with SDT courses on project briefs that address social and environmental issues. Examples from 2020/21 in SDT include: Ssone (BA Fashion Design and Development Year 2 students), Rapha (BA Sportswear Year 2 Students), Phoebe English (BA Womenswear Year 3 students), and Swarovski (BA Fashion Jewellery Year 3 students).

“In 2020/21 we taught a collaborative year one unit called Sustainable Futures for which we used the Fashion Futures 2030\* scenarios. All four student teams presented their work in sustainable fashion boutique 69B on Broadway Market in the form of a poster detailing their concept, research, and outcomes. Some jewellery pieces were selected to be showcased in store; these include physical pieces and a highly accomplished digital filter for the audience to try on.”

- *Bernadette Deddens, Course Leader, BA Fashion Jewellery*

\*Fashion Futures 2030 is a CSF project, created and realised using film, text and ideation toolkits. The project invites audiences to imagine how fashion practices can contribute to ways to live well together in nature.

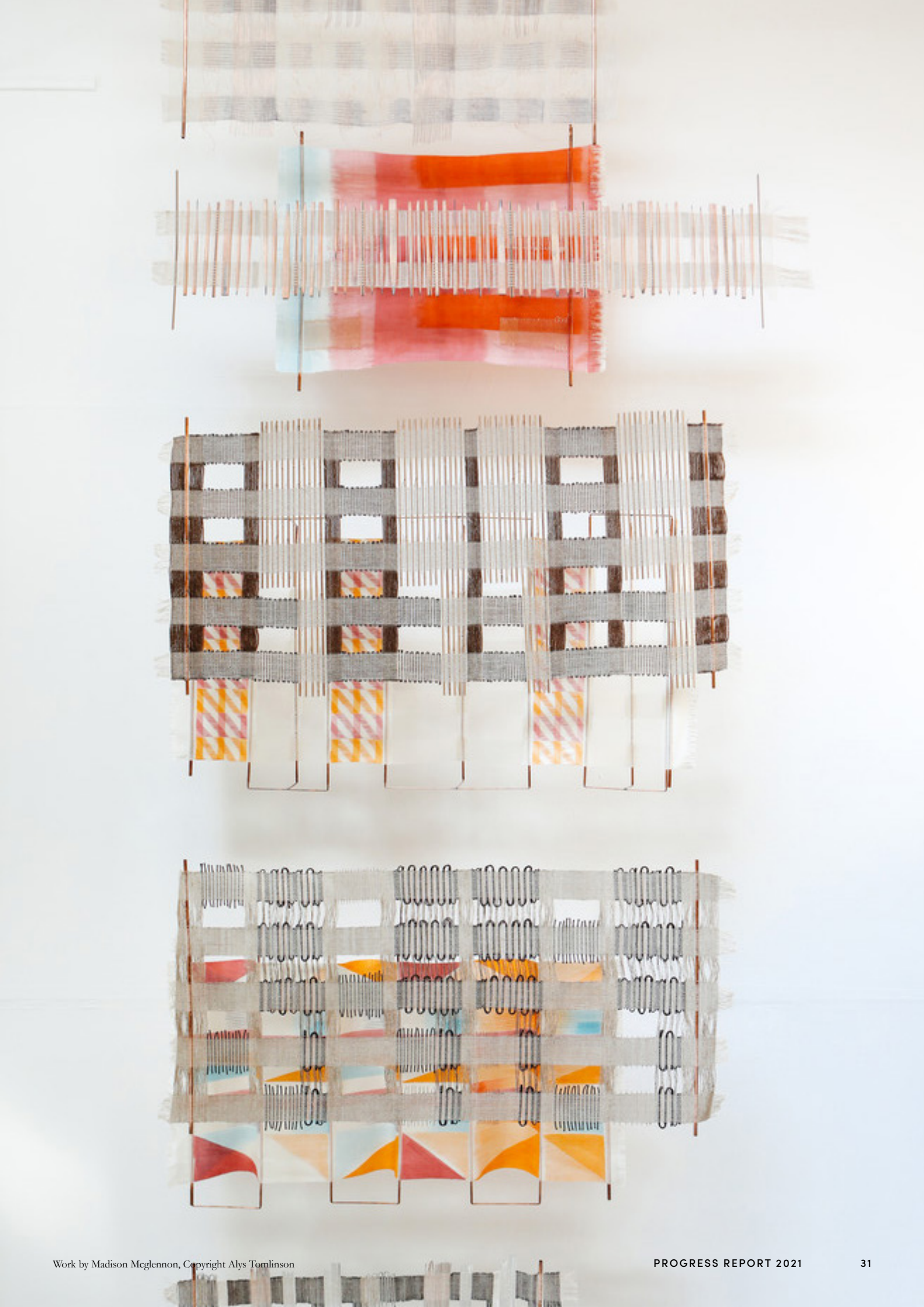
School of Media and Communication

In 2020, SMC’s Fashion Journalism students participated in the compilation of the Sustainable Fashion Glossary, a first of its kind, public facing compendium with over 250 terms, led by CSF with Condé Nast. The Glossary has been translated into Russian and Chinese, expanding its reach beyond English-speaking communities. SMC has developed a platform titled Emerging Realities, to showcase new and emerging practices in our disciplines. In 2020/21 the Performance programme joined all undergraduate courses in workshops, debates and symposiums with industry partners and researchers through the theme of social responsibility.



OBSERVATIONS AND RECOMMENDATIONS

Industry relationships, collaborations and placements are a defining feature of study at LCF. It is vital that LCF foregrounds climate justice in its discourse with industry and continues to nurture employability and enterprise skills that recognise and respond to societal needs. Economic, cultural, and environmental stability is essential in eliminating exploitation of people and planet. LCF staff, students and alumni require resources and expertise to explore experimental ideas of sustainability through collaborations with industry, thus creating new knowledge and practice both at LCF and in organisations.





Priority 6: We will deliver teaching and learning that can contribute to transforming the higher education experience through nature based and human centred design.

Priority 6 recognises the need for radical, experimental, and transformational approaches to higher education. It acknowledges that only taking an evolutionary approach in adapting teaching and learning practices to embed sustainability will not be sufficient to overcome the challenges that face us. In taking a transformational approach, we must be bold in redesigning systems of education to benefit all.

CSF shapes and contributes to Fashion Design for Sustainability with this mindset, as a field of study that conceives, realises, and communicates multiple ways in which fashion – at educational, disciplinary, personal, professional and societal scales – manifests equity and takes place within earth’s carrying capacity. The following examples illustrate CSF’s commitment to accessible, equitable lifelong learning, the need to co-learn with others outside of our immediate environments, and the pursuit of fashion design for sustainability as an emerging discipline.

CSF is committed to ensuring new knowledge and practice from its cross-cutting research, education and knowledge exchange initiatives inform and transform teaching and learning at LCF whilst contributing to staff expertise and student experience. The same can be said of the newly created Fashion Business Research Centre, where sustainability theory and practice informs and is informed by teaching and learning in the Fashion Business School. Details of all CSF projects and partnerships available at [www.sustainable-fashion.com](http://www.sustainable-fashion.com)

**PROGRESS**

**6.1 Develop research and practice in education for sustainability.**

**Open-Access Education and Lifelong Learning**

“We are in a defining moment for earth’s planetary boundaries. Bending the curve on biodiversity loss will not happen overnight, and in order to move towards long-lasting solutions, we need to meaningfully engage the next generation of fashion leaders about the linkages between biodiversity and the fashion industry.”  
- *Dr. Katrina Ole-MoiYoi*

**Fashion Values: Nature**  
Fashion Values: Nature is CSF’s latest Massive Open Online Course (MOOC), launched in April 2021, and has created a network of 3,531 learners to date (accessed 27.09.21). The 4-week online course offers learners perspectives and expertise from a range of experts worldwide, exploring biodiversity in the context of fashion and creating a plan for fashion that protects Earth’s ecosystems. Open-access education ventures enable CSF to offer free to access lifelong learning on a global scale, as well as serving as standalone or complementary content for LCF courses. As part of LCF’s partnership with FutureLearn, LCF staff and students can access FutureLearn Campus, offering:

- the ability to run private cohorts of our FutureLearn courses for students as blended learning
- free upgrade access to other participating short courses on FutureLearn.

“Working on the Fashion Values: Nature MOOC with the Centre for Sustainable Fashion has been one of the most rewarding experiences of my career. It’s been a real pleasure to work with such a committed, experienced, and knowledgeable team, learning from them about essential issues that affect us all...I’ve had the opportunity to put my skills to use, and I have also learned an enormous amount, both professionally and personally.”  
- *LCF Staff Member*

**Fashion and Sustainability**  
Fashion and Sustainability: Understanding Luxury Fashion in a Changing World was launched in 2018. The MOOC allows learners to explore sustainability and luxury fashion, it received a prestigious Green Gown award in 2018 in the Next Generation Learning and Skills category. This course continues to engage and connect learners worldwide, with 79,132 learners from 191 countries to date (accessed 27.09.21).

**Zaatari Action**  
Zaatari Action (formally known as Living Together) evolved out of the project Dress For Our Time, an artefact, which, led by Professor Helen Storey, used a de-commissioned UNHCR refugee tent to create a dress to engage the public with the refugee crisis and climate change at key moments of global and social significance. Since Helen’s first visit to Zaatari in 2016, she has co created and delivered ten projects with Syrian women and girls. Design with Humanity – A Living Curriculum brings learnings and new knowledge from Zaatari and its people into the curriculum and teaching and learning experience at LCF and UAL.

**FashionSEEDS**  
The FashionSEEDS team have partnered with Digital Multilogue for a two-day event in October 2021. This conference is a participatory and outcome-oriented space focused on the learning and teaching of fashion at tertiary level. It aims to explore and illustrate the diversity and complexity of the practices of fashion education and expects to connect over 400 tutors from across the world, together asking the question, what kinds of fashion education are needed now? This thinking and practice will be explored with staff at LCF through 2021/22 to enhance and transform knowledge and practice.

**Contribution to Student Experience**  
CSF’s academic publications include the most cited research in fashion and sustainability, and exhibitions visited by large and diverse audiences around the world. Its open access courses reach learners in 191 countries, and its direct teaching takes place at undergraduate, postgraduate and PhD levels. Teaching dovetails with industry changing initiatives through partnerships in world-leading fashion houses and fashion publishers, as well as longstanding research and support with micro and small designers and their businesses. CSF supports a burgeoning PhD community and post-doctoral researchers, funded through projects and sponsorships, that imbue the centre’s work with diverse perspectives. An ongoing schedule of monthly open mornings offers an equitable way for all students to engage with the team of experts.

**Fashion Business Research Centre**  
FBS has four researchers focused on sustainability within the newly formed Fashion Business Research Centre (FBRC). One of the four key research themes underlying FBRC research is responsible management practices which focuses on circular business models in the Industry. At the recent inaugural research conference Fashion Business Think In global academics, practitioners and industry came together to discuss ongoing research and the future of business model innovation, new product development, anti-consumption, sustainable finance, sustainable consumption, and cross sectoral collaboration.

“It’s been a real pleasure to work with such a committed, experienced, and knowledgeable team, learning from them about essential issues that affect us all.”  
– *LCF Staff Member*



## OBSERVATIONS AND RECOMMENDATIONS

Centre for Sustainable Fashion has shared its [strategy for 2020-25](#), with the following mission:

- Engage in participatory design and transformation design practices to act on the climate, societal and personal health, and equity crisis in and through fashion.
- Develop agency and capabilities in those involved in fashion to critically respond, adapt, and transform fashion into restorative practices and cultures.

Looking ahead, through its dedicated education team CSF is committed to continuing to transform fashion education by:

1. **Experimental Course Design & Delivery**  
CSF will continue to design and deliver new teaching and learning in fashion that foreground planetary health and social equity across multiple groups and formats as part of LCF's formal curriculum and a commitment to the provision of accessible lifelong learning.
2. **Internal Strategy & Leadership at UAL**  
CSF will continue to influence and catalyse the transformation of education at LCF and UAL.
3. **Convening and Co-creating with others outside of UAL**  
CSF will continue to demonstrate leadership in fashion design for sustainability education; and co-design and collaborate with others to gather new knowledge and practice in fashion education.





## Chapter 3: Commitment to PRME

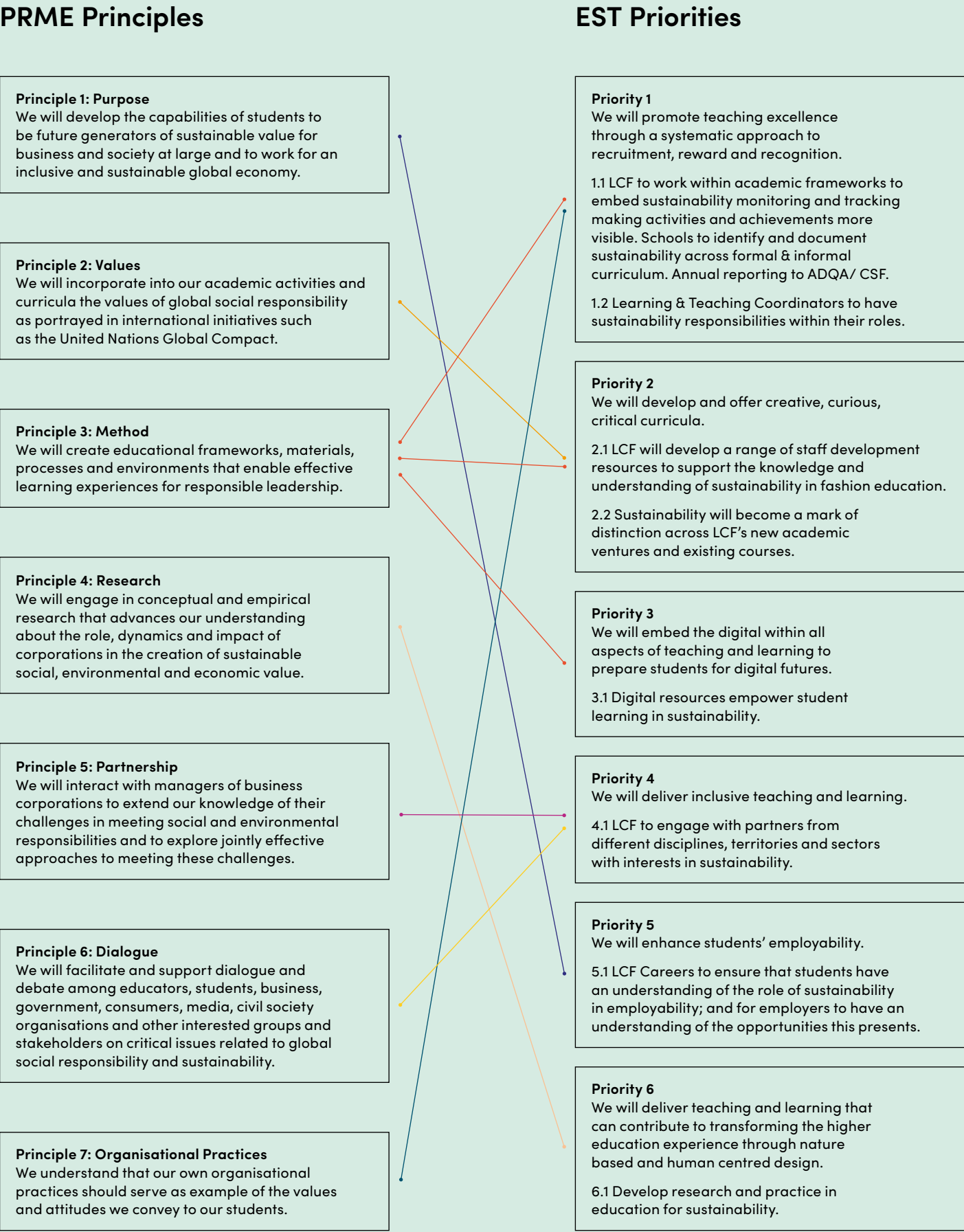




LCF has Advanced Membership of the Principles of Responsible Management Education (PRME) due to our outstanding work in championing social responsibility and sustainability in teaching, learning and research. The mission of PRME is to inspire and champion responsible management education and research globally to develop a new generation of business managers and leaders.

LCF adheres to the PRME Seven Principles which lay the foundation for the global platform for responsible management education. Signatories to PRME are required to submit a Sharing Information on Progress (SIP) report once every two years. The SIP report is a communication to stakeholders – faculty, staff, students, partners, and the public – of the progress made implementing the Seven Principles in teaching, research, and thought leadership. LCF’s first SIP report was published in October 2017, drawing primarily on activities lead by the Fashion Business School. To offer a holistic overview of progress across the schools and departments at LCF, since 2019 the SIP report has been incorporated as part of Education for Sustainability Transformation reporting. This chapter outlines the PRME principles in relation to the EST Priorities, summarising progress since 2019 and where to find further evidence in this report. The diagram below shows the explicit links between PRME principles and EST priorities to demonstrate synergies.

Fig.2  
Alignment of PRME Principles to EST Priorities



1. Purpose	2. Values	3. Method	4. Research	5. Partnership	6. Dialogue	7. Organisational Practices
<p><b>We will develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy.</b></p> <p>Progress against Principle 1 has been evidenced through the work of the LCF Graduate Futures team.</p> <p>In January 2020, what was previously LCF Careers, and The Student Enterprise Teams joined together to form the Graduate Futures Team, which supports students and alumni to realise their career ambitions during and after their studies.</p> <p>The team's offer takes the form of 3 key areas of support:</p> <ul style="list-style-type: none"> <li>• <b>Learn</b> – This area houses guides and canvases online that allow students to research and start mapping their career path</li> <li>• <b>Develop</b> – Consists of resources such as webinars and podcasts on key industry topics, delivered by internal and external specialists and consists of our 1-2-1 Careers Coaching for Students</li> <li>• <b>Practice</b> – Our practice -based activities consist of careers fairs, hackathons, start-up bootcamps, venture crawls and an annual enterprise challenge.</li> </ul> <p>Evidence in this area has been detailed against EST Priority 5.</p>	<p><b>We will incorporate into our academic activities and curricula the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.</b></p> <p>Progress against PRME Principle 2 has been evidenced through the work of the LCF Social Responsibility team, namely through the Poplar Works development and the Making for Change project.</p> <p>In February 2020, Poplar Works was officially opened, creating a new space for fashion, creativity, social innovation, and entrepreneurship in the heart of London's Fashion District. Supported by the Mayor of London's Good Growth Fund with Poplar HARCA, as lead partners alongside London College of Fashion, UAL and The Trampery (creative workspace provider) as key stakeholders.</p> <p>LCF's 'sister' Making for Change unit at Poplar Works, provides 'through the gate' opportunity for women to complete their training and access work experience in the community. The community training programme, in collaboration with Newham College, has broadened its offer to women from marginalised community groups and provides employment and training to a local workforce. The project is situated in the London Borough of Tower Hamlets, one of the most deprived boroughs in the country, which suffers with poverty and inequality issues.</p> <p>Evidence in this area has been detailed against EST Priority 2.</p>	<p><b>We will create educational frameworks, materials, processes, and environments that enable effective learning experiences for responsible leadership.</b></p> <p>Progress against PRME Principle 3 has been evidenced through the work of sustainability leads at the three LCF schools:</p> <ul style="list-style-type: none"> <li>• Fashion Business School</li> <li>• School of Design and Technology</li> <li>• School of Media and Communication</li> </ul> <p>The sustainability leads are members of the EST Strategy Group, have sustainability responsibilities within their roles and support the knowledge and understanding of sustainability in fashion education across the college.</p> <p>Evidence in this area has been detailed against EST Priorities 1, 2 and 3 above, plus in the Appendices below, where the reports for Fashion Business School, School of Design Technology and School of Media &amp; Communication can be found.</p>	<p><b>We will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental, and economic value.</b></p> <p>Progress against Principle 4 has been evidenced through the work of LCF's various research teams as well as research centres, including CSF's research activity.</p> <p>Evidence in this area has been detailed against EST Priority 6.</p>	<p><b>We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.</b></p> <p>Progress against Principle 5 has been evidenced through the work of LCF's International and Business Development teams, as well as CSF's Knowledge Exchange activity.</p> <p>Evidence in this area has been detailed against EST Priority 4.</p>	<p><b>We will facilitate and support dialogue and debate among educators, students, business, government, consumers, media, civil society organisations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.</b></p> <p>Progress against Principle 6 has been evidenced through the work of LCF's International and Knowledge Exchange teams, as well as LCF's sustainability leads.</p> <p>Evidence in this area has been detailed against EST Priority 4, plus in the Appendices, where the reports for Fashion Business School, School of Design Technology and School of Media &amp; Communication can be found.</p>	<p><b>We understand that our own organisational practices should serve as example of the values and attitudes we convey to our students.</b></p> <p>Progress against Principle 7 has been evidenced through the university's work in Estates and Sustainable Operations, including the UAL Sustainability Manifesto.</p> <p>The UAL Sustainability Manifesto details our goals for improving sustainability from 2016–2022, across key areas of Leadership, Experience, Enterprise, and Research.</p> <p>Evidence in this area has been detailed against EST Priority 1.</p>



## Chapter 4: Transformational Systems Change





In 2016, the EST Strategy identified a set of outcomes of a transformed curriculum at LCF based on UN ESD policy<sup>1</sup> and academic discourse. After five years of coordinated efforts to evolve and transform LCF in the context of climate and social justice, a reflection on these outcomes and how far we have come is necessary. A review of activity has been undertaken by the education team at CSF and with the EST Working Group.

**Green Gown Awards**

External recognition of LCF’s achievements relating to sustainability includes 16 Green Gown Awards since 2008, 10 of which have been received between 2015–2020. These awards span research, enterprise, social responsibility, skills, student and staff champions, benefitting society, technical innovation and student engagement.

“The evolving relationship with UAL affirms there will always be a place for the development of social justice as an academic and creative practice and that our commitment and approaches towards liberation through education will continue.”

– Aisha Richards, Director

1 Learning for the Future: Competences in Education for Sustainable Development (UNECE 2011)

**OUTCOMES OF A TRANSFORMED CURRICULUM AT LCF (PUBLISHED IN EST STRATEGY 2016–21)**

**A systematic approach to sustainability across course development and delivery, staff recruitment and appraisal, course committee and course monitoring processes.**

**Enquiry based learning through sustainability in every undergraduate and postgraduate course, initially through the addressing of issues in units across the first year of all UG courses, for example ‘Introduction to....’**

**Dynamic interaction between students from across courses through participatory sessions, seminar series, and documentation of formal and informal curriculum.**

**Assessment and reward criteria across every course to include elements of sustainability.**

**Mentoring and staff development opportunities available in relation to sustainability.**

**Shared institutional vision and ambition in enabling all LCF students and graduates to become sustainability literate.**

**2021 OVERVIEW OF PROGRESS**

Recommendations for the LCF Academic Strategy and College Operating Plan 2021–22, steered by Dean of Academic Strategy, recognise the need for a systemic approach to sustainability across course development and delivery, staff recruitment and appraisal, course committee and course monitoring processes. To be implemented 2021/22 pending sign off from Executive Group at LCF.

A UAL-wide critical analysis of teaching and learning outcomes was undertaken in 2020/21 through a Dean’s Group project, resulting in the UAL-wide commitment to make sustainability a required part of the student learning experience through explicit learning outcomes on every course. To be implemented 2021/22 pending sign off from Executive Group at LCF.

All undergraduate students at LCF take the Better Lives unit in year 1, running since 2019/20, offering a research-informed introduction to sustainability, diversity and social responsibility, plus cross-course collaborative learning. At postgraduate level, the Collaborative Challenge unit will from 2021/2022 onwards be increasingly contextualised in relation to a Climate & Social Justice brief. These units offer cross-course participation and collaboration through critical explorations of fashion through lenses of nature, culture, economy, and society.

Whilst learning outcomes have been reviewed through the Dean’s Group project, assessment criteria have not been reviewed in the same way.

LCF staff are supported to develop their own knowledge and practice in sustainability through a range of online learning, including carbon literacy training, CSF online courses, tutor focused online resources, and staff development opportunities. CSF are available for consultation and review through the course validation process. At UAL level, The Exchange and CSF will deliver in 2021 a Climate & Racial Justice Collective – an on-going open collaborative discussion and action group intended for staff and students, in any role, on any course.

The Better Lives agenda has served as a framework for sustainability, social responsibility, diversity, and conscientious learning. This is currently under review and will be reframed for LCF in line with the recommendations in this report and UAL statements on climate and social justice.

OUTCOMES OF A TRANSFORMED CURRICULUM AT LCF (PUBLISHED IN EST STRATEGY 2016-21)

2021 OVERVIEW OF PROGRESS

Research led teaching and innovative and experimental practice.	Research staff at LCF are embedded in teaching across courses and levels with an agreed allocation of teaching hours for each member, reviewed annually.
LCF’s research and teaching of Fashion Design for Sustainability to be recognised as world leading.	LCF continue to produce world-leading research and knowledge exchange in fashion and sustainability from CSF and the wider LCF research community. <u>FashionSEEDS</u> is an example of an EU funded pan-European collaborative project to explore what a transformed fashion education system could look like.
Evidence of fashion education’s distinctive contribution to society, economy, environment, and culture to be made explicit.	LCF have sector influence through engagement with government, policymakers, lobbyists, and industry initiatives such as the <u>All-Party Parliamentary Group on Ethics &amp; Sustainability in Fashion</u> , <u>Environmental Audit Committee</u> on Fast Fashion, regular contributions to media debates, collaboration with <u>British Fashion Council</u> .
Employability skills created through LCF’s Education for Sustainability practices.	CSF consulted with <u>Graduate Futures</u> to design new sustainability canvas and support knowledge within the team. In 2020, three of the five Enterprise Challenge finalists presented sustainable business propositions. In 2021 four of the five finalists presented sustainable business propositions.
Student satisfaction increased by Education for Sustainability practices.	Overall student satisfaction has remained consistent despite the challenges associated with the pandemic. More data directly linking student satisfaction and sustainability practices is needed going forwards.
Quality of student recruitment and attainment enhanced.	Attainment figures for the year 2020-21 (provisional) show an overall improvement in student attainment at LCF and a narrowing of the ethnicity awarding gap. The differences in attainment between socio-economic categories of students has nearly been eliminated.

UAL Response to Climate Emergency

Responses to the climate emergency have been many and varied across UAL, and since the EST strategy was initiated at LCF, UAL has defined its strategic commitments. In 2019 UAL appointed Pro Vice-Chancellor Professor Jeremy Till to lead the University’s response to the climate emergency. Professor Till is Pro Vice-Chancellor Research, Head of Central Saint Martins (CSM) and a leading thinker on scarcity, sustainability, and creativity in the built environment.

“The climate emergency and collapse of biodiversity are central issues of our age. UAL is well positioned to use its creative intelligence to make a distinctive contribution to the debate and action around climate and ecological issues.”  
— *Professor Jeremy Till*

UAL has expanded its commitment to sustainability in its operations through its Environmental Management System (ISO14001). This is a first for UK Art & Design institutions and makes UAL one of a handful of global universities with a comprehensive measure of sustainability across all its operations. The Arts SU Campaigns Officer, who is a member of the EST Strategy Group, plays a key role in supporting students to understand the terminology and the benefits of an Environmental Management System. UAL has pledged to achieve net zero across our total carbon footprint by 2040. This pledge encompasses scope 1, 2 and 3 emissions, including the supply chain and international student travel, as well as direct emissions.

At UAL, sustainability is a required part of the student learning experience, through the introduction of relevant learning outcomes across courses. This commitment is accompanied by the roll-out of a carbon literacy training programme for all academic and technical staff.

The Climate Emergency Action Group (CEAG) is a cross network initiated to contribute to UAL’s social purpose by undertaking and coordinating UAL’s action for climate justice, a fundamental element of UAL ethos, under the leadership of James Purnell. The group is co-chaired by Professor Jeremy Till and Professor Dilys Williams and is the conduit for UAL’s climate justice ambitions, aligned to groups actioning UAL’s commitment to anti-racism. It has four newly established working groups – Academic Discourse & Action Learning, Ecosystem Infrastructuring, Governance through Purposeful Policies, and Co-designing a Climate Justice Movement.

Anti-Racism

In 2020, Shades of Noir formally become part of UAL, joining the institution as the Centre for Race and Practice-Based Social Justice. Shades of Noir, created by Aisha Richards in 2009, already has a well-established relationship with the university. Richards has been appointed as Director for the Centre for Race and Practice-Based Social Justice, which is a knowledge exchange centre within the university.

“The evolving relationship with UAL affirms there will always be a place for the development of social justice as an academic and creative practice and that our commitment and approaches towards liberation through education will continue.”  
— *Aisha Richards, Director*

Also in 2020, Naina Patel, Director of Human Resources, was appointed UAL’s Race Champion. Patel has led a comprehensive consultation with staff and students as part of the further development of the university’s anti-racism plan. This was developed with acknowledgement of the fact that many colleagues have worked on social justice and race-related interventions for several years. The process seeks to build on these initiatives, alongside other ideas from staff, students, activists, and Governors. In 2021 the UAL Anti-Racism Action Plan was published, including a 30% target for staff BAME\* representation within three years.

“From our anti-racism action plan will flow demanding targets and measurable commitments... We acknowledge that successful delivery of the plan will mean significant change not only to our systems and processes but also to our culture.”  
— *James Purnell, President and Vice-Chancellor*

\*UAL recognises and acknowledges some of the terminology used, such as Black, Asian, and Minority Ethnic (BAME), is contested and may be offensive to some people. Such terms are currently widely used in the Equality, Diversity, and Inclusion (EDI) world, and across sectors for benchmarking, and there is no consensus view on alternative terminology.

## Chapter 5: Recommendations

“Knowledge and learning are humanity’s greatest renewable resources for responding to challenges and inventing alternatives. Yet, education does more than respond to a changing world. Education transforms the world.”

– *UNESCO Futures of Education Initiative*



In the 5 years of the [EST Strategy and Action Plan](#), significant progress has been made across a range of policies and practices at LCF. Much of this success is based on the commitment of a small number of people in the LCF community. It has gone from a primarily bottom up and CSF led set of plans and actions, to a more whole systems approach to transformation of education to contribute to society, nature, cultures, and economies of fashion. Those involved in this change have done so predominantly in their own time or in ways that have not been recognised, rewarded, or endorsed.

The lack of recognition of the progress made means that it is not communicated internally or externally in a systemic and systematic manner. The following recommendations are based on a review of evidence against EST priorities and projected outcomes as the EST plan moves into the LCF Academic Plan:

- To articulate a bold creative and strategic vision for LCF to communicate its position on climate and social justice. With progress and clarity on UAL's vision and statements, and with the development of the new College Strategy, the timing is right to commit to clear messaging to our internal and external communities, reviewing and building on progress made to date.
- To resource activities and initiatives that are in place and planned and ensure a clear recognition of roles, responsibilities, and accountability across staff levels.
- To create an infrastructure of sustainability that connects activity across teaching, research, knowledge exchange, technical, administrative, support and managerial roles.
- To connect with UAL colleagues through the Climate Emergency Action Group (CEAG) and sub-groups, namely the Academic Discourse & Action Learning Working Group, to influence and implement transformation in education at LCF.
- To take a holistic approach to acknowledging the intersectionality of agendas under climate, racial and social justice. New messaging should build on UAL strategic commitments to ensure sustainability explicitly includes work on anti-racism, inclusivity, social responsibility, and ecological crisis. This approach should make space for a plurality of top-down and bottom-up initiatives to ensure representation and critical practice across LCF for staff, students, and other participants.
- Spaces for learning and critical evaluation to be made accessible to all staff and students, and other communities engaging in teaching and learning at LCF.
- Embed cultures of care and wellbeing to enable active listening, clarity & honesty in all that we do.

### REFRAMING BETTER LIVES AT LCF

[Better Lives](#) was initiated as a term to articulate LCF's ethos in 2008. Since then, LCF has used it as an umbrella term for communicating values and activities relating to sustainability, social responsibility, diversity, and conscientious learning in terms of teaching & learning, research, KE, community engagement, and EDI. The term is purposefully open to link to work across the college. This does, however, allow for a lack of specificity, accountability, or governance over the term and therefore a difficulty in seeing Better Lives impact.

Whilst recognised as a strong ethos, work that is happening across the college has become bolder, as has UAL in terms of its social purpose and the world has accelerated its thinking and practice in relation to its themes. A review and reframing of Better Lives at LCF is needed, in line with the work of CSF and others and an emboldened UAL ethos in terms of climate justice and anti-racism. The college must continue to recognise the intersectionality of climate and social justice, with clearer referencing and commitments, linked to resources for students, tutors and wider LCF communities.

#### Better Lives alignment with CSF Framework

The CSF Framework has been developed and refined through CSF education, research and knowledge exchange projects since 2008. It is a multi-use set of interconnecting elements that allow a user (learner, educator, practitioner etc.) to visualise and navigate the complexity of sustainability, through an earth & equity first paradigm. This inverts the economy first paradigm that is the starting point for most fashion education, contributing to anthropocentric behaviours, whilst recognising the importance of economy, culture, and society in the fashion matrix. It has been tested and applied to course design, industry practice and collaborative working.<sup>1</sup>

The Framework's elements are visible through a range of projects including:

- UAL's first MOOC, Fashion & Sustainability
- The CSF x Kering partnership
- FashionSEEDS
- Fostering Sustainable Practices
- Published research
- CSF Tutor Resource Space

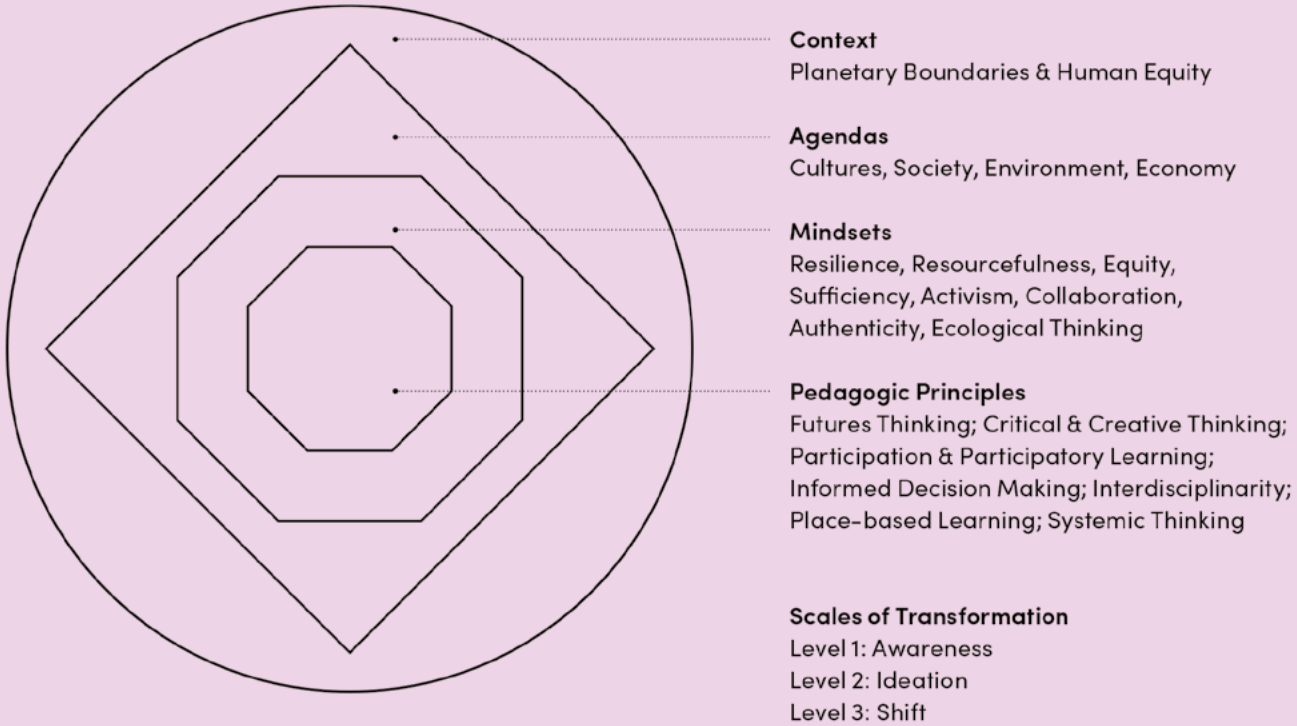
#### How can the CSF Framework be utilized through LCF Teaching & Learning?

CSF propose that the framework and its theoretical underpinning can be applied to a dynamic set of activities and resources relating to our teaching and learning at LCF. The primary audience is our staff community, with clear messaging to engage students in LCF's vision and values.

The framework should be made visible through LCF College Strategy and Academic Strategy, overseen by LCF Head of College & Dean of Academic Strategy. Tasks and responsibilities relating to implementation of the framework should be evidenced through the College Operating Plan.

This approach will inform the Climate Emergency Action Group (CEAG) across UAL through the Academic Discourse & Action Learning Working Group, to influence and implement transformation in education at LCF.

Fig. 3  
CSF Framework



1 Williams D. Fashion [Design for Sustainability: A framework for participatory practice](#) (2019)



# Appendices





CSF Tutor Resource Space on SharePoint: a site for LCF tutors with the aim of sharing fashion sustainability frameworks, resources, and pedagogic approaches.

The following appendices are available to ual staff through [this sharepoint folder](#).

- Chartered Association of Business Schools Taskforce Report 2021
- CSF Strategy 2020–2025
- Green Gown Awards 2008–2021
- EST Interim Report 2019
- EST Strategy and Action Plan 2016–2021
- EST Strategy Group Terms of Reference
- Fashion Business School 2021 EST Update
- LCF Equality, Diversity, and Inclusion Action Plan
- School of Design and Technology 2021 EST Update
- School of Media and Communication 2021 EST Update
- Shift Learning x LCF Market Research Report
- UAL Anti-Racism Action Plan
- UAL Climate Emergency Manifesto Timeline
- UAL Strategy 2015–2022

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