

SHARING INFORMATION ON PROGRESS REPORT 2023

In a changing world it is important to demonstrate our commitment to the London College of Fashion (LCF) 2023 Sustainability and Innovation Plan

to our new East Bank campus in Stratford's Old Spire Park

This report presents our continued commitment to the PF principle of 'improving the individual and collective achievements of our LCF community to embed climate, race and sustainability in all activities and ensure accountability and development of our responsible management education'. The report also recognises the challenges that have arisen in the reporting period and the actions that we have taken to address them. The report highlights our progress in the following areas:

1. Our bottom-up approaches to sustainability, supported through our Climate Action Plan which defines four main action points to direct our efforts:

Action 1: Change the way we teach

Action 2: Change the way we work

Action 3: Change the way we operate

Action 4: Change the way we engage together

The success of each of these actions will depend on the expertise and commitment of our staff and students. We are committed to continuing to work together to achieve our sustainability goals.



ual: london college of fashion

PRME

an initiative of the United Nations Global Compact

CONTENTS

1

FOREWORD BY
PROFESSOR
ANDREW TEVERSON,
HEAD OF COLLEGE

2

INTRODUCTION

3-5

LCF
STRATEGIC
ENVIRONMENT

6-7

ALIGNMENT
OF LCF
PRACTICAL
ACTIONS

8-16

OVERVIEW OF LCF
PRACTICAL ACTIONS

17

BEYOND THE
BADGE

18-19

2021 SIP
OBJECTIVES
REVIEW

20

2023 SIP
OBJECTIVES

21

ACKNOWLEDGEMENTS

FOREWORD

In a changing world it is more important than ever to demonstrate commitment and accountability toward an improved future. The London College of Fashion (LCF) 2023 Sharing Information on Progress Report encompasses an important period of transformation for our community guided by the launch of our UAL 2022-2032 strategy and Climate Action Plan, and the move to our new East Bank campus in Stratford's Olympic Park.

This report presents our continued commitment to the PRME principles, and more broadly recognises the individual and collective action adopted by our LCF community to embed climate, racial, and social justice into all our activities and ensure continued accountability and development of our responsible management education. This report also recognises the change implementation happening across institutional and individual levels, as highlighted through case studies of specific examples of transformative pedagogy, alongside the adoption of institution-wide strategy, and everything in-between. The combination of top-down and bottom-up approaches is directed through our Climate Action Plan which defines four main action points to direct our collective and solo efforts:

Action 1: Change the way we teach

Action 2: Change the way we research and exchange knowledge

Action 3: Change the way we operate

Action 4: Change the way we work together

The success of each of these action points relies on cultivating a driven, forward-looking community which has the resilience and expertise to tackle the challenges of our time. **Through the consolidation of our LCF staff and student community in our East Bank campus we will enable greater visibility and opportunity for co-creation across our courses and specialisms and continue our commitment toward the wellbeing of our social and planetary environment.**

Whilst this SIP Report champions and communicates the many examples of improvement and advancement evidenced throughout the college, it also values transparency and identifies valuable development points and the more challenging areas of our progress. As a college which specifically aligns to the fashion industry, we recognise our agency in the cultural and operational transformation of this business environment. We are challenged to adapt our contribution to our sector; rejecting business education as a resource to maintain industry mindsets, and instead situating business education as an instrument of leadership and change advocacy.

I am delighted to continue our commitment to PRME and build upon our new 2023 objectives as a renewed and integrated community.

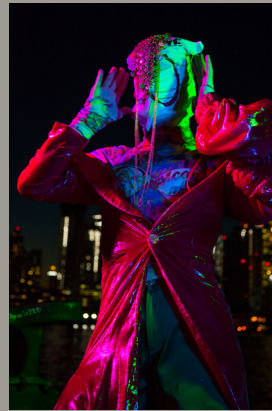
Professor Andrew Teverson, Head of College

Katherine Nixon,
2019 BA Fashion Styling and Production,
London College of Fashion,
UAL | Photograph: Eliska Sky Kyselkova

As a signatory to PRME since 2015 the London College of Fashion (LCF) has maintained its industry-leading objective to advance education and research toward a responsible fashion future. LCF therefore contributes a specialised perspective toward the PRME mission; motivated to transform the global fashion industry through the cultivation of critical research, collaboration, and the education of responsible professionals and future leaders.

LCF continues to align teaching, learning and research practices toward the six PRME principles. This alignment is directed by strategic action plans alongside the dissemination of world-leading research and knowledge exchange activities. LCF is one of the six colleges that make up the University of the Arts London (UAL) and all colleges are united in a shared vision for the future as outlined in the **UAL 2022-2032 Strategy**¹.

Since the previous October 2021 Sharing Information on Progress Report (SIP) the social and environmental strategy at LCF has been strengthened and streamlined through the launch of the **UAL Climate Action Plan**², and further integrated into practice via multiple initiatives including the framework for **Embedding Strategy**³.



Rob Phillips,
2020 BA Fashion Design,
London College of Fashion,
UAL | Photograph: James Rees

¹**The UAL 2022-2032 Strategy** (November 2022). The Strategy has three Guiding Policies each built in response to a changing world. The essence of the strategy is 'The world needs creativity'.

²**The UAL Climate Action Plan** (first published in November 2021, and re-launched in November 2022). The Climate Action Plan is formed of four action points contributing to the Guiding Policies of the UAL 2022-2032 Strategy. "This plan is a project of cultural recovery, in which issues of climate, racial and social justice intersect to address structural inequalities. It highlights ways all members of UAL can participate in vital change." Professor Jeremy Till

³**The Embedding Strategy** (July 2022) is designed to support the practical embedding of the principles in the curriculum by reflecting on the courses and their progress in developing awareness, ideation and shifts in ethical disciplinary practice through the curriculum. Read more in Case Studies 2 & 5.



Ella d'Aguilar,
2021 BA Fashion Styling
and Production,
London College of Fashion,
UAL | Photograph: Ella d'Aguila



Ella d'Aguilar,
2021 BA Fashion Styling
and Production,
London College of Fashion,
UAL | Photograph: Ella d'Aguilar

INTRODUCTION

LCF STRATEGIC ENVIRONMENT

UAL Strategy 2022-2032

Figure 1 (on following pages) illustrates LCF's strategic environment directed by the UAL Strategy 2022-2032¹, which integrates into the UAL Climate Action Plan², and is evidenced through the Practical Actions evidenced at LCF since the previous SIP report.

See Pages 6 & 7 for mapping of LCF Practical Actions to PRME Principles.

Guiding Policy 1:

Giving our students the education they need to flourish in a changing world

Ensure our students' skills are always set within an ethical framework which addresses issues of social, racial and climate justice

Guiding Policy 3:

Changing the world through our creative endeavour

Focus our research, knowledge exchange and enterprise activities in areas that deliver the biggest social, environmental and economic impact

ACTION

UAL CLIMATE ACTION PLAN

LCF PRACTICAL ACTIONS

(Mapped to PRME Principles on Page 6&7)

1

Change the way we teach

Increase our climate and environmental literacy.

Embed climate justice in all our courses, acknowledging its intersection with social and racial justice.

Provide support and development opportunities for staff. Support the development of knowledge and skills to aid in transforming the curriculum to address climate justice.

Create the conditions for collaboration at UAL. Enable our students and staff to make individual changes, take action and advocate for further change in the curriculum.

Embedding Strategy

(See 'Practical Actions 2 & 5')

Curriculum best-practice examples

(See 'Practical Actions 4 & 7')

2

Change the way we research and exchange knowledge

Apply our research expertise to our own systems and operations.

Make the case for the contribution of creativity and culture in climate and environmental justice and its impact in society and the economy.

Increase the scale and impact of our climate-related research and knowledge exchange.

Imagine, inform and influence change in policy, industry and the higher education sector.

QAA Research project

(See 'Practical Action 6')

FBS Research Community

(See 'Practical Action 9')

Beyond Net Zero goals

(See 'Practical Action 8')

ACTION

UAL CLIMATE ACTION PLAN



LCF PRACTICAL ACTIONS

(Mapped to PRME Principles on Page 6&7)

3

Change the way we operate

Set Science-Based Targets to chart our emissions reduction pathway. These targets will be in line with the latest climate science and within a just share of the Global Carbon Budget.

Change how and what we consume as a university by setting carbon budgets, consolidating suppliers and working with our supply chain to reduce emissions.

Reduce Scope 1 and 2 sources of carbon emissions through effective utility management.

Reduce indirect sources of carbon emissions through reducing waste, cutting unnecessary travel and encouraging behaviour change.

Pilot tangible actions in departments, to support the reduction of direct and indirect emissions.

Commit ourselves to climate justice in our job roles.

Climate Literacy Training
(See 'Practical Action 3')

UAL commitment to net zero on all scope emissions by 2040 and on scope 1 & 2 by 2030
(See Objective 5, page 20)

4

Change the way we work together

Build an internal movement for change with students and staff. To create opportunities for everyone to contribute to climate action at UAL.

Co-produce knowledge within and across disciplines, sectors and communities.

Work with educational, government, industry and civil society partners, to use our voices to advocate for change.

LCF Changemakers programme
(See 'Practical Action 1')

LCF Climate Advocates programme
(See 'Practical Action 2')

Collaboration & partnership activities
(See 'Practical Actions 10-13')

ALIGNMENT OF LCF PRACTICAL ACTIONS

PRME PRINCIPLES



LCF PRACTICAL ACTIONS

1

Principle 1: Purpose

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.

Practical Action 1: Changemakers - decolonising the curriculum, 2023
(Case study 1. page 8)

Practical Action 2: Climate Advocates- Course handbook audit, 2023
(Case study 2. page 9)

2

Principle 2: Values

We will incorporate into our academic activities, curricula, and organisational practices the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.

Practical Action 3: Climate literacy training - staff pledges, 2023
(Case study 3. page 9)

Practical Action 4: Cultural & Historical studies - Student research brief, 2023
(Case study 4. page 10)

3

Principle 3: Method

We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.

Practical Action 5: Embedding framework
(Case study 5. page 12)

Practical Action 6: QAA funded research project
(Case study 6. page 11)

Practical Action 7: Curriculum design spotlight years 21-22 & 22-23
(Case study 7. page 12-13)

ALIGNMENT OF LCF PRACTICAL ACTIONS

PRME PRINCIPLES



LCF PRACTICAL ACTIONS

4

Principle 4: Research

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.

Practical Action 8: Beyond Net Zero goals
(Case study 8. page 14)

Practical Action 9: The Fashion Business Research Community
(Case study 9. page 14)

5

Principle 5: Partnership

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.

Practical Action 10: Collaborative work with other HEIs
(Case study 10. page 15)

Practical Action 11: Poplar Works partnership
(Case study 11. page 15)

6

Principle 6: Dialogue

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.

Practical Action 12: Facilitating conversation with Industry
(Case study 12. page 16)

Practical Action 13: LCF Earth Day 2023
(Case study 13. page 16)

OVERVIEW OF LCF PRACTICAL ACTIONS

CASE STUDY 1: >>>>>>>>>

LCF CHANGEMAKERS

The Changemakers were employed by LCF in 2023 to promote inclusive learning and to decolonise the curriculum.

The Changemakers worked with all 3 LCF schools and were given the task to bring criticality and perception into Annual Course Monitoring, Course Reapproval, review of Assessment Briefs and scrutiny of retention and attainment statistics.



Our students want more choice and more control over the way they learn. And they want a wider curriculum that is representative of culture and identity with insights from non-western cultures. (UAL, 2022)



The changemakers scrutinised documents for complex English, terminology and global contexts. The process was grounded in the TRAAC model which was developed by Dr. Danielle Tran, Interim Dean of Learning, Teaching and Enhancement, UAL, it is a model that is

“grounded in questions raised within decoloni[s]ing scholarship...[and encourages users] to explore core aspects of teaching and learning...where inequalities may appear” (Tran, 2021)

From there the teaching and learning team developed inclusive teaching and learning practices and decolonising/decentering curriculum initiatives guided by the insights of the changemakers.

CASE STUDY 2:



CLIMATE ADVOCATES

At London College of Fashion there is a Climate Advocate linked to each academic programme. They work with Programme Directors and course team to advocate for climate justice to be embedded in the curriculum.

In 2023, the Climate Advocates conducted an audit of course handbooks to understand the extent to which the UAL Principles for Climate, Racial and Social justice had been embedded into LCF courses. **40% of all LCF courses have already embedded these principles with 10 courses meeting 'Ideation' and 'Shift' levels, meaning they have embedded the principles in a more holistic way.** This creates a baseline for us to measure continuous improvement and work with courses to develop discipline specific ways to embed climate justice in their teaching and learning. Climate advocates have also self-initiated projects and events as well as contributing to climate action and sustainability projects across the college.

CASE STUDY 3:



CLIMATE LITERACY TRAINING

Part of our staff development offer for climate justice is an 8 hour Carbon Literacy Training course. The course was piloted in 2021 and has now been made available to all staff to book on to.

The training is delivered by a lead facilitator with two UAL graduate trainers. **It is accredited by the Carbon Literacy Project, part of the Carbon Literacy Trust. Staff devise pledges and submit them to the Carbon Literacy Project to become certified Carbon Literate.** The course aims to increase staff understanding of basics of carbon literacy and climate science, covering greenhouse gases and their emitters, how we can measure impact, how we can actively reduce emissions, and the causes and consequences of the climate crises. It then empowers staff to take action to reduce greenhouse gas emissions in personal, institutional and wider societal contexts.



I will set up a carbon calculator specifically for 3D printing processes



Staff pledge, Technician at LCF



I will implement new curricula and pedagogies to foster knowledge exchange and build stronger communities of practice in my teaching and research. In particular, accelerate systemic change on the supply chain, and entrepreneurship and innovation modules I lead.



Staff pledge, Associate Lecturer at LCF

CASE STUDY 4: >>>>>>>>>

CULTURAL AND HISTORICAL STUDIES

Fashion Cultures and Histories (FCH) unit

In this unit students explore global histories and cultures of fashion to consider how fashion business can be used to combat structural racism, class inequality, patriarchy, and homo- and transphobia. Students learn how to interrogate colonial legacies in the fashion industry, recognise economic and regional inequalities in society, and develop sustainable, anti-consumerist approaches to redefine fashion.

Critical Issues in Fashion Research (CIFR) unit

This unit is comprised of four specific projects, each of which addresses a pressing issue in the fashion industry and society at large:

Fashion, Politics, and the Economy examines the relationship between prevailing economic principles and exploitative practices in fashion using research from the UAL Centre for Sustainable Fashion (CSF). This project, taught by a CSF member, investigates alternative, post-growth values that consider nature's limits and human well-being to attain a more equitable fashion future.

Fashion Consumption and Psychoanalysis teaches students to be critical of the industry's use of consumers' unconscious emotions and desires to promote consumerism. This project seeks alternative ways of appealing to consumer emotions and needs that are more sustainable, ethical, and take collective well-being and planetary health into account.



These units aim to ensure that Fashion Business School students' skills are grounded within an ethical framework that challenges social, racial and climate injustice.



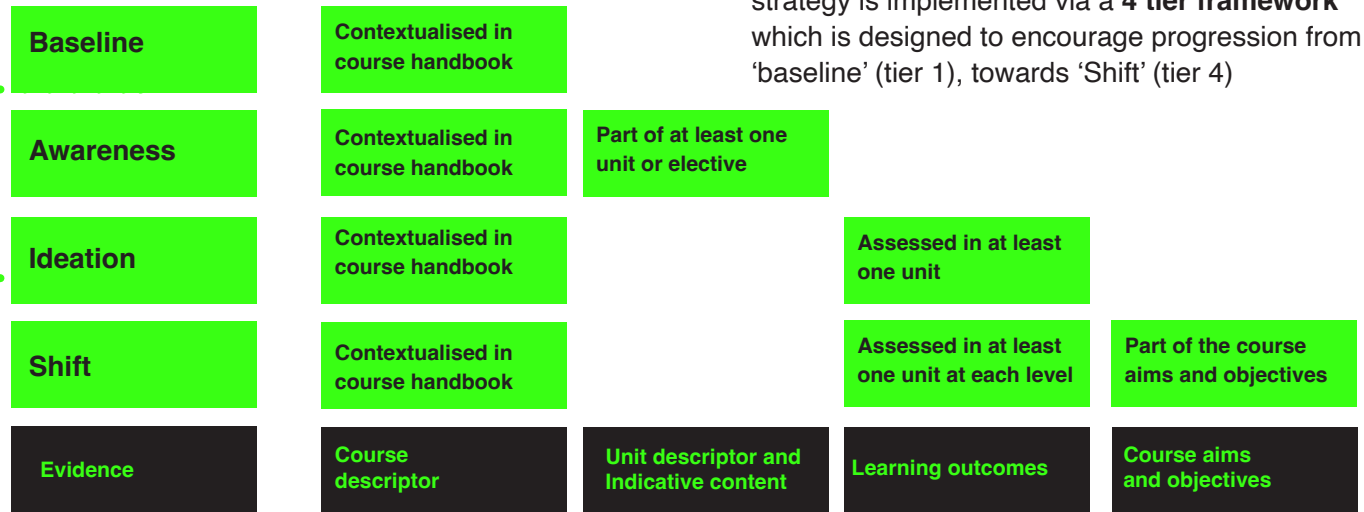
Serkan Delice, Course Leader
Cultural and Historical studies

The Art World and the Fashion Industry investigates how fashion and art can mutually benefit in order to provide consumers with a sense of authenticity, allowing them to form long-term, sustainable relationships with fashion. This project also examines how fashion marketing can benefit from the art world without appropriating it culturally.

The Body, Beauty, and Taste explores novel approaches to liberating the body and notions of beauty from racial, size- and age-related inequalities. This project considers how consumer taste can be redefined to be more inclusive, sustainable, and attentive to the needs of people and the planet.

CASE STUDY 5: EMBEDDING FRAMEWORK

Figure 2: Embedding Framework



The embedding strategy is underpinned by 5 guiding principles which define the criteria for integrating climate, racial and social justice into curriculum design across the institution. The strategy is implemented via a 4 tier framework which is designed to encourage progression from 'baseline' (tier 1), towards 'Shift' (tier 4)

In 2023 The climate advocates (see case study 2) audited the handbooks for all courses at LCF, and found that 40% of courses are on the framework.

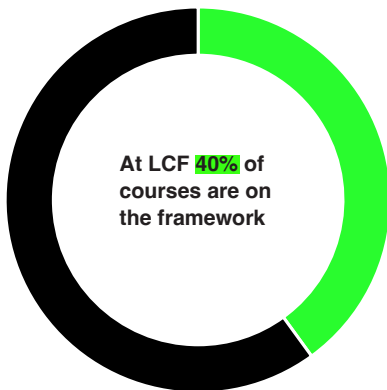
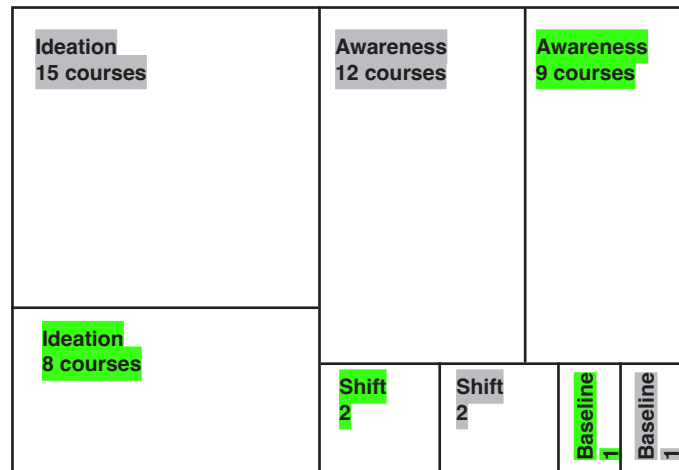


Figure 3: Embedding Audit result

Figure 3: Embedding audit LCF college result



The target is to embed in all our courses by 2025. 20 courses already aligned to the framework (green labels), and 30 courses (grey labels) show the level courses would be at if the principles were contextualised in their handbooks* - or course aims for shift level. By 2025 all courses will be on the framework.

Update: Of the 30 grey labelled courses shown in this graphic, all those at Baseline, Awareness and Ideation (28 in total) underwent the necessary modifications to attain green label status at the time of writing this report, July 2023.

CASE STUDY 6: QAA FUNDED RESEARCH PROJECT

The Centre for Sustainable Fashion is working with University of Gloucestershire, King's College London and London College of Fashion on a project to drive up standards in sustainability learning at universities. Funded by the Quality Assurance Agency (QAA), CSF will work with on this project led by University of Gloucestershire and in collaboration with King's College London to drive up standards in sustainability learning at universities, drawing on best practice and an Education for Sustainability (EfS) assessment framework.

This will help universities to accurately measure the quality of their sustainability education, and help students better understand how well their chosen degree programme will equip them with the knowledge, skills and experience to be leaders in sustainability practice when they join industry.

The project will have a strong focus on developing graduates who can lead change for sustainability and will also **push the sector to move sustainability education out of the margins and beyond simply badging course content with 'single-issue' UN Global Sustainable Development Goals.** LCF Climate Advocate, Roberto Davico, has been a member of the project team with is led by Nina Stevenson, Head of Education at Centre for Sustainable Fashion.

CASE STUDY 7: CURRICULUM DESIGN SPOTLIGHT

'Intro to...' cross course unit

Taught across the undergraduate program of the Fashion Business School and incorporating a broad range of specialisms including Visual Merchandising, Management, Marketing, Buying and Merchandising and Cosmetic Science. The Introduction to Fashion Business was piloted and delivered as a cross course initiative in September 2021 to be the first unit that students encountered in their first year of study at LCF. It is now entering its third year of delivery in 2023.

This authoritative unit is an innovative and bold declaration to new students that LCF is committed to educating students about the pressing social and environmental issues facing the fashion industry today. The learning outcomes of the unit are framed around the 4 pillars of the Fashion Business School: People, Planet, Profit and Purpose. The lectures are

focused on spotlighting topical issues such as climate change, supply chain, inequalities and social justice, delivered by prominent figures in the fashion industry such as fashion commentator and activist Caryn Franklin and Orsola De Castro founder of Fashion Revolution. Lectures are followed by seminars which encourage students to form their own opinions using debate and problem-based learning techniques.

For the assessment students produce an individual written assignment of blogs around the 4 pillars and a reflective statement about their transition to university which incorporates both written and visual outputs. The unit is mapped against six of the PRME principles. Gender and inequality, industry, innovation and infrastructure, reduced inequalities, sustainable cities and communities, responsible consumption and production and climate action.

CASE STUDY 7:

CURRICULUM DESIGN SPOTLIGHT

Industry Specialised Project unit

In the second year of the BA(Hons) Fashion Design and Development course, students work on a project titled “Industry Specialised Project (ISP)”. They team up with our industry partner- John England, a sustainable textiles specialist. The task is to design six outfits using Irish linen from John England. The students research linen as the main textile, testing it and experimenting with it. They also need to propose a strong idea and a clear design plan. It’s important for students to be creative with their designs, and to consider how the linen works with other fabrics, and keep in mind the environmental impact of the materials and methods they use. To finish the project, they create at least one full outfit from their collection.

Students have produced excellent work in this project, demonstrating a combination of problem-solving skills, the ability to transform their ideas into well-made garments that show their technical abilities, and a consideration for sustainability. Outstanding 2023 submissions included Ishani Nandamuri’s ‘The Doll People’ (designs pictured top right), and Zeph Tillotson’s ‘Childhood’ (designs pictured right).



Ishani Nandamuri,
2023 BA Fashion Design
and Development,
London College of Fashion,
UAL | Photograph: Ishani Nandamuri



Zeph Tillotson,
2023 BA Fashion Design and Development,
London College of Fashion,
UAL | Photograph: Zeph Tillotson

The Responsible Management unit

A mandatory unit for second year BSc Fashion Management students; The Responsible Management unit explores debates around contemporary approaches to leading and managing fashion for a fair and sustainable future. Students on this unit interrogate responsible management strategy through the expectations of multiple stakeholders, with a focus on global communities and environments.

The unit is intended to provide practical understanding on how the fashion industry currently approaches social and environmental concerns, whilst also placing emphasis on challenging and critiquing business practices. The project outcome requires students to research a business, critique their current impact, and develop a transformative business strategy to address the principle environmental and social concern.

Learning on this unit is supported by a weekly student forum in seminar groups to provide students space to reflect on their deepening learning journey, and specifically on voicing fears and concerns about climate change, and current processes and mindsets in the fashion industry.

It is imperative that we balance students’ deepening knowledge on the climate emergency, with access to support, and a community to safeguard wellbeing, and alleviate feelings of stress and apathy whilst studying this critical subject.



Fran Sheldon, Unit Leader,
Responsible Management

CASE STUDY 8: BEYOND NET ZERO GOALS

This project forms part of a pilot for a new Design Exchange Partnership as part of Future Observatory in partnership with Arts and Humanities Research Council (AHRC). Future Observatory is a national programme coordinated by the Design Museum in partnership with AHRC; bringing together researchers, designers and industry representatives to show how design can drive Britain's future prosperity.

This 8 month project which concluded in July 2022, developed a design-led research and development partnership between UAL's Centre for Sustainable Fashion (CSF) and the B-Corp certified social enterprise Elvis & Kresse (luxury accessories from rescued materials). The research element of this partnership project was directed by the CSF researchers Dr. Mila Burcikova and Prof. Sandy Black, and the total grant of £19.529 was provided by the Future Observatory and AHRC partnership.

The project aimed to catalyse Elvis & Kresse's current transition from the company's commitment to net zero by 2030 to a more ambitious goal: being net regenerative by 2030. In a business context, this requires a values-based philosophy of work and life that moves beyond reducing harm, to long-term positive impact on local environmental and social ecosystems. To communicate this project a thematic diary was produced which maps the key period of Elvis & Kresse's transition to regenerative farming after their purchase of a 17-acre farm in Kent. The project and its communicative output embeds a new concept; fashion making in a dynamics of place, creating and piloting innovative possibilities for regenerative fashion practice within rural ecosystems.

CASE STUDY 9: THE FASHION BUSINESS RESEARCH COMMUNITY

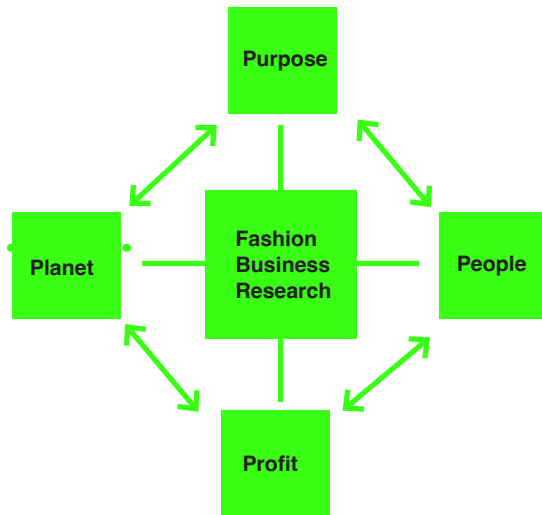


Figure 4: Fashion Business School and Fashion Business Research Values

The Fashion Business School offers a collaborative and specialist space to its researchers through the Fashion Business Research community. Alongside its contribution to world-leading research in the fashion business field, the community aims to influence responsible development within the subject and foster an interdisciplinary community underpinned by four values: Purpose, People, Planet & Profit.

The community actively embeds their research into their teaching practices through the use of research as teaching materials, as well as actively collaborating with students to publish new research.

CASE STUDY 10:

COLLABORATIVE WORK WITH OTHER HEIs

“ I have learnt so much from everyone and it's so inspiring to hear from the other students and industry experts ”
Student participant

Founding Members of AFBE.

ual: london college of fashion



FBH Fashion Business HUB



MANCHESTER FASHION INSTITUTE

Event & collaboration with the Association for Fashion Business Employability (AFBE)

A selection of Fashion Business Universities collaborated to deliver the AFBE (Association for Fashion Business Employability). The co-ordinated event consisted of an online conference event to raise awareness of Fashion Business Graduates, with a series of awards given to students for Social Purpose, Circularity & Sustainability, Digital, Innovation & Creativity and Strategic Management. The event was sponsored by various brands and the event list consisted of both student presentations, industry speakers and a sustainability panel discussion.

CASE STUDY 11:

POPLAR WORKS PARTNERSHIP

Poplar Works is a partnership between Poplar HARCA, LCF, and The Trampery. All three organisations have worked together to bring something unique to the space. It offers a home for anyone working in fashion: designers, makers, jewellers, experienced business owners, and first year start ups. It's a home for everyone interested in making fashion.

The breadth of what's going on makes us a unique space in London. We have a range of studios across two sites, an extensive enterprise and events programme, and are home to London College of Fashion, UAL's award-winning Making for Change programme. Making for Change offers vocational qualifications in fashion production, recognised by the fashion and textiles sector.

The training provides students with an understanding and knowledge of garment

construction techniques used in the industry. The Making for Change programme also runs an industry standard production unit on-site at Poplar Works. In April 2023, we opened The Portal Centre for Social Impact at Poplar Works. A grant of £4 million from The Portal Trust, one of London's leading educational charities, helped this project come to fruition. The grant supports LCF on two fronts:

A £2 million 10-year investment to LCF's work on community engagement and social impact activities, which includes the Making for Change programme

A £2 million grant to support the development of the new campus of London College of Fashion in the Queen Elizabeth Olympic Park

CASE STUDY 12:

FACILATATING CONVERSATION WITH INDUSTRY

Circular product development unit

BA (Hons) Fashion Buying and Merchandising course has developed a new unit entitled 'Circular Product development'. **The unit gives students a framework to explore and identify sustainable practices for brand by exploring circularity within the supply chain.** Working in groups on behalf of fashion retailers enables experimentation with different climate narratives and theories in order to promote a more sustainable way of working. The unit embeds various Sustainable Development Goals for a more responsible future.

In academic year 2022-23 the students collaborated with the Sustainability team from fashion brand 'Nobody's Child' to support a real-world exploration of the brief, and provide a space for student and industry to share knowledge and ideas.



CASE STUDY 13:

LCF EARTH DAY 2023

To mark Earth Day 2023, the UAL Climate Emergency Network invited staff, students and partners from the creative industries and cultural sector to join us for an exciting programme of exhibitions and events taking place over 10 days. LCF staff contibuted artefacts to the exhibition including:

Professor of Art for the Environment Lucy Orta contributed two artworks to the programme including a series of performances in Granary Square in Kings Cross as part of her continued exploration of 'The Lost Species'. LCF technicians created an interactive piece using natural dyes to

advocate for a new dye garden at LCF's new site in Stratford. We also teamed up with our caterers Baxter Storey for Earth Day's plant-based takeover. Six recipes were developed by students in collaboration with Baxter Storey's chefs, to be served on campus throughout the day.

The Climate Emergency Network is a UAL wide non-hierarchical and not bound by generation, discipline, College, or historical allegiances. LCF Climate Emergency Network members contribute to projects and programmes and for Earth Day 2023 each college had a college based ambassador to support the programme.

BEYOND THE BADGE

An audit of Assessment Briefs aligned to the 17 Sustainable Development Goals

In Summer 2023 the Climate Advocates audited the Assessment Briefs of courses across the Fashion Business School (FBS). The aim of the audit is to gain an overview of badge deployment across the school, and enable further development to ensure badges are consistent with project outlines and unit content. The identification of current badge use is a vital first-step in this task.

The audit was completed for 18 courses and the findings below show that the most frequently badged SDGs are Goal 13 *Climate Action*; attached to 21 Assessment Briefs, and Goal 12 *Responsible Consumption and Production*; attached to 18 Assessment Briefs. This would indicate an opportunity to provide school wide resources specific to these frequently referenced goals to ensure the badge is supported by appropriate context in the brief and syllabus.

Figure 5: UN Sustainable Development Goals



8 of the 17 goals do not feature at all in Assessment Briefs, and whilst *Life Below Water*, and *Affordable and Clean Energy* may be less topical for fashion business degrees, the omission of *No Poverty* and *Clean Water and Sanitation* are more surprising as these goals have very direct links with sourcing and supply chain management. This audit will provide the groundwork for further development of the badging project, and will also be informed by the findings of the QAA project (case study 6, page 12)

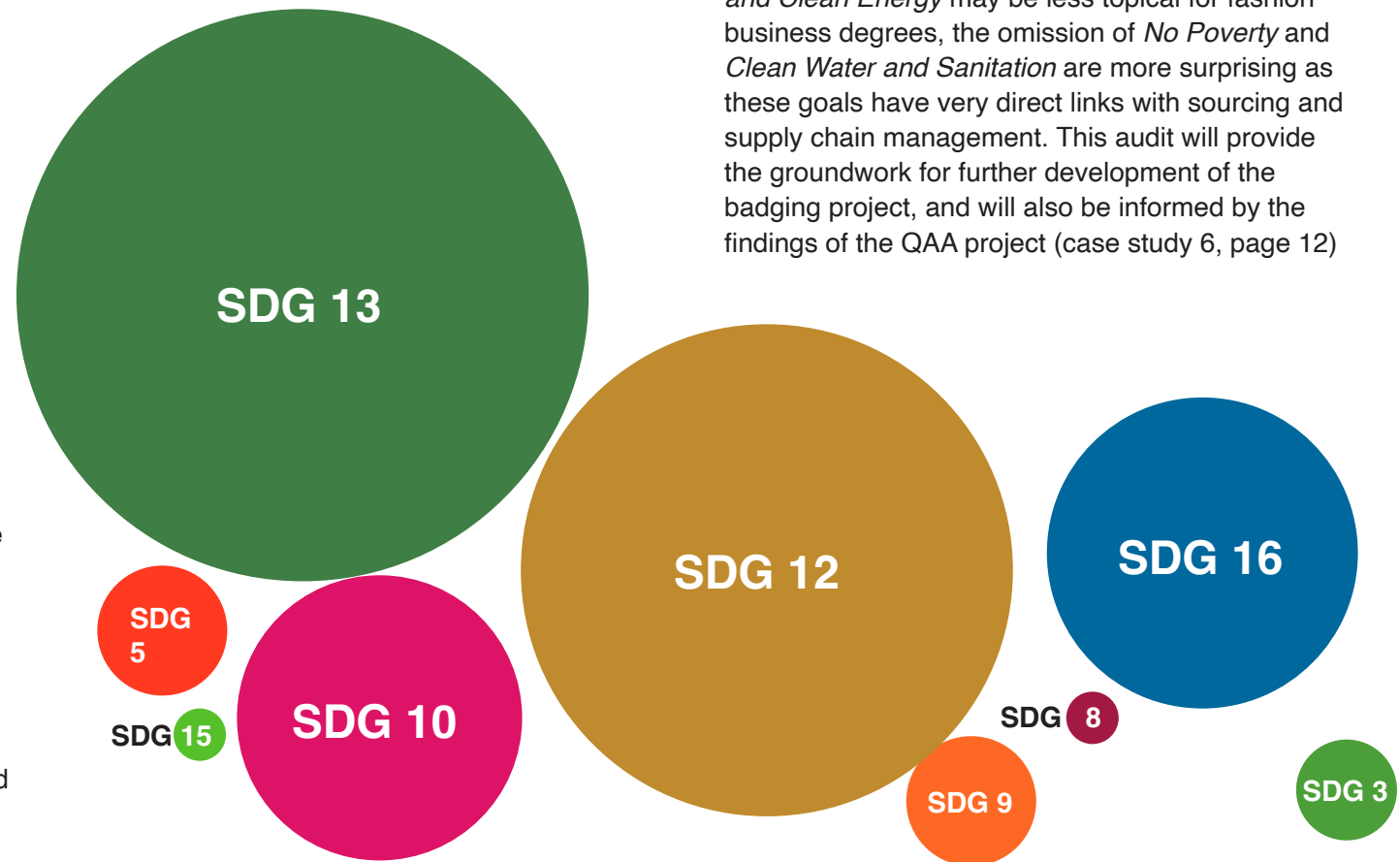


Figure 6: Results of SDG Badge Audit

2021 SIP OBJECTIVES REVIEW

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.

As demonstrated in Case Study 5 (page 11) the UAL Embedding Strategy offers a measurable framework for all course and unit level documentation, to progress the embedding of climate, racial, and social justice. The development is audited and managed by the Exchange department and results provided at college and school level to ensure outcomes are transparent, and progression is actionable. Alongside this, the QAA funded project (Case Study 6, Page 12) is actively investigating informal evidence of embedded sustainability in Assessment Briefs, reading lists and unit content.

2

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

Case Study 3 (page 9) highlights the 'Climate Literacy Training' programme developed for staff to embed climate, social and racial justice in the curriculum. Alongside the 8 hour programme are other resources and training sessions including focussed workshops on topics such as 'Connecting Principles to Practice', and the UALxCHHEAD Climate Justice talk series which brings together artists, designers, media makers and educators, including those from the Global South to ask, how might transformative pedagogies and anti-racist practices help integrate regenerative ecologies and restorative justice?

3

We will embed the digital within all aspects of teaching and learning to prepare students for digital futures. Digital resources empower student learning in sustainability

In March 2023 the Centre for Sustainable Fashion announced free upgrades for all students and staff to access their successful FutureLearn online course series 'Fashion Values'. In the announcement CSF stated "We believe that access to research-led knowledge in fashion and sustainability should be open to all, which is why we have developed an online learning programme in partnership with FutureLearn. Our courses provide a holistic exploration into diverse perspectives on values and ideas of sustainable fashion, and have been completed by over 90,000 learners in our global community of changemakers."

4

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

This objective is widely referenced throughout the report and especially in Case Studies 6,7,8,10 and 12 which demonstrate partnerships with other HEI's, industry partnerships, and cross-sector collaborations. In addition the Fashion Business School maintains a relationship with New York's LIM college, and in April 2023 hosted an online fashion policy masterclass for students across both institutons. The session actively compared territory differences between US, UK and EU policy regarding sustainability in the fashion industry.

5

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

Although we deliver optional events and learning content on employability which specialise in sustainability for work experience and employability; there is currently no mandatory careers focussed training or measurment of this. However with the recent opening of access to the CSF Fashion Values online courses this could provide better opportunity to mandate this, and with students in receipt of a certificate and/or Linkedin badge this can be communicated to our industry network as a mark of sustainability knowledge for their hiring and recruitment processes.

6

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

Whilst Informal evidence of design-thinking inspired learning activities are evidenced in this report there is currently little evidence of nature-based activity collected for this report. The move to the East Bank campus in Autumn 2023 presents an opportunity to utilise our surroundings of the Queen Elizabeth Olympic park with its gardens, meadows, wetlands, and waterways to inform the student experience, and the development of campus areas such as a 'Dye Garden' to provide nature based learning environments and hands-on activities for students to deepen and contextualise the sustainability learning experience.

2023 SIP OBJECTIVES

1

By September 2025, all LCF courses will evidence Climate, Racial and Social Justice content embedded into at least one unit and assessed via relevant learning outcomes, and Assessment Criteria.

2

By March 2024 UAL will have improved data capture in place to enable effective and streamlined quantitative reporting, which includes the requirements of the new SIP Version 2 reporting.

3

By September 2025, all Assessment Briefs that currently contain an SDG badge will be reviewed and modified to ensure the Assessment Brief and teaching content corresponds to, and is appropriate to the selected SDG badge.

4

By December 2023, the 2023 SIP report will be effectively communicated and disseminated internally and externally to encourage greater visibility of our continued PRME commitment.

5

UAL is committed to net zero on all scope emissions by 2040 and on scope 1 & 2 by 2030.

ACKNOWLEDGMENTS

This report was written by London College of Fashion's PRME Champions
This report was produced by:

**Fran Sheldon, Project Lead, PRME Champion
and Lecturer Fashion Management**

**Chloe Ancell, PRME Champion and Senior Lecturer
in Buying and Supply Chain Management**

Kelly Darcy, PRME Champion and Lecturer Fashion Management

Harmony Closs (Graphic Designer - UAL Camberwell)

The PRME Champions would like to thank the following contributors for their input and consultancy toward the production of this report:

**Dr. Bethan Alexander, Reader in Fashion Retailing and Marketing,
FBS Research Coordinator**

Prof. Sandy Black, Centre for Sustainable Fashion

Dr. Mila Burcikova, Postdoctoral Research Fellow

Roberta Davico, Student Climate Advocate

Serkan Delice, Course Leader Cultural and Historical studies

Zoe Hinton, Course Leader BA Fashion Buying and Merchandising

David Hopwood, Course Leader, Fashion Design and Development

**Dr. Yu Lun Lin, Senior Lecturer in Fashion Design and Development
Lauren McKirdy, Special Projects Manager - Social Responsibility**

Helen Montgomery, FBS School Developments Manager

Aakriti Nahata, Student Changemaker

Ana Ogunsanya, Unit Leader, Fashion Design and Development

Nina Stevenson, Head of Education (Sustainability), Centre for Sustainable Fashion

Claire Swift, Director of Social Responsibility

**Katelyn Toth-Fejel, Acting Course Leader, MA Fashion Futures,
Senior Lecturer in Fashion and Sustainability,
and LCF Climate Advocate Coordinator**

Niamh Tuft, UAL Climate Action Manager



Close up view East Bank,
Queen Elizabeth Olympic Park,
London College of Fashion,
UAL | Photograph: UAL

ual london college
of fashion

PRME
an initiative of the
United Nations Global Compact