

2021-2023

United Nations Principles for Responsible Management Education

Sharing Information on Progress Report

University for the Creative Arts



Table of Contents

01 — Executive Summary

03 — Background

07 — Teaching

21 — Research

28 — Operations

32 — Future Objectives

Executive Summary

In 2021, we signed up to the United Nations' Principles for Responsible Management Education (PRME). This inaugural Sharing Information on Progress (SIP) report summarizes our approach, progress, and accomplishments.

Our commitment to sustainability and our social, economic, and environmental responsibility preceded our commitment to PRME by nearly a decade. It was a natural step for us to continue to embrace sustainable development in our business school, which was founded just several years ago. In becoming a new signatory member of PRME, we have made a clear commitment to apply the six PRME principles and promote the 17 UN Sustainable Development Goals (SDGs) in our teaching, research and operational activities. This message has been clearly communicated to all our students and staff.

This report confirms our commitment to the Six PRME principles:

- **Principle 1 / Purpose:** We integrate Education for Sustainable Development (ESD) into our academic quality assurance programme. This enables us to develop the capabilities of our students to become future generator of sustainable value for business and society and to work towards an inclusive and sustainable global economy.
- **Principle 2 / Values:** We aligned our courses with UNESCO's definition of ESD and have developed our Equality, Diversity and Inclusion (EDI) Strategy to ensure our commitment to initiatives directly relevant to driving an inclusive culture at UCA. We are also engaged in world-leading environmental movements led by international civil society organisations and are committed to reaching net-zero carbon emissions from energy emissions from energy consumption by 2030.
- **Principle 3 / Methods:** Our Business School (BSCI) Awards and BSCI Industry awards enable students to gain entrepreneurial experience in responsible leadership.
- **Principle 4 / Research:** Our Centre for Sustainable Design® (CfSD) and researchers lead and participate in many research projects and activities that contribute to sustainable social, environmental and economic values.
- **Principle 5 / Partnership:** CfSD works with many business leaders to explore real-world business challenges in meeting social and environmental responsibilities, with a focus on sustainable innovation and product sustainability.
- **Principle 6 / Dialogue:** We facilitate and support dialogue among our employees, students, businesses, governments, civil society and other interested groups and stakeholders on key issues related to global social responsibility and sustainability through a variety of activities.

This report also explains how we promoted the 17 UN Sustainable Development Goals (SDGs) in our teaching, research and operational activities. The table below shows an assessment of our progress on the 17 SDGs.

Assessment of progress: 17 UN SDGs

UCA University of the Creative Arts	1 NO POVERTY	2 ZERO HUNGER	3 GOOD HEALTH AND WELL-BEING	4 QUALITY EDUCATION	5 GENDER EQUALITY	6 CLEAN WATER AND SANITATION	7 AFFORDABLE AND CLEAN ENERGY	8 DECENT WORK AND ECONOMIC GROWTH	9 INDUSTRY, INNOVATION AND INFRASTRUCTURE	10 REDUCED INEQUALITIES	11 SUSTAINABLE CITIES AND COMMUNITIES	12 RESPONSIBLE CONSUMPTION AND PRODUCTION	13 CLIMATE ACTION	14 LIFE BELOW WATER	15 LIFE ON LAND	16 PEACE, JUSTICE AND STRONG INSTITUTIONS	17 PARTNERSHIPS FOR THE GOALS
Teaching	✓		✓	✓	✓			✓	✓	✓		✓	✓			✓	✓
Research				✓	✓			✓	✓	✓	✓	✓	✓			✓	✓
Operations							✓				✓	✓	✓				✓



About University for the Creative Arts (UCA)

At the University for the Creative Arts (UCA), we believe that creativity makes global communities more vibrant, more innovative, more human. We offer courses in Architecture, Crafts, Fashion, Graphic Design, Illustration, Fine Art, Photography, Film, Media, the Performing Arts and Creative Business. Our programs are acclaimed for their top teaching quality, and highly respected by creative sector employers.

Our goal

We want to inspire people to use their creativity to drive change, overcome challenges and improve the lives of others. Our campuses across Surrey and Kent, our Institute for Creative Innovation in Xiamen, China, and our homes within partner organisations such as the Maidstone Television Studios all have one thing in common:

They are places to forge inspiring partnerships, make work with purpose and build real solutions to human problems across the globe – whether that's as part of our vibrant teaching and research community, or as a student on one of our courses.

Our Commitment

UCA is committed to sustainable development and reducing the environmental impact of activities through our teaching, research and day to day operations. Our courses align to Education for Sustainable Development (ESD) as defined by UNESCO (2019): “Education for Sustainable Development empowers learners to take informed decisions and responsible actions for environmental integrity, economic viability and a just society, for present and future generations, while respecting cultural diversity. It is about lifelong learning, and is an integral part of quality education”.

ESD is holistic and transformational education which addresses learning content and outcomes, pedagogy and the learning environment. It achieves its purpose by transforming society. Equality, diversity and inclusion are fundamental to our commitment to the extraordinary creativity of our staff and students. In the UK the standards we are required to adhere to are embodied in the 2010 Equality Act. Equally importantly is how these standards are evidenced through the values and behaviours of the University and the individuals of which it is comprised. As well as compliance with these standards we should all be exemplars and role models. In terms of everyday actions, this means we should treat others with respect and dignity, and value their contributions because of, and not despite, our differences. The Vice-Chancellor is personally committed to diversity and in this regard the University has the highest expectations of every employee and student alike.

Sustainability at UCA

UCA's approach to sustainability focuses on eight core areas:

1. A sustainability strategy that is developed and monitored by a cross-campus, Sustainability Strategy Group, chaired by the Pro Vice Chancellor (Student Experience).
2. Integration of Education for Sustainability into UCA courses.
3. Research and knowledge transfer activities related to sustainability has been completed by The Centre for Sustainable Design® since 1995.
4. Commitment to improving environmental performance e.g., our commitment to reach Net Zero carbon emissions from energy by 2030.
5. Integration of sustainability into procurement policy and guidelines.
6. Improving the provision of sustainable food by Catering Services.
7. Encouragement of staff and student engagement in social and environmental sustainability projects.
8. Awareness-raising on sustainability through the organisation and promotion of events and activities.

Governance

Strategic leadership responsibility for Sustainability is held by the Vice Chancellor (VC) and operational responsibility is held by the Chief Operating Officer. The University Sustainability Manager (SM) reports progress and seeks input on the Sustainability Programme at Campus Operations Group Meetings and submits papers to the University Leadership Team for review and approval. The annual report is submitted for review and approval to the University Employment and Finance Committee and is reported to the Board of Governors. A Sustainability Strategy Group (SSG) was established in 2021 and is now chaired by the Pro Vice Chancellor (Student Experience). The SSG will propose and progress the development of a new University sustainability strategy.

Equality, diversity and inclusion strategy

We aim to be a welcoming and inclusive University that is truly representative of all sections of society. We aim to maintain an environment where each student and employee feels respected and can achieve their potential. We embrace Equality, Diversity, and Inclusivity (EDI).

We commit to creating and maintaining an environment within which:

- All staff and students are included.
- The individual differences and the contributions of all our staff and students are recognised and valued.
- Every employee and student is entitled to a working and studying environment that promotes dignity and respect to all. No form of intimidation, bullying or harassment will be tolerated.
- Learning, development, and progression opportunities are available to all staff.
- Equality, diversity, and inclusivity is promoted as good management practice.
- We review all our employment practices and procedures to ensure fairness.
- Breaches of our equality, diversity and inclusivity policy will be regarded as misconduct and could lead to disciplinary proceedings.
- This policy is fully supported by senior management and has been agreed with trade union representatives.

Our EDI Strategy differentiates our work on Equality & Diversity (meeting legal and regulatory requirements) from our work on Diversity to Inclusion (working on initiatives that are directly relevant to driving an inclusive culture at UCA). We were honoured to receive a 3rd place award in 2022 at the national event run by Universities Human Resources (UHR) for our work on D&I strategy.

Business School for the Creative Industries



Our Business School is the first business school in the UK dedicated to the creative industries. Building on UCA's long tradition of putting creativity and innovation at the heart of business, we are equipping students with the skills, industry experience, and entrepreneurial mindset they need to influence genuine change. Based at our Epsom campus - only a short distance from central London - our business students turn their ideas into reality, collaborating with students from across our creative disciplines. Our graduates and researchers are not only bringing business approaches to the creative industries, they are introducing creative approaches to businesses not traditionally seen as creative, from tech firms to NGOs.



Principles for Responsible Management Education

In 2021, we signed up to the United Nations' Principles for Responsible Management Education (PRME), where learning will focus on the UN PRME's six key principles— purpose, values, method, research, partnership and dialogue – with an emphasis on ethics, inclusivity and sustainability in business.



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.



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.



Principle 3 | Method

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



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.



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.



Principle 6 | Dialogue

We will facilitate and support dialog 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.

United Nations Sustainable Development Goals

As part of our commitment to apply the six PRME Principles, we also commit to promote the 17 UN Sustainable Development Goals (SDGs) in our teaching, research and operational activities. The 17 SDGs embrace the three dimensions of sustainable development: the economic, social and environmental. By introducing the SDGs into our teaching, research and operational activities, we expand our commitment from making a positive impact on the environment to contributing to a larger blueprint for peace and prosperity for people and the planet.



Teaching

Education for Sustainable Development

Education for Sustainable Development (ESD) is embedded in UCA's academic quality assurance programme. All academic course teams are required to reflect upon ESD in relation to their courses in preparation for course validation and periodic review.

ESD is part of the remit of validation panels in considering courses for approval. Key documents are available to Course Leaders, including guidance on ESD from QAA and the HEA to help in preparation of course documentation for review. An example of the guidance given to staff on the integration of ESD into their courses is provided on the UCA Learning and Teaching site (<https://ucalearningandteaching.wordpress.com/sustainability/>).

ESD at university-level:

- Following a decision by UCA Academic Board in 2014/15, UCA's Learning and Teaching Committee has had responsibility for the integration, over a two-year period, of Education for Sustainable Development in all course curricula.
- In October 2019, UCA became one of the founder partners in the BAFTA (British Academy of Film and Television Arts) Albert sustainable education partnership. Albert brings the UK screen industries together to tackle their environmental impact and inspire sustainable living: reducing the impact of the production process and being the vehicle for positive environmental change.
- In 2021, the University's School of Fashion & Textiles (SoFT) launched the UK's first degree course in digital fashion. The MA Digital Fashion, which commenced in September 2021, is a response to the environmental concerns of fast fashion and the significant market growth in online virtual fashion, through virtual and augmented reality, social media and gaming, where garments are designed for the virtual world.

Principles for Responsible Management Education

In 2021 UCA's Business School for the Creative Industries (BSCI) signed up to the United Nations' Principles for Responsible Management Education (PRME), where learning will focus on the UN PRME's six key principles, purpose, values, method, research, partnership and dialogue, with an emphasis on ethics, inclusivity and sustainability in business.



Business school curriculum

We are ranked 2nd for student satisfaction by the Complete University Guide 2023, and ninth in the UK for educating business founders. We offer undergraduate and postgraduate business and management degrees that are specifically tailored to creative sectors - from fashion and music to events and luxury. As we're signed up to the United Nations' Principles for Responsible Management Education (PRME), student learning focuses on the UN PRME's six key principles—purpose, values, method, research, partnership and dialogue – and emphasise ethics, inclusivity and sustainability in business. Along the way, students will be guided by our academics and a host of industry experts, gaining unique insight from visiting lecturers and valuable experience from industry projects and work placements.

Undergraduate degrees in Business & Management include:

- Advertising BA/BSc (Hons)
- Arts & Cultural Management BA/BSc (Hons)
- Business and Management BA/BSc (Hons)
- Business Innovation & Management (top-up) BA (Hons)
- Creative Industries Management in Fashion (top-up) BA (Hons)
- Events & Festivals Management BA/BSc (Hons)
- Fashion Business & Management BA/BSc (Hons)
- Music Business & Management BA/BSc (Hons)

Postgraduate degree in Business & Management include:

- Luxury Buying & Logistics MSc
- Design Innovation & Brand Management MA
- Experience & Service Design MA/MSc
- Fashion Business & Management MA/MSc
- Fashion Forecasting & Data Analysis MSc
- Global Marketing & Communications MA/MSc
- Global Master of Business & Management MBM
- Human Resource Management for the Creative Industries MA/MSc
- International Music Management MA/MSc
- Luxury Business Management MA/MSc
- Master Business Administration MBA



Staff and student engagement



Communications were issued throughout the year to staff and students via email and social media on subjects including UCA's efforts to reduce carbon emissions and our commitment to reaching Net Zero Carbon emissions by 2030, the BAFTA Albert educational partnership and sustainable travel. In November 2021 prior to the COP26 International Conference on Climate Change UCA announced to students, staff and external stakeholders its commitment to reach Net Zero carbon emissions by 2030. This commitment is focused on Scope 1 and 2 emissions.

In August 2021, UCA Students' Union (UCASU) took part in the National Union of Students (NUS) Green Impact awards and achieved a reaccreditation of their 'Excellent' rating in recognition of achievements in sustainability. This award recognises annual improvements since 2016, when the UCASU received a Bronze award under the previous grading scheme for NUS's Green Impact Awards.

In September 2021, the Sustainability Manager took part in the Fresher's Week Fairs, distributing information and meeting with new students and delivered talks at each campus on UCA and Sustainability.

External Engagement



UCA and BSCI engage with world leading environmental movements led by international civil society organisations like the Greenpeace. The mission of such engagement is to create mass consciousness to develop "global environmental citizenship" based on academic praxis and beyond. The BSCI staff and students are passionate about a greener planet, sustainable natural environment and healthier population. It reflects in all our curriculum, teaching and learning activities to promote ideals responsible leadership that defends the planet and people.

Research and Teaching: 2022 PRME UK & Ireland Research Seed Funding Competition



A project by Dr Julie Blanchard-Emmerson, a Senior Lecturer in Fashion History and Theory at UCA business school, has won the 2022 PRME UK & Ireland Research Seed Funding Competition.



Dr Blanchard-Emmerson's proposal "Do #blacklivesmatter in the education of fashion business students?" was commended by the judging panel for aligning with the principles of PRME and the UN Sustainable Development Goals, noting that the outcomes of the research should have real value in terms of theory and practice. With aspirations to decolonise the fashion business curriculum, Dr Blanchard-Emmerson's project seeks to challenge white patriarchal perspectives in teaching and enable fashion business students to consider the representation of racialised ethnicities in fashion education and fashion industry.

"Through dialogue, racialised minority students will be able to challenge how they may be stereotyped and under-represented, while white students will be encouraged to question their privilege and provide allyship to colleagues from minority backgrounds, explained Dr Blanchard-Emmerson.

"For every privileged white student who enters the fashion industry having understood the importance of allyship, one more injustice might be prevented."

The project will develop teaching materials, such as lesson plans and learning sessions so that both teachers and students can consider the issues. And to further encourage engagement, Dr Blanchard-Emmerson plans to create a list of student-centred issues of interest around racialised minorities in the fashion industry.

"Every week my students and I find and analyse images and examples of magazines, catwalk shows, look books and films that demonstrate white ideals and that stereotype and racialise other skin colours. I hope that racialised minority students benefit from knowing that racism, which is part of their everyday life experience, is taken seriously by the university: their teaching needs, their experiences, and their concerns. Critiquing the structures that construct race helps bring them one step closer to being dismantled," said Dr Blanchard-Emmerson.

The project was awarded seed funding up to a maximum value of £1,000, which will allow Dr Blanchard-Emmerson to conduct her research and collate the results.

BSCI Awards 2022



In 2022, we hosted our inaugural Business School (BSCI) Awards, sponsored by industry-leading companies including Elespee, RAEBURN, and The Goat Agency.

1. BA (Hons) Fashion Management & Marketing graduate Siân received the Disruptor and Innovator Award sponsored by RAEBURN, a brand with its own radical approach, for her proposal for a plant-based and biodegradable sneaker brand that decomposes in just 20 years, compared with the thousands of years it takes currently. Siân also wins a half-day immersive experience at RAEBURN. “La Maison de Margot is a project that I am proud of,” she said. “I am passionate about creating a more environmentally and ethically conscious fashion industry and to have received this recognition from Raeburn, a leader in responsible fashion, means a lot to me.”



©Siân Lewis



2. Our MBA student Sarah won The Advisory & Award for Entrepreneurial Spirit for her Greenhaus Bar business proposal. Sarah said: “With consumers ever more clued-up about sustainable issues, and processes like recycling, reuse and supply chain transparency, the GreenHaus Bar will sell alcoholic and non-alcoholic beverages through a sustainable consumption ethos. This will connect consumers with the environment – building a more sustainable future together.” She also won a mentorship with The Advisory & founder Teresa Havvas.



©Sarah Nadine Charman



3. Emily Wong, a graduate in BA (Hons) Fashion Promotion & Imaging won the Future Thinker Award, sponsored by Unique Style Platform, a forecasting service for the fashion and lifestyle industries. In the UK, 1 in 10 girls can't afford to buy menstrual products, so to educate and inform readers about; period poverty, the miseducation of periods, and the education of female anatomy, Emily created a digital book called WTF Is a Period? "It bridges the gap between education and the normalisation of periods in a new and fun way," said Emily. 100% of the profits from the book will be donated to Bloody Good Period – a charity that provides menstrual products for refugees and asylum seekers living in the UK who cannot afford them.



©Emily Wong

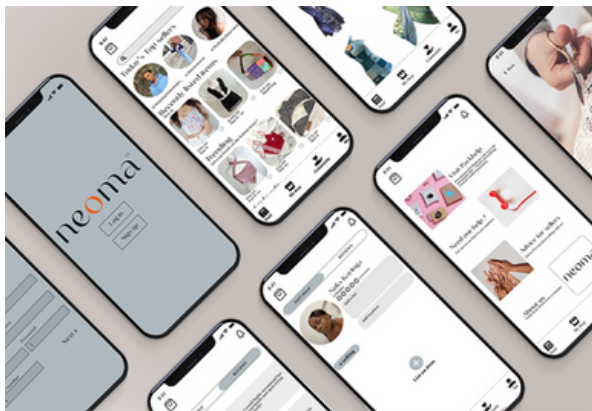


BSCI Industry Awards 2022



Some of the biggest names in business have lent their support to some of the brightest future talent at UCA's Industry Awards 2022, hosted by the Business School for the Creative Industries, Epsom. The likes of Meta (Facebook), the Goat Agency and Stylist magazine sponsored nine awards that offered a range of prizes to graduating BA students designed to help kickstart their careers and/or new business ideas. The winners of the awards – chosen from submitted final major projects - were announced in a hybrid ceremony hosted by Director of the Business School, Professor Philip Powell, and Deputy Director, Charlotte Rutter.

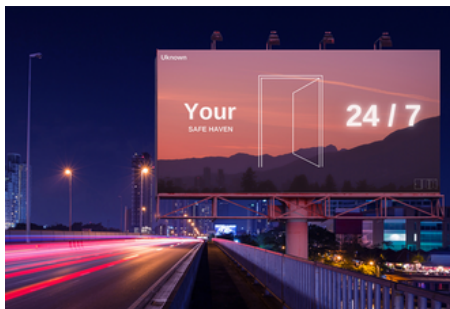
1. Disruptor + Innovator Award sponsored by RÆBURN – Noks Kayinga (BA Fashion Management & Marketing): Noks received the Disruptor + Innovator Award for her proposal for Neoma, a peer-to-peer platform exclusively dedicated for the buying and selling of upcycled products with a strong community ethos. Noks won a half-day mentorship afternoon and RÆBURN Lab tour.



© Noks Kayinga



2. Creative Social Media Award sponsored by Meta/Facebook, Future Thinker Award sponsored by USP Unique Style Platform – Alex Rahneva (BA Fashion Management & Marketing): Alex's Unknown app won her not one, but two awards - The Creative Social Media Award, for demonstrating a creative and original approach to content creation, and the Future Thinker Award for demonstrating excellent understanding of trend forecasting. Unknown is a VR therapy service in app format which helps sexual assault (SA) survivors who are uncomfortable attending face-to-face therapy. It provides them with a virtual safe space with the ability to customise and control the environment. Alex won a pair of Ray-Ban Stories Smart Glasses – the latest in wearable tech – as well as lunch at Facebook headquarters in London and mentorship time at the USP studio.



© Alex Rahneva



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5. EDI Award sponsored by Twin – Joanna Siolkowska (Fashion Promotion & Imaging): The Equality, Diversity and Inclusivity Award was awarded to Joanna for her look book, POL in LDN, which is a tribute to her late father who sadly passed away during the project. Inspired by her Polish culture and heritage, her look book teaches the world what it means to be a young Polish woman growing up in the UK. Joanna won a two-week paid internship with ACME London – an international architecture practice – working on media campaigns, bids, and websites.



6. Entrepreneurial Spirit Award sponsored by The Advisory & – Kira Juanacio Calzapanta (BA Fashion Management & Marketing): Winning the Entrepreneurial Spirit Award for her handmade and sustainable crochet brand was Kira. Bycherry demonstrated progressive and conscious thinking and by using recycled yarn, she turned waste into treasure.



7. Professional Development Award sponsored by UCA Careers – Katherine Clarke (BA Fashion Management & Marketing): The award for Professional Development was presented to Katherine Clarke for their degree project. Self is an innovative wellness app offering immediate delivery of self-care products for young career chasers, aiming to engrain wellness into their busy everyday lives and thrive as a result. Katherine won up to £500 towards professional practice development costs such as membership, course, equipment or travel.



Order Process



© Katherine Clarke

BSCI Awards 2023



The BSCI Awards celebrate the best entrepreneurial and innovative ideas from this year's graduates' final major projects, with each award sponsored by some major names in the creative industries.

1. Purpose and Impact Award: Sponsored by TCO London, a D&AD Top 100 Design Studio, this award challenged students to come up with an innovative new brand concept, publication, or campaign which demonstrated creativity, original thinking and a clear purpose. Izzy Gray, BA (Hons) Fashion Promotion and Imaging, won with her multi-channel publication, Morel. Aimed at Gen Z, the publication explores social, cultural, and environmental issues and is designed to be both inspirational and beautiful.



© Izzy Gray

2. Future Thinker Award: Sponsored by Unique Style Platform (USP), a world-class forecasting service for the creative industries, the Future Thinker Award recognises excellent understanding of trend forecasting. Thelma Annweiler, BA (Hons) Fashion Business and Management, won for her biotechnology skincare brand, Tyde. Her brand works towards changing people's perception of lab-grown skincare through formulating nature-identical skincare ingredients that are better than nature itself. "With a people, innovation, and planet-focused purpose, mission and vision, TYDE is bringing the growing trend of biotechnology to the forefront of sustainable skincare," Thelma explained. As part of her prize, Thelma will be mentored by a senior USP colour and trend editor, to create a mini trend report for USP's website and social media channels.



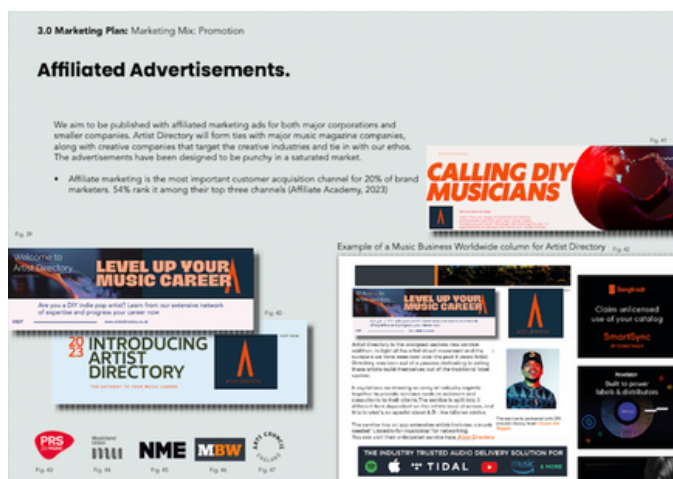
© Thelma Annweiler

3. Sustainable Business Award: Sponsored by The Eco System Incubator, a network of member businesses working in the circular economy, the Sustainable Business Award rewarded new business ideas demonstrating sustainable and circular practices. Rose Toynton, BA (Hons) Fashion Business and Management, won with her project By Embrace, a service that considers the afterlife of bridal and event wear. Joint winner Amy Edwards, BA (Hons) Fashion Business and Management, won with her business proposal Re:GenZ, a regenerative fashion consultancy agency that helps Gen Z-led fashion start-ups navigate the landscape of circularity. The pair won mentorships with The Eco System Incubator founders Rachel Kan and Simon X.



© Amy Edwards

4. Brand & Creative Communication Award: Sponsored by The Advisory And, brand and creative communication experts collaborating with next-generation talent, the Brand & Creative Communication Award recognised a new brand concept or campaign with excellent creative brand communication. Zia McCrossen, BA (Hons) Music Business and Management, won the award. Zia's proposal for Artist Directory, a consultancy-based company dedicated to helping independent and unsigned indie artists establish and sustain themselves outside the label system, was picked as the winner. Website-based with an app extension, the company gives guidance on every aspect of the music industry, from publishing to recording. Zia won the opportunity to join collaborative creative business mentorship and coaching sessions with The Advisory And.



© Zia McCrossen

5. Professional Development Award: Sponsored in-house by UCA's Careers and Professional Practice Team, the Professional Development Award commended students who showed a professional standard of work in their degree projects. Ines Pereira Carneiro, BA (Hons) Music Business Management, won with her project, Womenarc, a magazine that aims to inform, educate, and connect women while promoting equality in the music industry. "Since I was young, I have advocated for equal rights," explained Ines. "I was fascinated to learn how and why women in the music industry are treated differently from men. It felt natural to write about women in the music industry and all their battles and influences that have helped us get to where we are today." Ines won up to £500 towards professional practice development costs, such as membership, course, equipment or travel.

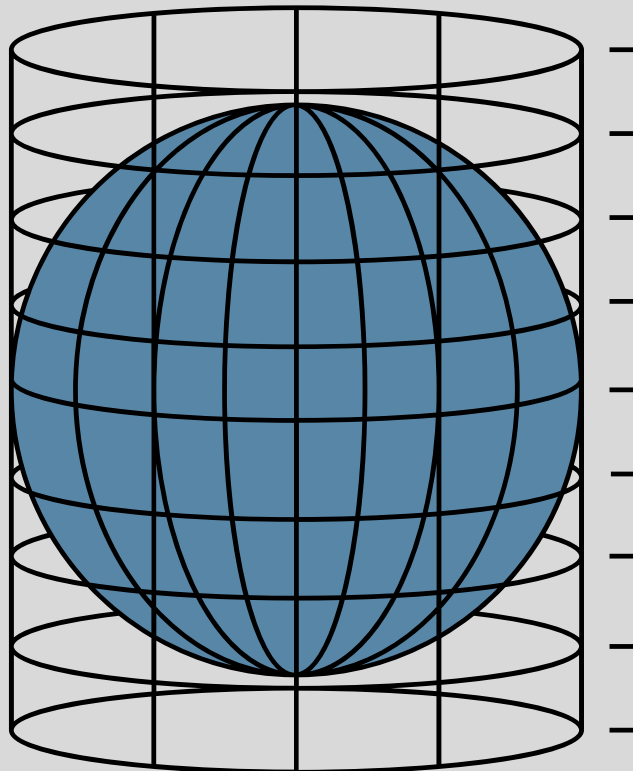


Green Events



In March 2023, UCA launched a fortnight of Green Events across all our campuses, raising awareness of local community action groups, sharing sustainable ideas, and showcasing greener ways of living.

A representative from Greenpeace toured all campuses to talk about the movement and its vision for a greener, healthier, and more peaceful planet. The speaker visited our Epsom campus on 24th March. They gave a brief intro to Greenpeace, its identity and work over the years, its current focus on climate change, on a macro scale and provided their steer on what individuals in their day-to-day choices/actions can do to help. All staff and students were invited to attend the talk.



Research



The Centre for Sustainable Design®

The Centre for Sustainable Design® (CfSD) was established in 1995 at UCA Farnham and is led by Martin Charter, Professor of Innovation and Sustainability. Based in our Business School for the Creative Industries, CfSD leads and participates in future-shaping research focused on sustainable innovation and product sustainability. The Centre has undertaken a wide range of international, national and regional research on sustainability, innovation and design (please see www.cfsd.org.uk/research). Current research interests include grassroots innovation and the emergence of community-centred workshops, the Circular Economy, eco-innovation and SMEs, and the development of localised innovation solutions utilising materials from waste plastic fishing nets and ropes, based in North Atlantic fishing communities (see www.circularocean.eu for more details). The Centre hosts sustainability-focused conferences, workshops and training programmes, including its own Sustainable Innovation conference.



The Centre for Sustainable Design®

CfSD projects

CfSD has been involved in a range of EC and UK funded research projects. Recent projects have included:

- **FARNHAM REPAIR CAFÉ:** CfSD is a partner in Farnham Repair Cafe – a community workshop focused on repairing products.
- **VEGAN LEATHER CRICKET GEAR:** CfSD is leading the Vegan Leather Cricket Gear (VLCG) project will complete reports and disseminate information related to potential application of vegan leathers to cricket gear. VLCG is funded by UKRI via University for the Creative Arts, AHRC Impact Acceleration Account (IAA).
- **CIRCULAR CRICKET GEAR:** CfSD is leading a project to explore business models and product circularity implications related to cricket gear. The Circular Cricket Gear (CCG) project is running between 2022-23 and is funded by Engineering and Physical Sciences Research Council (EPSRC)
- **BLUE CIRCULAR TECHNOLOGY:** CfSD is a partner in Blue Circular Technology (BCT) that is running in 2022. BCT is funded by Northern Periphery & Arctic Programme (European Regional Development Fund).
- **PASIC:** CfSD is a partner in PASIC (Platform for the Accelerating Sustainability in Cricket), a collaborative platform that aims to catalyse and support the acceleration of sustainability-driven innovation of cricket equipment and clothing.
- **ORIENTING:** CfSD is a partner in the ORIENTING running between 2020-2023. ORIENTING is funded through Horizon 2020 European Union funding for Research & Innovation.

CfSD events



CfSD organises the internationally recognized 'Sustainable Innovation' series of conferences which is in its 23rd year (Sustainable Innovation 2021) and has attracted over 2700 delegates from over 50 countries.

CfSD has organised and co-organised conferences in Europe, North America and Asia covering sustainable innovation and product sustainability. In addition, events have been organised with partners on new or emerging issues e.g. major European and Asian conferences on sustainable consumption & production (SCP), eco-design and product-service-systems (PSS).

CfSD has also set up and facilitated a range of expert workshops related to sustainable innovation and product sustainability with a particular focus on green electronics, packaging, marketing, corporate social responsibility (CSR), electronic reporting, 'producer responsibility' legislation and product policy. The table below shows the CfSD events since 2022.

Event	Date
Farnham Repair Café	8th July 2023
European Repair Café Conference	7th July 2023
3Rs: Reuse, Repair, Refurbishment and Resale of Cricket Gear	30th June 2023
Repair Cafe Conference	9th June 2023
Circular Cricket Gear	8th June 2023
Vegan Leather Cricket Gear	5th June 2023
Regional Createch Clusters: Unleashing Opportunities and Tackling Challenges	2nd June 2023
Sustainable Innovation 2023	20th-26th March 2023
Farnham Repair Café Webinar	18th January 2023

Createch in the UK	12th July 2022
Sustainability and Sports Clothing	11th July 2022
Sustainability, Cricket Gear and Clothing: New Research Findings and Insights	6th July 2022
European Repair Café Webinar	30th June 2022
Circular economy, fishing gear and technology	22nd June 2022
Product Social Issues – Insights from Industry	23rd May 2022
Product Circularity – Insights from Industry	19th May 2022
Sustainability, Cricket Gear and Clothing: New Research	12th May 2022
Circular Design and Circular Business Models	22nd March 2022
Local Innovation Systems: Waste and “End of Life” Fishing Gear	15th March 2022
PASIC Webinar #4: Sustainability & Cricket Gear	21st February 2022

CfSD Sustainable Innovation 2023 conference



CfSD hosted the global online Sustainable Innovation 2023 conference – for Creative Industries and Creative Economy – between March 20-26th. It featured many of the leading lights of Creative Industries (CI) in innovation and sustainability, among them 50 speakers and panellists. With a theme this year of “Accelerating Sustainability in the Creative Economy and Creative Industries”, SI23 covered subjects of interest to all sectors of CI, including fashion, advertising, music, film and broadcast/tv and radio, design, createch, architecture, materials, gaming, metaverses, publishing, crafts, the performing arts – and more.

Supported by leading CI organisations, SI23 discusses how sustainability, net zero and circular economy does, and will, impact business models, products, services, technologies and innovation in CI and the wider, related, Creative Economy.

“SI23 will give delegates a better understanding of the opportunities and challenges related to sustainability across CI sectors,” said CfSD Director Professor Martin Charter, “and help guide them through the sustainability maze with practical examples, new thinking and thought leadership. And how to recognise and avoid green washing. Also being online, it has a much lower carbon footprint than a ‘physical’ conference of this size would have.”

SUSTAINABLE INNOVATION 2023

Accelerating Sustainability in the Creative Economy and Creative Industries
Online 24th International Conference

Professor Bashir Makhoul,
President & Vice-Chancellor,
University for the Creative Arts

Professor Martin Charter,
Director, The Centre for Sustainable Design*,
Research & Innovation,
Business School for the Creative Industries,
University for the Creative Arts

Keynote: Mahjabeen Patrick,
Interim Chief Financial Officer,
EIT Culture & Creativity

Product: Nils Bader,
Director, Green Future Club & Initiator Green Product Award

Place: Dr Matthias Reuch,
Head of Cultural Innovation & Creative Economy at NEXT Mannheim

Materials: Dr Darrin Shah,
Associate Professor,
Centre for Natural Material Innovation,
University of Cambridge

Craft: Stuart Walker,
Chair, Design for Sustainability,
Manchester School of Art

Keynote: Ellie Ashton,
Production Sustainability Advisor, Seren Studios

Film: Jung-Min Kim,
Data Analyst, Albert, BAFTA

Games: Jade Over MBE,
Founder & CEO, Playmills

Createch: Dr Trevor Davis,
Futurist & Trainer,
IBM Distinguished Engineer

**Leading-edge International Speakers, Day 1 & 2 -
20th-21st March 2023**

20th-26th March 2023
The Centre for Sustainable Design*
University for the Creative Arts

In detail, SI23 featured:

- Presentations and panels by many of CI's leading lights in innovation and sustainability. Fifty speakers and panellists gave new insights and perspectives, and opportunities and challenges presented by being more sustainable;
- Panels with leading thinkers and practitioners focused on sustainability in specific sectors: advertising, fashion, music, and metaverses; and cross-cutting issues across CI sectors;
- Practical, hands-on case studies and examples, of implementing sustainability change in the CI;
- Topics for suppliers to CI sectors including supply chains and networks, materials innovation, ethical production, smart manufacturing, and circular economy. Case studies include use of bioplastic in the music industry as a step towards circular products and production systems;
- Speed networking among delegates, to grow their contacts, opportunities and knowledge;
- Creative Sustainable Ventures Lab – featuring new concepts from entrepreneurs for sustainable businesses in CI.

Supporters of CI23 include UCA's Business School for the Creative Industries, Green Product Award, EIT Culture & Creativity, Creative Industries PEC, Purpose Disruptors, Creative Business Network, and Cumulus.

Leading-edge knowledge and expertise were delivered by CI specialists and researchers. Expert panels focused on accelerating sustainability, creative industries, advertising, fashion, music and metaverses. There were 28 research papers under the themes of "Consumers, education & advertising", "Games, music, film, theatre & museums", "Fashion, clothing & textiles", "Design and Materials" and "Case Studies".

CfSD community engagement



Farnham Repair Café is collaborative project between CfSD, Farnham Town Council and The Spire Church in Farnham UK. It is part of the global Repair Café movement led by The Repair Café International Foundation, where repairs to household products are carried out by a world-wide community of volunteers. The Repair Cafe Foundation (RCF) highlights over 2,600 repair cafes globally. In England, Scotland, Northern Ireland, and Wales there are now estimated to be over 250 repair cafes.

Farnham Repair Café's objects are: To protect and safeguard the environment for the public benefit through the promotion of repair and re-use of products as a means of preventing and minimising waste disposal. It is a charity run by volunteers, any donations go towards the running costs and allow it to keep the monthly sessions going.



In June 2023, CfSD hosted UK's second Repair Cafe conference. The conference was hosted by Martin Charter, chairman of Farnham's Repair Cafe and director of UCA's Centre for Sustainable Design and brought together key members of the repair cafe community. During the conference, speakers discussed the practical issues facing cafes, such as engagement of youth, managing growth, recruitment of repairers, as well as best practices and lessons learnt. The day is aimed at existing repair cafes, those interested in starting up their own, or people considering volunteering.

In addition, UCA recently offered a three-year student scholarship to examine the rise and significance of Repair Cafes as vehicles of global citizen activism, with a focus on transforming civil society in the Circular Economy.

UK-China Creative Industries Research and Innovation Hub project partnership



In 2023, we have developed a partnership with Brunel University London, in supporting their fellowship of scoping and developing a new UK-China Creative Industries Research and Innovation (R&I) Hub, following the successful fellowship application. The fellowship is funded by the Arts and Humanities Research Council (AHRC) and supported by six working groups in China and the UK. Dr Xinya You, Lecturer in Sustainable Business from BSCI has been appointed to lead the Responsible Research and Innovation (RRI) Working Group.

2021-2023 Publications (examples)



Charter, Martin and Cheng, Ichin (2023) Design and innovation for sustainability. In: The handbook of design and innovation: directions for the 2030s. Wiley. (In Press)

Charter, Martin and Pan, Berince and Black, Sandy (2023) Accelerating sustainability in fashion, clothing and textiles. Routledge. (In Press)

Nayak, Bhabani (2023) Intersectionality and creative business education: inclusive and diverse cultures in pedagogy. Palgrave Macmillan, London. (In Press)

Nayak, Bhabani (2023) Political economy of gender and development in Africa: mapping gaps, conflicts and representation. Palgrave Macmillan, London.

Hwang, Eunju and Park, Jin Suk (2023) Nationality of food: cultural politics on the UNESCO list of intangible cultural heritages and food museums. Telos (202). pp. 21-41. (In Press)

Spekkinka, Wouter and Rödla, Malte and Charter, Martin (2022) Repair cafés and precious plastic as translocal networks for the circular economy. Journal of Cleaner Production (135125).

Nayak, Bhabani (2022) Political economy of development and business: towards decolonisation, transformation and alternative perspectives. Palgrave Macmillan, London.

Blanchard-Emmerson, Julie (2022) "My god I'm wearing Tesco!": fashion, pre-teen femininity and the commercialisation of childhood. In: Creative business education: exploring the contours of pedagogical praxis. Palgrave Macmillan, London, pp. 87-106.

Nayak, Bhabani and Powell, Philip (2022) Creative business education: exploring contours of pedagogical praxis. Palgrave Macmillan, London.

Thomas, Gareth (2022) Accelerated times: post-capitalism and music industry pedagogy. In: Creative business education: exploring the contours of pedagogical praxis. Palgrave Macmillan, London.

Blanchard-Emmerson, Julie (2022) "It's the time you got to wear whatever you wanted": Pre-teen girls negotiating gender, sexuality and age through fashion. Fashion Practice. (In Press)

Charter, Martin and Whitehead, Paul (2022) Local innovation systems related to waste fishing gear. Project Report. Centre for Sustainable Design (CfSD).

Charter, Martin and Carruthers, Ros (2022) Products from waste fishing nets: accessories, clothing, footwear, home ware and recreation. Project Report. Centre for Sustainable Design (CfSD).

Charter, Martin and Sanchez Moreno, Lilian (2022) Final report: sustainability, cricket gear, clothing and apparel: stakeholder workshop. Project Report. Centre for Sustainable Design (CfSD).

Gustafsson, Christer and Lazzaro, Elisabetta (2021) The innovative response of cultural and creative industries to major European societal challenges: toward a knowledge and competence base. Sustainability, 13 (23). p. 13267.

Min, Jin and Charter, Martin and Zhang En, Rui and O'Connor, Frank and Cirillo, Davide (2021) China green design products and green products. Project Report. Ecorys Consortium.

Charter, Martin and Min, Jin and Zhang En, Rui and O'Connor, Frank and Cirillo, Davide (2021) China energy label products. Project Report. Ecorys Consortium.

Charter, Martin and Min, Jin and Zhang En, Rui and O'Connor, Frank and Cirillo, Davide (2021) Key findings, key outstanding questions and recommendations on China green design products and green products, and China energy label products. Project Report. Ecorys Consortium.

Charter, Martin and Cheng, Ichin (2021) The G20: accelerating the transition to a global circular economy. In: Global governance at a turning point: the role of the G20. Edizioni Nuova Cultura, Rome, pp. 115-154.

Nayak, Bhabani and Tabassum, Naznin (2021) Gender stereotypes and their impact on women's career progressions from a managerial perspective. IIM Kozhikode Society & Management Review, 10 (2).

Charter, Martin and Cheng, Ichin (2021) Design for sustainability in the 'age of transformation' 2030. In: Design management. Zhejiang University Publishing, pp. 184-218.

Lazzaro, Elisabetta (2021) Linking the creative economy with universities' entrepreneurship in an urban context: a spillover approach. Sustainability, 13 (3). p. 1078.

Bachmann, Till M. and Hackenhaar, Isadora Corrêa and Horn, Rafael and Charter, Martin and Gehring, Florian and Graf, Roberta and Huysveld, Sophie and A. F. Alvarenga, Rodrigo (2021) D1.4 Critical evaluation of material criticality and product-related circularity approaches. Project Report. ORIENTING.

Lazzaro, Elisabetta and Moureau, Nathalie and Turpin, Adriana (2021) Researching arts markets: past, present and tools for the future. Routledge Research in the Creative and Cultural Industries . Routledge, London.

Lazzaro, Elisabetta and Noonan, Douglas (2021) The contribution of crowdfunding regulation to cultural entrepreneurship in a supportive ecosystem. In: Cultural initiatives for sustainable development: management, participation and entrepreneurship in the cultural and creative sector. Contributions to Management Science. Springer, pp. 401-424.



Investments

UCA is committed to safeguarding a liveable climate for all. We have no direct investments in companies involved in the carbon energy industry, including those involved in extracting fossil fuels, and commit to ensuring that adverse climate impact will be avoided in any future corporate investments it may make.

We have students studying with us from across the world, many of whom come from communities who are already feeling the effects of climate change. We want to help protect the environment for all our students and their communities – past, current and future.

Carbon Management

UCA's third Carbon Management Plan was approved in 2015 and set out plans to achieve a targeted 37% reduction in absolute carbon emissions from energy consumption by 2020 compared to 2005 levels. We met the 2020 target three years early at the end of 2017.

Continuous improvements in energy efficiency, investments in onsite energy generation from solar photovoltaic panels and the procurement of 20% of electricity from UK based wind power have led to significant annual reductions in carbon emissions.

By 2021 UCA's annual absolute carbon emissions had reduced to 2,790 tonnes; a 56% decrease compared to the 6,118 tonnes emitted by UCA in 2005. In 2020, emissions had reduced by 57% compared to 2005, although this further reduction was significantly affected by reduced energy consumption during the national lockdowns to prevent the spread of the Covid-19 virus. Carbon intensity (the weight of carbon emissions per square metre of buildings internal area) has similarly reduced significantly from 75 kgCO₂e/m² in 2008/09 to 31 kgCO₂e/m² in 2018/19 and 23 kgCO₂e/m² in 2019/20.

Energy

A renewable energy source (solar photovoltaic panels) was commissioned at the Epsom campus in 2012 and in Farnham solar PV panels were commissioned in 2017, 2018 and 2019 and now generate almost 50 MWh of electricity each year. Additional solar PV panels and a Combined Heat and Power system were installed on Farnham's new student residences development, which opened in September 2021.

In October 2019, we joined nineteen other UK universities in signing an aggregated power purchase agreement (PPA) to purchase 20% of its electricity from UK onshore wind power for the next ten years. The PPA is the first of its kind in the UK and will significantly reduce carbon emissions from electricity consumption as well as helping to support the growth of renewables in the UK's generation mix.

Water & waste

In 2020/21 UCA consumed almost 54,000 cubic metres of water. Over the last three years, consumption has remained relatively steady.

Waste recycling schemes operate on all campuses and directly-managed student residences, and food waste composting and collection services operate at UCA Farnham and UCA Epsom. In addition, surplus used office furniture is donated to charities and other causes local to each campus.

Transport

To encourage staff and students to travel to and from campus more sustainably, we have implemented a range of initiatives, including:

- A Sustainable Travel Plan has been developed for Farnham campus and plans are in development for Canterbury, Epsom and Rochester.
- In November 2018 UCA Liftshare (<https://liftshare.com/uk/community/uca>), car sharing community was launched to staff and students at all campuses. UCA Liftshare allows staff and students to arrange car sharing journeys and record when these take place. By October 2021, over 200 staff and students had registered as users on the UCA Liftshare platform. Each Liftshare team of two or more people is estimated to be saving an average of 3,400 miles in car journeys, and 700kg of carbon emissions each year.
- Since May 2018 in partnership with Stagecoach bus services Farnham staff have been able to access discounts on bus fares and apply for free one-month trial bus tickets to see if commuting by bus works for them.
- Since September 2018, Farnham and Canterbury students have been able to purchase bus season tickets at a discount of over 20% off the normal price.
- In summer 2020, a new staff Cycle to Work scheme was launched, which gives staff access to purchase bicycles via salary sacrifice and save on tax. The scheme is open to purchases up to £2,000.
- In October 2020, 25 secure bike lockers were installed across UCA's campuses and in 2021.
- In Autumn 2021 an additional 126 bicycle parking spaces were added at Farnham bringing the total spaces to 194 spaces.
- In 2018 Electric vehicle (EV) chargers were installed at each campus, to develop a network for staff inter campus travel. Twenty staff members are registered to use the chargers. In anticipation of growth in EV ownership a total of 8 EV chargers were installed at Farnham campus in 2021.

Net Zero 2030

We are committed to reaching net-zero carbon emissions from energy consumption by 2030, 20 years ahead of the government's national target. This ambitious target builds on the past achievements of our carbon management programme which has helped to deliver a 56% reduction in absolute carbon emissions from our four campuses since 2010, placing it in the top third of UK universities in terms of carbon reduction performance. We have undertaken more than 30 significant energy efficiency projects across our campuses since 2010 and increased on-site solar power generation by 600% since 2017.

Our journey to Net Zero for energy consumption across all campuses by 2030 will include the phasing out of gas boilers and their replacement with electric heating and heat pump technology, further investment in energy efficiency and on-site renewables such as solar panels and purchasing more power from high-quality renewable sources.

We will also continue to monitor and reduce emissions associated with indirect impacts, by reducing waste and water consumption, further encouraging the use of low carbon business and commuter travel, and the inclusion of climate change criteria in our purchasing decisions. And, over the next year, we will work to improve data benchmarks to set future targets in these areas – in line with or in advance of the 2050 National target.

In a statement, our President and Vice-Chancellor Bashir Makhoul said: "Sustainability is not a topic we merely talk about at UCA - it's an area where we drive action, leadership, and change. Our students deserve a robust response to the climate crisis, and we are actively engaging with them to co-create solutions. Our commitment to reaching net-zero carbon emissions by 2030 is an important first step."



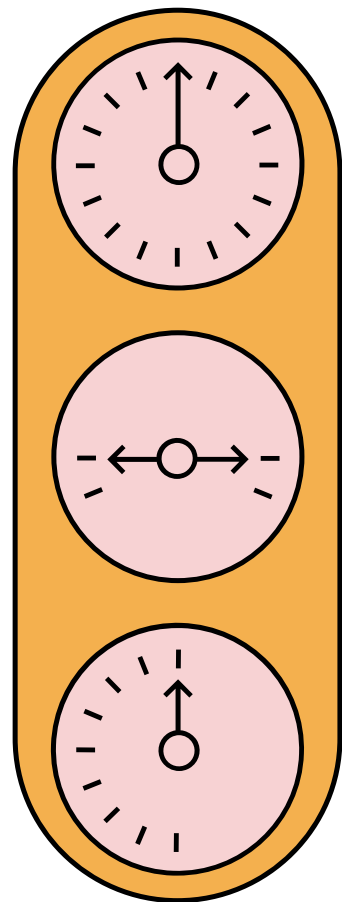
Earlier this year, our campus in Epsom was awarded £4.5m in Government funding to decarbonise heating at its campus and meet a Net Zero target.

By harnessing new technologies and increasing onsite power generation, we aim to deliver more than a 90% reduction in carbon emissions from energy consumption across a ten-year period and meet its commitment to Net Zero carbon emissions by 2030.

Professor Mark Ellul, UCA Chief Operating Officer, said: "Since 2007, our investment in energy efficiency and onsite renewables, have halved our carbon emissions despite growing as a university. We are now building on this work to create a step-change in our efforts to reach Net Zero. We are committed to being one of the greenest universities in the UK and this funding is an endorsement of the work we have already undertaken to deliver greener campuses."

Scott Keiller, UCA Sustainability Manager said: "In the coming months we will be developing our plans, aiming to replace our gas-powered heating with ground source and air source heat pumps by spring 2025. We will also be significantly increasing our solar power generation to reduce our demand on grid electricity and adding sophisticated energy control systems and grid connected energy storage."

The project will be funded by the Government's Public Sector Decarbonisation Scheme (PSDS) with us committing a similar amount of funding. The Public Sector scheme was initiated by the Department for Energy Security and Net Zero and it is delivered by Salix Finance.



Future Objectives

Objectives for 2023-2025

Over the next two years, we will strengthen our understanding of PRME and SDGs within our school and develop effective measures and data collection processes to help us monitor and improve our engagement with PRME and SDGs in all of our teaching, research and operational activities.

Principles	Description	Objectives
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.	<ol style="list-style-type: none"> 1. Establish a PRME committee to develop strategies and tactics to promote PRME and SGD at the school level; 2. Conduct annual data collection to measure how PRME and SDGs are reflected in our curriculum and student activities; 3. Continue to encourage and support our PRME-related teaching and student initiatives and activities; 4. PRME committee to meet 3 time per year (end of each term) to monitor and review progress; 5. Report on progress and developments at BSCI meeting.
Principle 2 / Values	We will incorporate into our academic activities, curricula, and organisational practices the values of global responsibility as portrayed in international initiatives such as the United Nations Global Compact.	<ol style="list-style-type: none"> 1. Hold workshops with internal and external stakeholders to understand challenges, barriers and opportunities; 2. Make a school level strategic framework to integrate PRME and SDGs into our research, teaching and operational activities; 3. Develop 6 best practice case studies to showcase our achievements and share experiences.
Principle 3 / Method	We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.	<ol style="list-style-type: none"> 1. Continue support our staff to create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership; 2. Review and explore internal and external funding opportunities to support staff-initiated research and teaching activities; 3. Hold knowledge sharing sessions on relevant topics once every three months.

Principles	Description	Objectives
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 values.	1. Continue to support our employees in their relevant research activities.
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.	1. Organise activities with managers of business corporations to understand their challenges and explore potential opportunities for collaboration; 2. Attend the annual PRME UK& Ireland Conference and other PRME events.
Principle 6 / Dialogue	We will facilitate and support dialog 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.	1. Continue to support our students to participate and initiate PRME and SDGs related activities; 2. Run a roundtable on the theme of PRME and SDGs annually to enable dialog and debate among educators, students, businesses, etc.; 3. Develop webpages to showcase EBSC's work in PRME and SDGs, including teaching, research, student activities.



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