

Education for Sustainability Transformation

London College of Fashion, UAL
Interim report 2016-19



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In a world where information and resources are more accessible than ever before, the overall impact of human actions shows that we are further than ever from understanding how to co-exist with each other and with nature. As a community of art and design students, tutors, researchers, administrators, technicians and senior leaders at LCF and UAL, we have an unprecedented imperative, opportunity and duty of care to shape a new era of interdependence.

This report evidences the spectrum of vital ways in which LCF is critically considering and connecting fashion's artistic, social, cultural and business practices in an ecological context. Central to this work is re-conceptualising the what, why and how of the fashion education system in terms of our curricula, research, pedagogies and reflexive practices towards a transformation of ourselves, of fashion and of our times. We've come a long way, we are leading by example, and we need to support each other now to take this work much further, to build on what we can be proud of and to stop doing the stuff that is damaging to our fellows and our home in nature.

DILYS WILLIAMS
Professor of Fashion Design for Sustainability and Director, Centre for Sustainable Fashion

Chapter 1



Introduction

LCF students and tutors have the opportunity and imperative to creatively explore the role of fashion; its artistic, culture-shaping and business practices in the context of the climate emergency and social inequality.

Introduction

London College of Fashion's Education for Sustainability Transformation (EST) Strategy and Action Plan (2016-2022) supports the development and embedding of sustainability in curriculum across all courses and levels at the college. This interim report gathers evidence drawn from activities taking place across the college's three schools and through Centre for Sustainable Fashion. The contribution of Estates & Engagement Practices relating to Education for Sustainability Transformation is also included. The progress and learning from activities and outcomes are mapped against the priority areas in UAL's Learning, Teaching & Enhancement Strategy, plus a sixth priority as outlined below.

1. We will promote teaching excellence through a systematic approach to recruitment, reward and recognition
2. We will develop and offer creative, curious, critical curricula
3. We will embed the digital within all aspects of teaching and learning to prepare students for digital futures
4. We will deliver inclusive teaching and learning
5. We will enhance students' employability
6. We will deliver teaching and learning that can contribute to transforming the higher education experience through nature based and human centred design.

The plan is aligned to external benchmarking, namely to UN Principles for Responsible Management Education (PRME), a United Nations-supported initiative founded in 2007 as a platform to raise the profile of sustainability in schools around the world, and to equip today's business students with the understanding and ability to deliver change tomorrow. LCF has been a member of PRME since 2015.

This report is compiled by UAL's Research Centre for Sustainable Fashion (CSF), based at LCF. The EST Strategy was written in 2016 by CSF's Dilys Williams and Nina Stevenson after a consultation period with Hilary Grainger (former Dean of Academic Development & Quality Assurance), Paul Yuille (Director of International & Recruitment), and Hannah Clayton (Director of Internal & External Relations).

To coordinate and deliver objectives for 2019-2022, CSF will convene a EST Strategy Group to include:

Nina Stevenson Education for Sustainability Leader
Andrew Teverson Dean of Academic Strategy
Nick Almond Associate Dean: Learning Teaching and Enhancement
Sheldon Chow Head of Digital Learning
Susanna Burleigh Director of College Administration
Paul Yuille Director of International & Recruitment
Rebecca Munro Media Relations Manager
Laura Gander-Howe Director of Public and Cultural Engagement (Stratford)
Julia Crew Sustainability Specialist Lecturer (SDT)
Kelly Dearsley Acting Associate Dean (SMC)
Jeanne Nielsen Acting Sustainability Lead (FBS)
LCF Sustainability Coordinator
UAL Student Union representative

CIRCULATION

This report will be presented to the LCF College Operating Group in October 2019, and will be circulated to all staff and students at LCF and made available across UAL. It will also be submitted as a Sharing Information in Progress report to the Principles in Responsible Management Education (PRME). It will be available to download from the UAL website from Autumn 2019.

ABOUT LONDON COLLEGE OF FASHION

One of six colleges at University of the Arts London (UAL), London College of Fashion is a world-leader in fashion design, media and business education. In boundary-pushing research: where fashion intersects with science, engineering, technology. And in enterprise: where we partner with brands and help launch new businesses.

We have been nurturing creative talent for over a century, offering courses in all things fashion. Across every subject, we encourage our students to examine the past and challenge the present. To have their own ideas. And we give them the skills, opportunities – and above all, the freedom – to put those ideas into practice. With our support, they find their own styles and voices. Then use them to improve the way we live, and transform the future.

Centre for Sustainable Fashion (CSF) is a Research Centre of the University of the Arts London based at LCF, who's work explores vital elements of Better Lives, LCF's commitment to using fashion to drive change, build a sustainable future and improve the way we live.



Chapter 2

Context

Context for Education for Sustainability Transformation

Education for Sustainability Transformation in Fashion requires long-term commitment to a transformational and evolutionary process of change that can take place inside and outside of formal teaching and learning, the university buildings, and disciplinary borders. This process involves a range of scales, methods and locations where ideas can seed and grow. It involves the imagining and conceiving of cultural, nature-based, societal and economic prosperity, requiring critical and reflexive thinking and practice. LCF students and tutors have the opportunity and imperative to creatively explore the role of fashion; its artistic, culture-shaping and business practices in the context of the climate emergency and social inequality. Human induced climate change that is taking place on our planet and the widening gap between wealth and poverty is jeopardising our fellows and our futures. Fashion is represented across the problems and opportunities of our times and LCF's role as educators in fashion is a vital one in creating conditions for creatively challenging students and tutors and to contribute to restorative personal and professional practices in fashion.

“Education is the leverage point for change in societies, cultures and economies – and radical individual and systemic change is needed now more than ever. As world-leading fashion educators it is our responsibility to design learning experiences that challenge the damaging and outdated practices we see around us, and cultivate the critical skills, knowledge and mindsets of sustainability in LCF's fashion designers, communicators and strategists.” – *Nina Stevenson, Education for Sustainability Leader*

The EST Strategy is aligned to the United Nations Sustainable Development Goals, with specific reference to two of these goals as a core reference point in understanding existing and potential fashion, education, business, artistic and social practices:

- Sustainable Development Goal 4: to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.¹
- Sustainable Development Goal 12: Ensure sustainable consumption and production patterns.²

1 sustainabledevelopment.un.org/sdg4

2 sustainabledevelopment.un.org/sdg12

3 Nolet, V. (2016). *Educating for Sustainability: Principles and Practices for Sustainability Teachers*, New York: Routledge

4 Veugelers, W. & Vedder, P. (2003). “Values in Teaching”, in *Teachers and Teaching: Theory and Practice* Vol.9, No.4, November 2003. Carfax Publishing

5 UNESCO. (2012). *Education for sustainable development sourcebook. Learning and Training Tools* no. 4. Paris: UNESCO.

unesdoc.unesco.org/images/0021/002163/216383e.pdf

6 Senge, P. (1990) *The Fifth Discipline: The Art and Practice of the Learning Organization*, New York: Currency Doubleday

7 Capra, F. & Luisi, P. (2016) *The Systems View of Life*, Cambridge: Cambridge University Press

The EST Strategy takes a systems thinking approach, the purpose of education being to cultivate a sustainability worldview, a holistic phenomenon that involves a combination of values, knowledge, dispositions and agency so that learners see and interact with the world through the lens of sustainability (Nolet 2016).³ With this in mind, it is essential that, as an institution and as educators, we are equipped with the skills and development opportunities to not only teach about sustainability but to explore learning design and pedagogies that nurture the skills, attitudes and mindsets that can unlock sustainable visions and practices in students, and ultimately citizens. This approach can be named as values education - the notion of teaching social, political, cultural and aesthetic values, not just the transmission of information, as an increasingly complex world demands this competency of its citizens therefore education must reflect this (Veugelers & Vedder 2003).⁴

“Pedagogies associated with ESD stimulate pupils to ask questions, analyse, think critically and make decisions. Such pedagogies move from teacher-centred to student-centred lessons and from rote memorization to participatory learning.”⁵
– *UNESCO 2012*

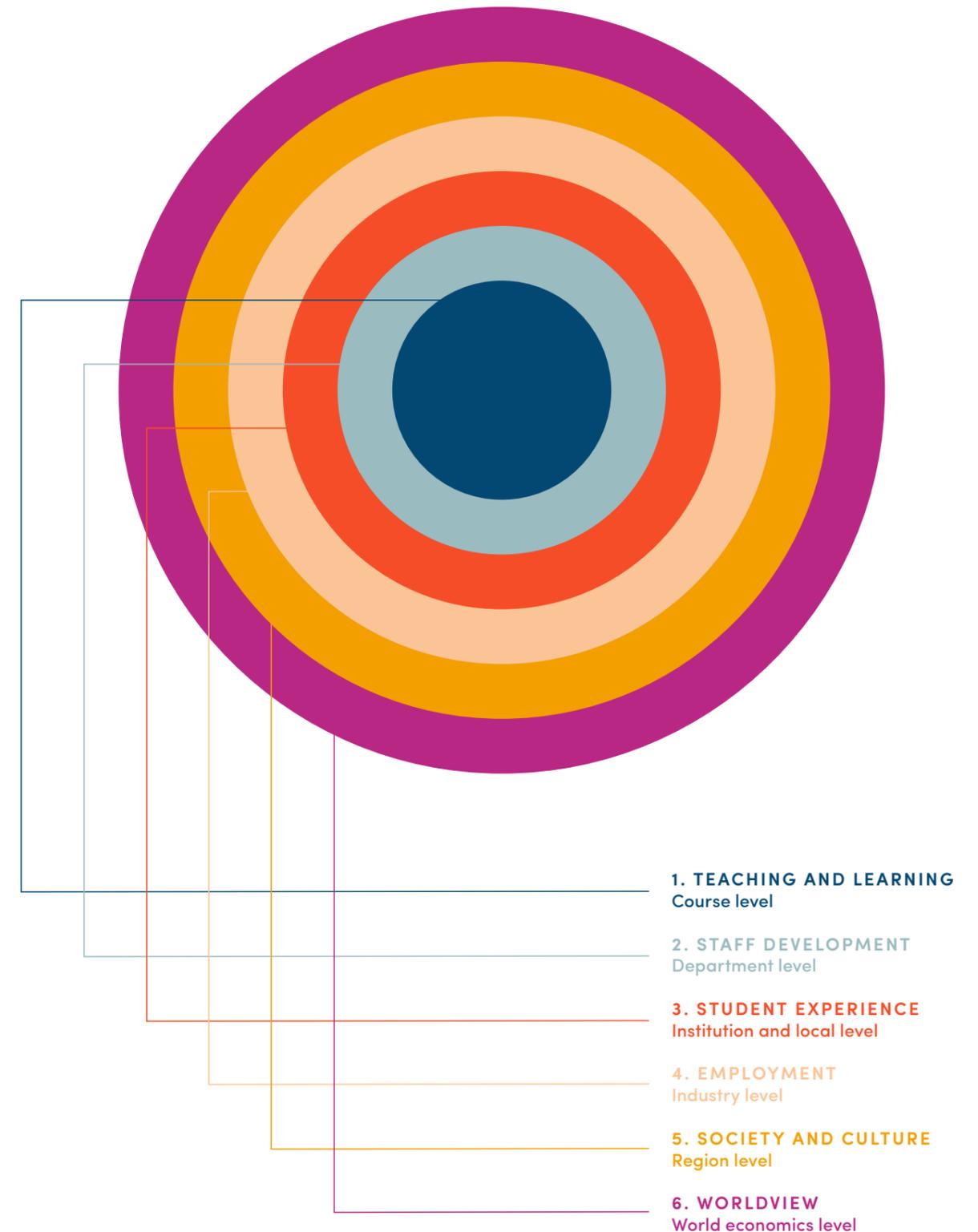
THE FASHION EDUCATION SYSTEM

Through the work of the Centre for Sustainable Fashion, specifically director Professor Dilys Williams, and Education for Sustainability Leader Nina Stevenson, a framework and set of pedagogic principles have been developed to support evolutionary and transformatory approaches to fashion education, communicated through its research, teaching and learning and knowledge exchange projects (see Chapter 9). This includes the development of a framing of fashion education as a system, which has been applied to this plan.

“...the unhealthiness of our world today is in direct proportion to our inability to see it as a whole.” – *Senge, 1990, p.68*⁶

This approach recognises the different levels, actors and points of intervention that are required to be actively engaging with sustainability in order for transformation to occur. This involves specific resources that can be applied to a broad set of scenarios, whilst understanding that the framework and resources can never be static, as they represent living systems (Capra & Luisi 2016)⁷, and thus they must be designed in ways that can inform and be informed by participants. The fashion education system consists of tangible elements (e.g. course content), relationships (e.g. between tutors as peers and with students as co-learners) and purpose (aims and functions). It sits within wider systems that it affects and is affected by, evolving through feedback loops between elements and emergent properties of the relational interactions at play.

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



SYSTEMS LEVEL ACHIEVEMENTS IN EDUCATION FOR SUSTAINABILITY TRANSFORMATION (2016-2019)

Headline achievements have been organised in relation to the Fashion Education System (Fig.1) to begin to explore the ambition of a holistic and multi-layered approach to transformation at LCF.

1. Teaching and Learning (Course Level)

- Through the Better Lives Unit, every first year undergraduate student at LCF explores the foundational themes of sustainability, social responsibility and diversity and applies them to the context of their subject specialism. During 2018/9, 1826 first year undergraduate students and 58 members of staff engaged in this programme (Priority 2).
- Each of LCF's three schools have identified a sustainability lead academic, with the School of Design Technology having appointed a full time Lecturer in Fashion and Sustainability (Priority 2).
- Students across the three schools, at undergraduate and postgraduate levels, are exploring sustainability through a range of collaborations, such as the landmark five year partnership between Centre for Sustainable Fashion and Kering which has engaged 1850 student and graduate changemakers since 2014 (Priority 6).
- All undergraduate and postgraduate courses at LCF are required articulate a statement on sustainability as part of the revalidation process (Priority 1).

2. Staff Development (Department Level)

- CSF are providing a range of staff development opportunities across the three schools to support evolutionary and transformatory approaches in fashion education (Priority 2).
- The LCF Sustainability Projects Fund (SPF) is a fund of £5000 per year for projects with a budget of up to £500. It is funded by the Pro Vice-Chancellor to support students and staff-led projects to enhance sustainability on campus ([Chapter 9](#)).
- By 2021, a platform of co-created knowledge, tools and resources to support fashion educators to practice Fashion Design for Sustainability will be available through Erasmus+ funded FashionSEEDS, a European network of fashion universities coordinated by CSF (Priority 6).

3. Student Experience (Institution and Local Level)

- UAL Student Union are engaging in research into student attitudes towards sustainability. In 2019, 88.3% of UAL students stated they would like sustainability to play a bigger part in curriculum at UAL (Priority 1).
- Green Week and Activities Week offer a dynamic range of extra-curricular activities to engage students in practical and theoretical explorations of fashion and sustainability ([Chapter 9](#)).
- UAL has been named the nineteenth greenest university in the UK and the highest ranked arts university by the People & Planet Green League. The university league table is the UK's only comprehensive and independent ranking of universities by ethical and environmental criteria ([Chapter 9](#)).
- In the last seven years UAL has won 10 Green Gown awards and been highly commended three times. UAL has also won two Green Apple Awards, one Royal Institute of British Architects Sustainability Award, one Soil Association Gold Award and an Ethical Procurement Award from the Observer. (Priority 2).
- All researchers and academic staff at CSF engage in teaching at LCF, collectively offering research-led teaching at BA, MA and PhD levels (Priority 6).
- CSF offers LCF students access to researchers through monthly open mornings (Priority 6).

4. Employment (Industry Level)

- With the support and guidance of LCF, students and graduates are pioneering new sustainability roles in a range of fashion brands, and are setting up new fashion initiatives that challenge the dominant fashion business model. The Kering Awards via CSF, Fashion Innovation Agency and the Student Enterprise Team are offering students mentoring, concept development and industry engagement to nurture sustainability skills and ideas for fashion (Priority 5).
- Since 2014, the Kering Awards for Sustainable Fashion have awarded LCF students with 100,000 Euros in prizes for innovation, and 12 paid internships at luxury brands as prizes for collaboration (Priority 5).
- LCF Careers and CSF are developing a new diagnostic tool for students to identify their skills, values and interests in relation to sustainability and their career paths (Priority 5).
- LCF Short Courses have initiated new high quality training in fashion and sustainability in response to industry demand (Priority 2).

5. Society and Culture (Region Level)

- UAL's first ever MOOC in Fashion & Sustainability, developed by CSF with the support of Kering, has created a network of global sustainability changemakers with 28,752 learners from 151 countries since 2018 (Priority 3).
- CSF submitted evidence to The Environmental Audit Committee inquiry into the social and environmental impact of disposable 'fast fashion' and the wider clothing industry (Priority 6).
- As special adviser to the V&A, Professor Dilys Williams' research engaged students from MA Fashion Futures to create a public-facing narrative on our relationship with nature for the Fashioned from Nature exhibition, attracting 175,795 visitors during its 2018/19 opening (Priority 6).
- CSF's is linking education to research through pioneering theory and practice based enquiry that challenges the role of fashion in relation to economy, nature, culture and society (Priority 6).
- LCF's voice in sustainability debates is recognised by UK and international media with a high number of mentions in key publications such as Vogue, BBC, Grazia, Sky News, WWD, Guardian, Refinery29 and The Times (Priority 4).
- Through social responsibility, international and enterprise teams, LCF is engaging with a multiplicity of diverse local and global communities using fashion as a catalyst for change (Priority 4).

6. Worldview (World Economics Level)

- CSF is pioneering world leading research, education and knowledge exchange through radical, experimental and transformational approaches to higher education, with the contexts of human equity and nature's limits at the foundation of its practice (Priority 6).



Chapter 3

Commitment to PRME

“As an institution of higher education involved in the development of current and future fashion professionals, London College of Fashion (LCF) is committed to progress in the implementation of the Principles for Responsible Management Education. LCF continually works to grow, evolve and integrate the understanding of ethical practice and sustainability across the areas of learning, teaching and research.

I am delighted to reaffirm our commitment to PRME and I very much look forward to implementing the exciting initiatives we have planned to develop over the course of the next two years.”

– Dilys Williams, Professor of Fashion Design for Sustainability and Director, Centre for Sustainable Fashion

ALIGNMENT TO PRME

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

Signatories to PRME are required to submit a Sharing Information on Progress (SIP) report once every two years. The SIP report is a communication to stakeholders – faculty, staff, students, partners, and the public – of the progress made implementing the Seven Principles in teaching, research, and thought leadership. LCF’s first SIP report was published in October 2017, drawing primarily on activities led by the Fashion Business School. To offer an holistic overview of progress across the schools and departments at LCF, the 2019 SIP report has been incorporated as part of the Education for Sustainability Transformation Interim Report.

This chapter outlines the PRME principles in relation to the EST Priorities, summarising progress on the 2017 objectives and where to find further evidence in this report. Fig. 2 makes explicit links between the principles and the priorities to demonstrate synergies. Readers can therefore explore in depth the evidence relating to the principles and priorities in subsequent chapters.



Photography: Katy Davies

Fig.2 Alignment of PRME Principles to EST Priorities

PRME Principles

- 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 and curricula 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 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.
- Principle 7: Organisational Practices**
We understand that our own organisational practices should serve as example of the values and attitudes we convey to our students.

EST Priorities

- Priority 1**
We will promote teaching excellence through a systematic approach to recruitment, reward and recognition.
1.1 LCF to work within academic frameworks to embed sustainability monitoring and tracking making activities and achievements more visible. Schools to identify and document sustainability across formal & informal curriculum. Annual reporting to ADQA/ CSF.
1.2 Learning & Teaching Coordinators to have sustainability responsibilities within their roles.
- Priority 2**
We will develop and offer creative, curious, critical curricula.
2.1 LCF will develop a range of staff development resources to support the knowledge and understanding of sustainability in fashion education.
2.2 Sustainability will become a mark of distinction across LCF’s new academic ventures and existing courses.
- Priority 3**
We will embed the digital within all aspects of teaching and learning to prepare students for digital futures.
3.1 Digital resources empower student learning in sustainability.
- Priority 4**
We will deliver inclusive teaching and learning.
4.1 LCF to engage with partners from different disciplines, territories and sectors with interests in sustainability.
- Priority 5**
We will enhance students’ employability.
5.1 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.
- Priority 6**
We will deliver teaching and learning that can contribute to transforming the higher education experience through nature based and human centred design.
6.1 Develop research and practice in education for sustainability.

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.

OBJECTIVES 2017-19

- To pioneer additional fashion-based social enterprises, encouraging students to consider new approaches to fashion business.
- The future ambition for the Making for Change initiative is to develop the business model to increase its financial status to become a sustainable fashion-based social enterprise, offering a quality service to fashion and homeware businesses.

PROGRESS

Progress against the 2017 objectives for Principle 1 has been evidenced through the work of the Student Enterprise and Social Responsibility teams – each pioneering work to ensure LCF is strategically committed to equality, diversity, inclusivity and social responsibility. This progress demonstrates development across Teaching & Learning, Employment and Society & Culture in the LCF Fashion Education System. Evidence on these initiatives can be found in [Chapters 7](#) and [8](#).

PRINCIPLE 2: VALUES

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

OBJECTIVES 2017-19

- To ensure the development of all appropriate course units align with both the PRME principles and Sustainable Development Goals (SDGs).

PROGRESS

Education for Sustainability in fashion requires long-term commitment to achieve transformational change. Sustainability is a key strategic aim of UAL: “to create a culture of social and environmental awareness in order to develop and integrate sustainable and ethical practice throughout all aspects of our life and work.” It is incorporated into our academic activities and curricula, and the values of social responsibility are portrayed in both global and local initiatives.

LCF has embraced and integrated sustainability focused courses, programmes and specialist sessions into its pedagogies, experiences and ambitions, for a transformed educational experience that enable students to engage with key themes and address critical issues in their study. Progress against the 2017 objectives covers many aspects of our teaching in business, design and communications, plus through research-led innovation in fashion education for sustainability.

These activities demonstrate impact on Teaching & Learning in the LCF Fashion Education System. To support Staff Development in achieving Principle 2 at LCF, Centre for Sustainable Fashion has delivered online learning opportunities. This also has a wider impact on Society & Culture as massive global network of learners has been created through the online course. Details can be found in [Chapters 3](#) and [4](#), plus in [Appendices](#) where the reports for Fashion Business School, School of Design Technology and School of Media & Communications can be found.

PRINCIPLE 3: METHOD

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

OBJECTIVES 2017-19

- Complete activity mapping across all three schools at LCF and share best practice at future college events.
- To appoint a lecturer in Sustainable Fashion.
- Work to further develop and support CSF’s MOOC to become a co-created resource on Sustainable Fashion.
- The Credit Framework Review across LCF will ensure that the new course mapping will include further student choice to encourage undergraduate students to participate in sustainable focused projects. This is following good practice within the postgraduate courses.

PROGRESS

Activities that contribute to Principle 3 are creating impact across a number of levels of the LCF Fashion Education System – Teaching & Learning, Staff Development; Student Experience. For more information on how we track and monitor sustainability across the schools, and how we are providing specialist teaching in sustainability see [Chapter 4](#); for details of the online course or MOOC, see [Chapter 6](#); and for information on the distinction of our courses, see [Chapter 5](#).

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.

OBJECTIVES 2017-19

- We are currently developing a University research centre for fashion business and management. One of the key themes for future research development is ‘strategic decision making under uncertainty’ and it is here that future collaborative projects with CSF are to take place.
- We will look for opportunities to publish management orientated outputs from the many high quality industry-connected research projects within our institution that address social, environmental and economic sustainability in the fashion industry. We expect that the creation of a research centre should lead to the development of industry and government funded projects in this field.

PROGRESS

In response to the 2017 objectives to Principle 5, a number of Fashion Business School researchers have produced outputs that include an aspect of sustainability theory and practice, including Bethan Alexander, Natascha Radclyffe-Thomas, Rosemary Varley, Ana Roncha, Hannah Middleton and Liz Parker. Full details can be found in [Appendix 1](#) – Fashion Business School report. For details on how Centre for Sustainable Fashion, a UAL research centre, is contributing to Principle 4, see [Chapter 9](#).

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.

OBJECTIVES 2017-19

- To continue to develop significant strategic partnerships to expand knowledge of social innovation and the challenges faced by society in order to create a coordinated and informed approach to community engagement.

PROGRESS

LCF's interactions with business and community through strategic partnerships is evident through a range of initiatives such as CSF's Knowledge Exchange Work, Making for Change's work with HMP Downview, Waltham Forest Borough Council, and Poplar Works. More information on these and other activities can be found in [Chapters 4, 6 and 9](#).

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.

OBJECTIVES 2017-19

- To present the findings of from the first Fashion Managers Survey at the Fashion Business School Summit in October 2017 with an interactive panel discussion.
- To develop new executive education products that will be derived from the identified directional need.

PROGRESS

Within the 2017 report we provided details of the launch of an annual survey of senior fashion business professionals known as the Fashion Manager survey. The survey was developed to highlight current managerial thinking in areas such as technology, competitive pressures, and ethics and sustainability. With its focus at the intersection of research and knowledge exchange the survey carries a high industry practitioner relevance as a tool to inform and discuss. For full details, see [Appendix 1](#) Fashion Business School report.

Further evidence to support the ambition of Principle 6 to facilitate and support dialogue and debate can be found in [Chapter 5](#). These activities are enhancing sustainability transformation in Teaching & Learning, Student Experience, and Society & Culture, and are contributing to the transformation of our Worldview.

PRINCIPLE 7: ORGANISATIONAL PRACTICES

We understand that our own organisational practices should serve as example of the values and attitudes we convey to our students.

OBJECTIVES 2017-19

- LCF Sustainability Coordinator will develop a baseline and improve a range of operational areas within the college. These include sustainable furniture procurement, campaign to reduce electrical equipment left on, maintaining existing natural and garden spaces, and increase planting by at least twenty bee-friendly plants.
- The college aims to achieve over 50% waste recycled at all sites to serve as an example of the culture and attitudes we convey to our students.
- We aim to raise sustainability awareness of staff and students by increased and further developed internal LCF communities and communications

PROGRESS

The progress at LCF in our own organisational practices has been led by the LCF Sustainability Coordinator, in liaison with UAL sustainability leads. Progress in relation to the objectives outlined in 2017 can be found in [Chapter 10](#). Through this work to be sure that our 'house is in order', LCF is creating impact across many levels of the Fashion Education System such as Teaching & Learning, Student Experience, and Society & Culture.

OBJECTIVES 2019-21

For a summary of objectives up to 2021 in line with the EST strategic priorities, please see [Chapter 11](#).



Chapter 4

Priority 1

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

Priority 1

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

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

PROGRESS TO DATE

- Through collaboration with CSF, two out of three schools (FBS and SDT) at LCF have produced comprehensive reports on activities and achievements in Education for Sustainability Transformation. CSF will work with SMC in 2019/20 to produce a similar status report.
- LCF's membership of PRME stipulates biannual reporting against its principles (see Chapter 3).
- All courses undertaking revalidation must provide a sustainability statement. Education for Sustainability team at CSF are available for consultation to support the revalidation process.
- Monitoring of sustainability in courses is undertaken through annual course monitoring and unit handbook evaluation processes.
- The Academic Enterprise department has initiated a sustainability strategy group.

REPORTING ON EST

Over three years since the inception of the EST Strategy, the work of reporting on sustainability activities and achievements in the curricula of the three schools has developed significantly. As an institution, engagement with sustainability in fashion from staff and students has proliferated across the business, design and media courses, and across levels with each school able to identify leading educators, students, courses, units and informal learning opportunities that are working with sustainability themes. Prior to the EST Strategy, an internal reporting mechanism to collate and track these activities and achievements did not exist.

The Education for Sustainability team at Centre for Sustainable Fashion has been responsible for coordinating activities and achievements through regular contact with FBS, SDT and SMC. Highlight achievements over the past three years have at key intervals been presented at Executive Group, College Operating Group, and school Senior Leadership Team meetings. CSF has liaised directly with Director of College Administration, Susanna Burleigh, to track progress against the EST Strategy.

In 2016-17, CSF worked with FBS to report on the activities and achievements from students and staff in Education for Sustainability Transformation. This was delivered by the administrative team in FBS, overseen by the Dean of FBS, and in liaison with academic teams, and was shared within the school and with senior managers in the LCF Executive Group. This report was aligned with the delivery of the first PRME SIP report in October 2017.

In 2017-18, CSF worked with SDT to produce a report on their activities and achievements in Education for Sustainability Transformation. This followed the outline of the FBS report and was coordinated by SDT's full time Sustainability Lecturer,

Julia Crew, overseen by the Dean of SDT, and in liaison with academic teams. This report was shared within the school and with senior managers in the LCF Executive Group.

In accordance with the EST Operating Plan, it was the intention that SMC would undertake a report on their activities and achievements. However, staffing changes in the school meant that this was not possible. A sustainability lead in SMC has now been identified (Kelly Dearsley, Acting Associate Dean: School of Media and Communication), and interim evidence has been compiled to support the writing of this report.

QUALITY ASSURANCE

The LCF curriculum is now well positioned to further build on its newly development curriculum foundation that cements the college's commitment towards embedding of sustainability into the core of its practice. The college has just completed the LCF Credit Framework Review, that has progressively pivoted the whole curriculum portfolio of the college to a new block structured (semesterised) model.

This broad revalidation programme, provided an opportunity for the college to revisit its central structure and ethos of the curriculum. Throughout this process, which is nearing its final phases, all colleagues that have validated new courses (100% of the undergraduate curriculum and 50% of the postgraduate curriculum) have been requested to justify how their curricula embeds sustainability from the outset of the curriculum development process.

This Quality Assurance oriented process has resulted in a broad-spectrum uptake of sustainability content across the LCF curriculum portfolio and iterative enhancement towards this goal is monitored through a range of processes including the colleges continual monitoring processes and on-going Unit Handbook evaluation processes. However, to ensure that the core narratives that represent the college ethos were central to the curriculum journey for all of our students, the college opted to create shared curriculum unit that would act as a cornerstone of the first year student experience - the Better Lives Unit (more details in Chapter 5).

The success of this broad curriculum development exercise is that the Better Lives Unit acts as the platform for values driven pedagogy, with sustainability at its core. The LCF curriculum is well situated to mainstream sustainable thinking into everything it does. Looking towards 2022 and beyond, we now conceptualize the student journey from the first year, through to postgraduate and into students professional practice as a means to shape the future of the fashion industry, with our students as central change agents. This messaging is now firmly embedded into our induction materials and into broader communication strategies and distinct work packages focusing on pedagogical innovation that seek to build on current practice and promote active and ongoing development of student understanding.

OBSERVATIONS

In analysing the evidence from the three schools and through liaising with academic teams, it is clear that the task of tracking and reporting sustainability activities and achievements requires input from a variety of personnel. Each school has approached this task in a different way, drawing on the skills and expertise of both administrators and educators. In the case of SDT, they have taken the step of appointing a full time sustainability lecturer who is working first hand to develop and deliver curriculum content, and can effectively liaise with courses to collate evidence on an ongoing basis. In the case of FBS, there are a number of identified tutors and researchers who are developing sustainability teaching and research across programmes in their subject specialisms and courses. Their knowledge has been collated by the administrative team in the Dean's office to formulate the report. 2019/20 will see the development of the reporting structure in SMC.

It is important to recognise the non-standardised approach to reporting on Education for Sustainability Transformation across the three schools as demonstrated through this pilot phase. As we progress through the next two years, it will be fruitful to identify the key personnel who will maintain this reporting as part of their role and responsibilities. In addition, this period of time will allow LCF to identify and standardise the key performance indicators that are used in the school reports, dissemination and circulation of reports (internal and external), and criteria for objective setting in response to the findings. Furthermore, a schedule for annual reporting on Education for Sustainability Transformation should be agreed that aligns with existing monitoring and planning mechanisms.

OBJECTIVES FOR 2019-2021

- Dean of each school to formally identify the representative in each school who is responsible for delivering the report on Education for Sustainability Transformation.
- CSF's Education for Sustainability Leader to work in collaboration with the Dean of Academic Strategy to design a reporting schedule, key performance indicators, dissemination, and criteria for objective setting for Education for Sustainability Transformation, and table this for agreement at Executive Group.

The Better Lives Unit acts as the platform for values driven pedagogy, with sustainability at its core.



Iris Vilu
BA Fashion Jewellery

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

PROGRESS TO DATE

- During 2016-17 Learning & Teaching Coordinators worked with CSF to develop their expertise in Education for Sustainability Transformation.
- Staffing changes put this work on hold during 2017-18. It was agreed by Executive Group that a named sustainability lead from each school would liaise with CSF to deliver activities against the EST Strategy, with specified responsibilities to embed sustainability in the curriculum of the school.
- In 2018, SDT created a new full time post, Lecturer in Fashion and Sustainability.
- In 2019, FBS and SMC identified sustainability leads in their academic teams.

To ensure continued leadership and subject specific expertise in Education for Sustainability Transformation, the identification of lead educators in each of the schools has been prioritised. With each school taking a different approach to coordinating and delivering sustainability content, the formal identification of a sustainability lead has not been straightforward to achieve.

The School of Design Technology (SDT) identified in 2017 that a full time sustainability specialist lecturer would be a valuable asset in the school. In January 2018 SDT appointed Julia Crew, an alumnus of LCF's BA Accessories and MA Fashion & the Environment, as Lecturer in Fashion and Sustainability, a full-time post dedicated to working with course teams across the school to deliver specialist lectures, work on project briefs, create sustainability resources for students and consult on further development ideas and opportunities. This role has, in part, contributed towards a growing momentum behind this subject area and in its prioritisation in terms of promoting and driving forward the subject in the curriculum. Julia actively engages with CSF and with other members of SDT actively engaged in sustainability through teaching and research.

The Fashion Business School (FBS) has a portfolio of teaching and research staff all actively working with sustainability in their specialist areas. In 2019, Jeanne Nielson, Course Leader for MA Fashion Design Management, was appointed as acting FBS lead for sustainable fashion. This role is currently being defined with the hope to recruit a sustainability lead before the end of 2019.

The School of Media & Communication do not have a specialist lecturer that delivers specifically in the area of sustainability, but rather encourage staff teams to consider sustainability along with diversity and inclusion as being central to all that they do. SMC are always looking to how they might improve delivery around the theme of sustainability. It is the intention that during 2019-20 there will be consolidation and further definition of how to approach sustainability within curriculum, including how to track, measure and report impact on student experience. This will be achieved through closer consultation with CSF.

OBJECTIVES FOR 2019-2021

- The sustainability lead in each school will identify teaching staff who have sustainability as part of their role and responsibilities. This community will be made this visible to staff and students at LCF through a mapping and communications exercise, coordinated by CSF.
- CSF to continue to offer consultation to school sustainability leads, and find new opportunities to collaborate to support the vision statements of each school.





Chapter 5

Priority 2

We will develop and offer creative, curious, critical curricula

Priority 2

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

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

PROGRESS TO DATE

- CSF offers support to staff through consultation, delivery of workshops and collaborative opportunities.
- In 2018, a free six week online course was launched by CSF in collaboration with luxury group Kering. This is available for all staff to access to offer a comprehensive introduction to fashion and sustainability, and become part of a community of more than 28,000 learners worldwide.
- In 2019, CSF launched the Fashion Futures 2030, an online toolkit designed to help educators, industry professionals and students engage in critical thought and discourse of fashion and nature through the exploration of four possible future scenarios.
- FashionSEEDS will create an online learning resource repository which will equip teaching and technical staff with knowledge and resources in fashion design for sustainability. This will be developed during 2018–2021 in partnership with three other European HEIs, enabled by Erasmus+ funding.

Since 2008, Centre for Sustainable Fashion has supported staff development in EST through a range of support mechanisms including design and delivery of workshops for staff, consultation with academic staff, and delivery of funded projects via Higher Education Academy (notably the Green Academy Programme 2013–14).

Since 2016, CSF has:

- Supported the Undergraduate Credit Framework Review process through the delivery of workshops, away days and consultations with Senior Leadership Teams, Programme Directors, Course Leaders and Course Teams. The aim of these sessions was to enhance knowledge and understanding of sustainability to empower course teams to embed sustainability content, pedagogies and learning outcomes.
- In 2016/17 the Learning & Teaching Coordinators attended the CSF Lab Day, part of the collaborative unit masters course, offering an in depth introduction to fashion and sustainability in collaboration with luxury group Kering. The aim was to offer key teaching staff the opportunity to observe a research led approach to teaching sustainability in fashion, based on CSF pedagogies for sustainability.
- CSF has curated and coordinated c.25 Better Lives Lectures since 2010, bringing sustainability research and education themes to the forefront of debate for staff and students.

ONLINE COURSE

In 2018, CSF launched UAL's first MOOC on FutureLearn. This free to access six week course (Fashion & Sustainability: Understanding Luxury Fashion in a Changing World) offers benefit back into LCF and UAL through the opportunity to upskill staff across the institution. The online course has been promoted internally at the institution

as a staff development tool, and we will continue to do so. Due to restrictions on access to data, it is not possible to track numbers of participants from LCF, however it has been noted anecdotally that the course has been highlighted as an achievement or objective for staff through the Planning Review and Appraisal (PRA) process therefore empowering educators to align their courses with SDGs and PRME. All resources are available for LCF staff to access and repurpose for their own teaching, such as films, worksheets, activities and podcasts.

“The Fashion and Sustainability course is brilliant. I have really enjoyed learning about sustainability in Fashion.” – *Specialist Technician in Photography, LCF*

“This course has given me ideas to bring into my own teaching and I have recommended it to students and colleagues, as I think this is crucial and relevant information that everyone in the fashion industry should know about.” – *Jessica Williams, Lecturer in 3D Development and Realisation for Fashion Sportswear & Sample Room Tutor, LCF*

FASHIONSEEDS

Fashion Societal, Economic & Environmental Design-led Sustainability, led by CSF's Prof. Dilys Williams, explores what a transformed education system in Fashion Design for Sustainability could look like and aims to develop a holistic framework to embed sustainability into higher education fashion design. Through a European collaborative network of fashion universities, funded through the Erasmus+ programme, and using radical design-led approaches, the framework will include course content, methodologies, learning environments, teaching materials and sector engagement in a fashion education system that seeks to nurture graduates with the skills, capabilities and knowledge of fashion design for sustainability. This will be freely available for fashion educators globally to access through an online resource repository by 2021.

FASHION FUTURES 2030

In 2019, CSF developed the Fashion Futures 2030, an online toolkit, funded by C&A Foundation, designed to help educators, industry professionals and students engage in critical thought and discourse of fashion and nature through the exploration of four possible future scenarios. By engaging with these future scenarios, educators can develop visions, interventions and commitments to guide strategy for design, business and communication. Fashion Futures 2030 toolkits are aimed at those teaching and working in fashion across a range of design, business and media roles and courses. The toolkit is free to access and download offers pathways which have been designed to be flexible enough to be planned and delivered as an hour-long ideation session, a one day workshop, or a course module.

LEARNING FOR SUSTAINABILITY

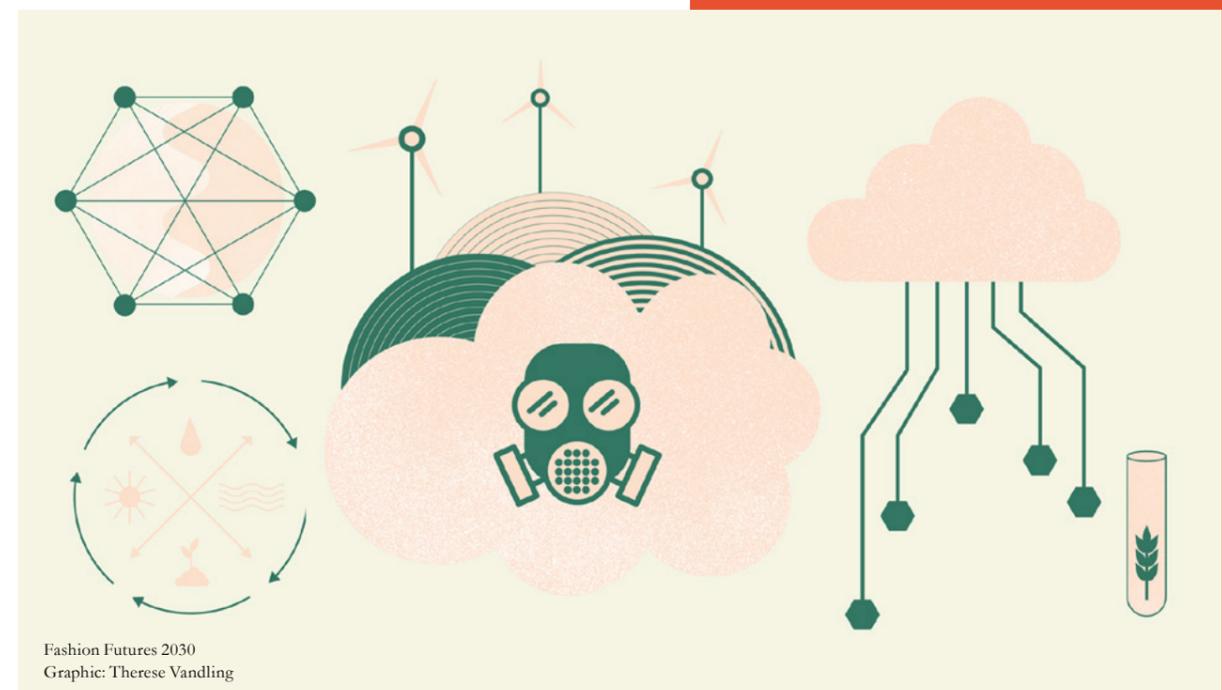
The Postgraduate Certificate Academic Practice in Art, Design and Communication (PGCert) is a key qualification for those who teach or support learning in arts higher education. It's aimed at a wide range of graduate staff with academic or academic-related roles and is open to both UAL and external applicants. The Learning for Sustainability elective unit explores issues of sustainability in the staff's current academic practice, and undertake an investigation that will form the basis of a sustainability workshop to be delivered to a wider audience of University staff. This unit allows staff to reflect and define what sustainability means to them, their role, practice and teaching and learning experience.

OBJECTIVES FOR 2019–2021

- Continue to promote the Fashion & Sustainability online course to staff at LCF as a development opportunity. Make resources from the online course easily available for staff to access for their own learning and teaching.
- CSF to continue to work with the schools to share research and knowledge on Education for Sustainability Transformation via the school sustainability leads. This will be through consultation and co-created project opportunities.
- Project team at CSF to deliver the FashionSEEDS learning resource repository and engage LCF staff in the development and prototyping process.

“I think this is crucial and relevant information that everyone in the fashion industry should know about.”

JESSICA WILLIAMS,
Lecturer in 3D Development and Realisation for
Fashion Sportswear & Sample Room Tutor, LCF



“The fashion system is rapidly evolving and the industry is fundamentally rethinking its values from design, to production, to consumers. The school intends to meet industry demands and be the driver of future change.”

JOSÉ TEUNISSEN
Dean for School of Design Technology

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

PROGRESS TO DATE

- All three schools have articulated vision statements and reported comprehensive portfolios of activities and achievements from across their undergraduate and postgraduate courses, with significant highlights from staff and students leading the way in their fields.
- MA Fashion Futures continues to be recognised as one of the world's leading masters courses offering new critical perspectives on fashion grounded in ecological thinking.
- Better Lives Unit is mandatory for all first year undergraduate students, introducing the foundational themes of sustainability, diversity and social responsibility and asking students to consider the themes through subject specific practice.
- Since 2014, LCF x Kering partnership has co-created and delivered a 15 week course to over 200 masters students through the Collaborative Unit, built on the research of Centre for Sustainable Fashion and the expertise of luxury fashion group Kering. This has been translated into UAL's first MOOC with 28,752 global learners since its launch in 2018 (See [Chapter 9](#)).
- LCF Short Courses are delivering a portfolio of short courses and bespoke courses in sustainability, and have engaged 296 students to date.
- LCF's excellence in sustainability has been recognised by winning six Green Gown Awards, and being identified as Highly Commended eight times since 2007.
- UAL has been named the nineteenth greenest university in the UK and the highest ranked arts university by the People & Planet Green League. The University League table is the UK's only comprehensive and independent ranking of universities by ethical and environmental criteria.
- UAL Student Union are committed to bringing sustainability to the forefront of student life through research, commitment and action.

FASHION BUSINESS SCHOOL

Sustainability and business ethics underpin the ethos of the Fashion Business School and our four school themes: Purpose, Planet, People and Profit.

The Fashion Business School is committed to ensuring that sustainability in its broadest sense is embedded both within and alongside formal teaching and learning by providing numerous opportunities for students to engage with and explore the concept of sustainability. FBS encourages staff and students to shape their commitment to this important concept through more formalised learning and engagement with extracurricular activities. Course validation and revalidation ensures that sustainability and ethical considerations are significantly embedded across the range of Fashion Business School courses at both PG and UG level.

Over recent years FBS has celebrated numerous Green Gown winners, most recently in November 2018 FBS achieved Highly Commended for LCF x ASOS Visioning the Circular Economy in the Student Engagement category. The project encourages collaborative rethinking of processes embedded in the fashion industry and involved over 250 students and 19 staff members, alongside industry professionals and 14+ members of ASOS's central team. Full school report can be found in [Appendix 1](#).

SCHOOL OF DESIGN TECHNOLOGY

Since publishing the Education for Sustainability Transformation report in 2018, there has been continued extensive evidence of sustainability becoming widely addressed and explored by students and staff across the School of Design and Technology (SDT) in a variety of ways.

The school has recognised the requirement for a long-term commitment to a transformational and evolutionary process of change in order to ensure sustainability is embedded both within the formal curriculum and by providing numerous opportunities for students and staff to engage with and explore the concepts of sustainability. We are committed to the UAL strategic priorities for teaching and learning in the context of sustainability, and fully developing further opportunities to implement and integrate new initiatives within the school, as was documented in the 2018 EST report.

The Dean for SDT, José Teunissen comments that, “The fashion system is rapidly evolving and the industry is fundamentally rethinking its values from design, to production, to consumers. The School intends to meet industry demands and be the driver of future change.” By embedding the design philosophy ‘Merged Métiers’, SDT seeks to expand the field of innovation in fashion design by incorporating craft technology, creative arts and digital engineering, and supporting collaboration across disciplines and industries.

Over this time, SDT continues to create opportunities to further strengthen LCF's profile by integrating sustainability, social responsibility, ethics and new technologies in design and manufacturing processes in the curriculum, and facilitating students to explore new values and meanings in imagining a changing fashion culture, reflecting 21st century living. Progress is being made to ensure these initiatives are increasingly systematic within SDT, and taking place in a more consistent and connected way across programmes and levels of study. Full school report can be found in [Appendix 2](#).

SDT has recognised the requirement for a long term commitment to a transformational and evolutionary process of change.



Natural Dyes - LCF Short Courses
Photography: Sophia Raja

SCHOOL OF MEDIA AND COMMUNICATION

Sustainability is implicit within the curriculum delivered across the School of Media and Communication (SMC) as our courses at both undergraduate and postgraduate level map to the Better Lives agenda set by London College of Fashion. The Better Lives agenda seeks to use fashion as a driver for change. Through our disciplines of fashion communication, fashion media and performance our students are encouraged to interrogate and challenge existing industry practices in order to build a more sustainable future and facilitate better ways of living. Our students are not only industry ready when they leave us, but are equipped to consider the social, political and cultural implications of their practice with a view to making change.

Our work in SMC considers sustainability as a concept in relation to materials, but extends this interest to sustainability in relation to communication practice and the media. The unprecedented speed of change in digital networked technology is central to the questions we ask in relation to shifts in the way that brands communicate with their consumers and in the channels and platforms used in the field of performance. Sustainability of the media and its associated disciplines is a current theme explored by both staff and students. The shift in hierarchical structures and the blurring of boundaries in relation to the established disciplines in the field of media and communication are topics we use to critique the industry. Interdisciplinary and multidisciplinary approaches are understood by us to be key to understanding the future, as is unpacking the notion of collaboration in the contemporary landscape. Full school report can be found in [Appendix 3](#).

MA FASHION FUTURES

Founded by Professor Dilys Williams in 2008, MA Fashion Futures places sustainability at the heart of fashion practice to help shape the next generation of sustainable brands and pioneers. It was the first course of its kind, placing ecological thinking at the forefront of fashion theory and practice, with students producing a diverse portfolio demonstrative of their contextual study and practice-based learning. Students are encouraged to explore and develop speculative fashion practice and theoretical perspectives in parallel, identifying new territories for fashion and work in new spaces to communicate ideas in relation to design for sustainability where digital design applications, the interplay of hard and soft sciences, design futuring, fashion design theory, fashion thinking, meta design, ethics, politics, psychology and anthropology are considered. Critical fashion practice and reflexive thinking to test, reframe and make responses to existing paradigms, is key to MA Fashion Futures. This enables students to develop a very personal response to, and a critique of, the current paradigm and the role and activities of fashion.

Graduates of MA Fashion Futures (previously MA Fashion & the Environment) are pioneering new sustainability roles in existing brands, building new fashion and communication brands built on sustainability values, exploring sustainability practices through PhD study and research practice, and offering fashion students of the future alternative perspectives through teaching and learning.

BETTER LIVES UNIT

Validated in 2018 and launched in February 2019, the Better Lives Unit acts as a shared collaborative curriculum unit across all undergraduate courses at LCF. Situated in the second curriculum block in the first year undergraduate curriculum, the unit was identified in the recent LCF credit framework review as a site for students to interact and collaborate across their courses, with an element of optionality. By taking advantage of this unit as a space for open reflective exploration across courses and schools, a values driven unit was created that actively positions sustainability, alongside issues of diversity and social responsibility at the core of its operation.

In order to coordinate this complex unit, which directly serves over 1800 students in the undergraduate curriculum and involving 58 members of staff at LCF, it was necessary to step change the college's pedagogy into a more digital, agile and collaborative direction (further details on the digital approach in [Chapter 6](#)). Here, students were presented with a lecture series providing a cross-section of research informed insights into the activity across these values driven themes. Following this two-week segment, which built on live streamed, remotely interactive learning experiences, the students progressed to their Better Lives Projects. These projects, which students elected into, provided students with an experience outside of their parent courses, where they were prompted to connect their practice to issues of sustainability, diversity and social responsibility. Finally, students were asked to reflect on their experience, discussing how their current and future practice could be modified to better reflect these themes as a visioning exercise for their future careers.

CSF X KERING CO-CREATED CURRICULUM

Since 2014, LCF students from across all the schools at Masters level have engaged in CSF & Kering's collaborative unit, Empowering Imagination. Through co-creating curriculum the course aims to create a new kind of fashion graduate who can support sustainable practices and innovation within the industry and push for change. Over the past five years, CSF and Kering have worked with 200 students across MA and MSc courses at LCF. This approach is groundbreaking in bringing together students from across disciplines to pioneer a change in practice for the fashion industry, with expert insight from Kering, CSF researchers and a selection of outside organisations.

During the 15-week programme, students explore the context of our times from different perspectives, to identify how fashion might transform itself and contribute to societies, cultures, and economies, responding to one of a set number of challenges using education for sustainability pedagogic principles of creative and critical thinking, interdisciplinarity and informed decision making. In 2018, translated this course to a 6-week online MOOC format and launched it with Kering on FutureLearn. 28,752 learners from 151 countries have participated in the course to date (more details in [Chapter 6](#)).

“This course had been amazing. I didn't realise that we'd get the real beginning of an education, a viable framework to approach sustainability. I didn't have this insight before into what a real application of sustainability within business looks like.”
– *Masters student*

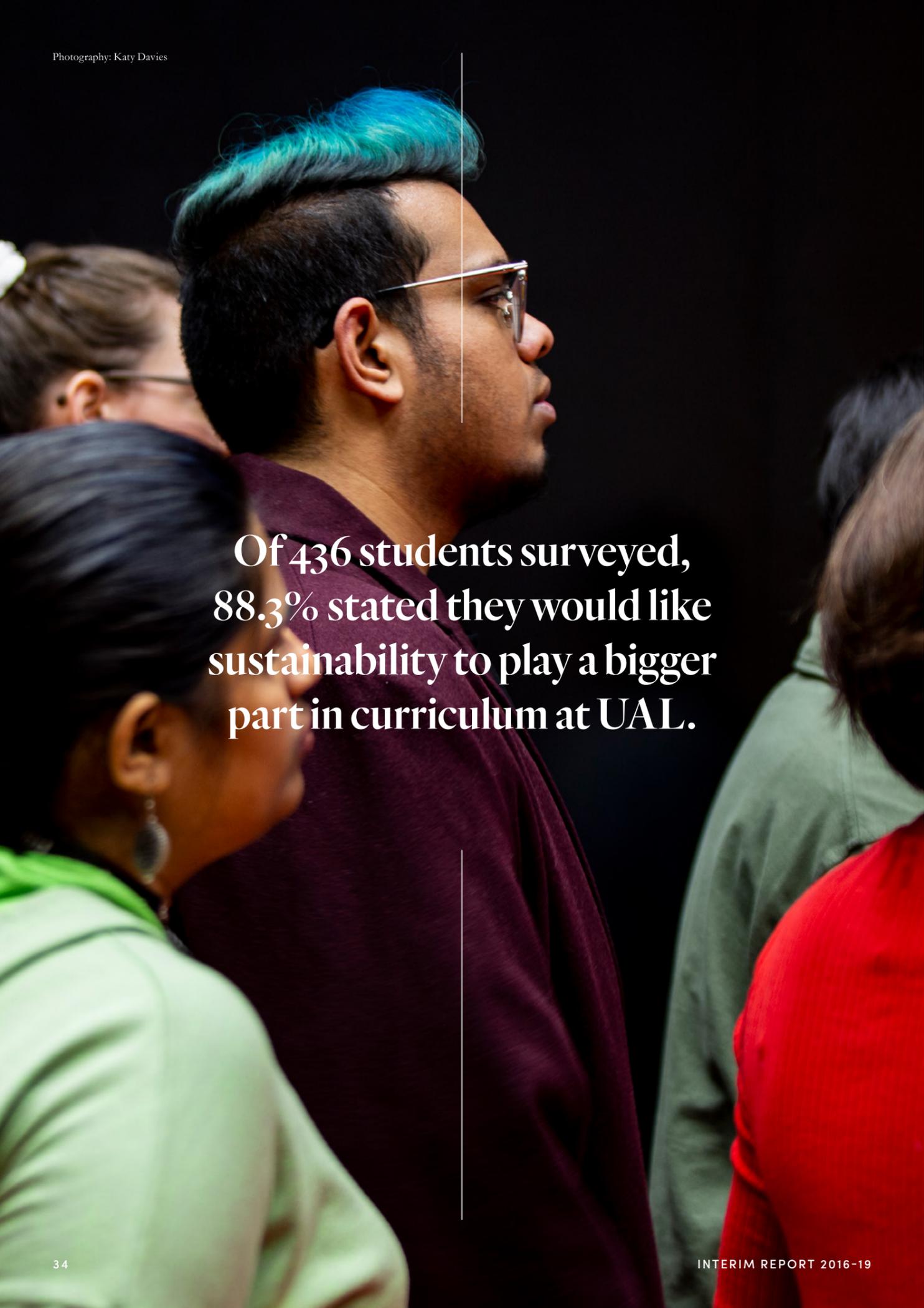
“It has provided us with a chance to connect us to other students, who despite being in the same college, we otherwise would have been unable to meet – and those are future business contacts too.” – *Masters student*

“Sustainability should not be at the margins of the educational system but integrated into the core of our approach.”

FRANÇOIS-HENRI PINAULT
CEO Kering



Photography: Katy Davies



Of 436 students surveyed, 88.3% stated they would like sustainability to play a bigger part in curriculum at UAL.

UAL STUDENTS & SUSTAINABILITY

In June 2019, UAL Students Union undertook a sustainability survey to gather data that highlighted demands and imperatives from students at UAL. Olivia Kellett, SU Campaigns Officer (2018-2019) and LCF graduate, wanted to provide evidence from the student perspective and use it to push for real change in sustainability. Findings from the report were used to make recommendations to the UAL Sustainability Working Group.

Of 436 students surveyed, 88.3% stated they would like sustainability to play a bigger part in curriculum at UAL. This is in line with national data from the NUS / HEA survey 2018, which found that 87% of students in UK HEIs want their institution to actively incorporate and promote sustainability. According to the SU survey, 51.9% of UAL students also believe knowledge of sustainability is important for future employability.

Amber Gonen, incoming Arts SU Campaigns Officer for 2019-20 has shared the following priorities for their work:

1. Sustainability means always thinking about the environmental impact of what we do. It's about honestly looking at individual and institutional practice and making a concerted effort to become more environmentally friendly. For the SU/UAL's role specifically it's about helping/encouraging UAL to transform into an institution that can be a key player in the environmental revolution. It's about changing norms to insure UAL students graduate with an underlying level of environmental awareness that they take on with them through their careers.
2. The objective of the survey was to get an understanding of what students want when it comes to sustainability at UAL. It asks questions that means we now know the kinds of things students would be happy/actively after when it comes to sustainability. It was also designed to gauge how much awareness students have of the current sustainability projects happening.
3. UAL students care about sustainability. They want it to play a role in grading and to become part of the syllabus instead of just being a side project individual students get involved with. They want a more joined up sustainable projects that are more know to students. They also want to have more involvement with UAL's environmental plans.
4. Over the next year I want to bring sustainability to the forefront of student life. I want it to become an aspect of being a student at UAL. I plan to hold events across the year that bring students/staff and sustainable projects/environmental campaigners together. With a focus on campaigns that have an artistic slant to them. The art world is becoming more political by the day especially when it comes to environmental issues, UAL students should be part of these and the SU is in the perfect place to bring students and world wide campaigns together.

LCF SHORT COURSES

LCF Short Courses are aimed at professional and lifelong learners, with small group sizes and high levels of student / tutor interaction, and sit outside of the formal accredited curriculum of the three schools. Barbara Bell, Head of Short Courses at LCF works directly with managers of business corporations to explore social and environmental responsibilities and effective approaches for the target audience of which is industry. LCF Short Courses are classified as Continuing Professional Development (CPD).

The Sustainable Fashion Design short course (40 learners), launched in April 2018 led by tutor and MA Fashion Futures alumnus Noorin Khamisani, who says,

“Many of the students [...] do not or did not receive enough training in sustainability and are therefore seeking it out, so it is essential to have this course on offer. [...] We know the industry needs to change and therefore we need to ensure the fashion practitioners of the future are equipped to make those changes.“

Sustainable Fashion Fabrics launched in June 2018 (18 learners), and Natural Dyes has run multiple times (28 learners). Sustainability content is being embedded in courses which are less explicitly sustainability-related, to bring this content to a broader audience. For example, a sustainability day has been introduced to the Fashion Design Intensive course.

Course tutors have varying levels of knowledge and experience of sustainability at LCF, as some may come in once a year to deliver very limited content, whilst others frequently deliver courses which last up to a full academic year. To communicate effectively with all of them, documentation has been provided to support inclusion of sustainability in the most relevant way. Three additional bullet points have been added to the Health and Safety Declaration communicated to all students, and a short Sustainability 123 document is provided for all tutors which explains at a glance sustainability considerations in the space. As a result of these changes, tutors have emphasised aspects such as waste reduction.

In addition, bespoke courses for nearly 150 students around the world have been developed:

- Sustainable Fashion Design / September 2018 / Cedim University, Mexico
- Sustainable Fashion Introduction / October 2018 / Kent State University, USA
- Sustainable Fashion Design Workshop / February 2019 / PSONE School, China

AWARDS AND RECOGNITION

LCF's excellence in sustainability has been recognised by winning six Green Gown Awards, and being identified as Highly Commended eight times since 2007. Established in 2004, the Green Gown Awards recognise the exceptional sustainability initiatives being undertaken by universities and colleges. With sustainability moving up the agenda, the Awards have become established as the most prestigious recognition of best practice within the further and higher education sector.

2019 FINALISTS

Benefitting Society

Za'atari Refugee Camp - submitted by Helen Storey, Professor in Fashion Science
The creation of a dress created out of a decommissioned refugee tent, led Professor Helen Storey to Za'atari Refugee Camp in Jordan, a home to 80,000 people who have fled the war in Syria since 2012. In 2016 Helen visited the camp to listen and understand the nature and challenges of life there, and now three years later has been appointed the first UNHCR Artist in Residence and co-created multiple practical responses to the consequences of displacement. Together with the NGOs and citizens of this city in the making, Helen is helping enable economic independence for women and developing a new language of the spirit.

Enterprise

International Fashion Showcase (IFS) - submitted by Saida Bruce, International Partnership Development Business Manager
The International Fashion Showcase 2019 - Brave New Worlds, celebrates the work of 16 designers from around the world, with their thought-provoking and inspiring installations. The biennial fashion presentation was a partnership between LCF, the British Council, British Fashion Council and Somerset House and showcased in 2019.

Sustainable focused Short Courses - submitted by Jyoti Patel and Chi Gavhure
LCF Short courses has transformed inside and out, offering sustainability focused courses, integrating sustainability into non-specialist courses, and changing their operations to give a complete sustainable experience for staff and students. Having built on existing structures to bring sustainability to a specialist, and non-specialist, audience through the courses, student feedback has been extremely positive toward the changes LCF Short Courses have made. They have also empowered their staff at all levels, so that everyone can feel involved and motivated to make positive change.

Next Generation Learning and Skills

Better Lives Moodle Module for all first year undergraduate students - submitted by Sheldon Chow, Head of Digital Learning and Natasha Bonnelame, Digital Learning Producer
Better Lives is a dynamic blended unit (blended learning is a mix of online and face-to-face learning) delivered to 1826 first year undergraduate students and involving 58 members of staff at LCF.

Sustainability Champion: Student

Fashion Futures student showcase - submitted by Jade McSorley, MA Fashion Futures student:
As part of the Postgraduate Collaborative Unit, MA Fashion Futures students developed three project briefs set up by members of Centre for Sustainable Fashion and external partners such as Kering, Whitefield Academy and Waltham Forest Council. The aim of all these collaborative projects was to embody the Better Lives ethos which is embedded in all LCF's activities to improve the way we live and activate change towards sustainability

2018 WINNERS & HIGHLY COMMENDED

Benefitting Society

Winner - Rethinking rehabilitation: connecting communities through craft

Next Generation Learning and Skills

Winner - Fashion and sustainability: Understanding luxury fashion in a changing world

Student Engagement

Highly Commended - LCF x ASOS visioning the circular economy

OBJECTIVES FOR 2019-2021

- All schools and departments to have their own subject specific objectives to ensure sustainability is a mark of distinction across all new academic ventures and existing courses.
- All schools and departments to communicate and collaborate to evaluate sustainability teaching and learning, and create new learning experiences for students that embody sustainability. CSF to support this process by sharing new research in Education for Sustainability Transformation and convening working parties.

Elena Luka



Fashion & Sustainability

Understanding Luxury Fashion in a Changing World

The Social Agenda sits within the context where all humans are born with equal inalienable rights and fundamental freedoms. Responding to the fact that we live in a world where all people are not treated as equal, this agenda considers responses to the reality that human interactions currently create an inescapable loss of dignity, are responsible for a growing of social inequality and that a crisis in employment and livelihoods is a crying society in negative ways. Considerations relating to this agenda include

The globalisation of luxury fashion businesses has created an international supply chain for its design, production and retail activities, involving a great number of people across roles and locations. Human skills are fundamental to each of these elements, yet recognition and reward for each of these contributions often perpetuates staggering social inequalities, cases of

ual: london college of fashion

centre for sustainable fashion

KERING

Chapter 6

Priority 3

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

Priority 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.

PROGRESS TO DATE

- LCF's E-Learning team are using blended learning to teach all first year undergraduate students on the themes of sustainability, social responsibility and diversity through the Better Lives Unit - involving 1826 students and 58 members of staff in 2019.
- Through digital learning, CSF and E-Learning have engaged 28,752 learners from 151 countries since 2018 in research-led knowledge and skills in fashion and sustainability. The MOOC (Massive Open Online Course) is freely available for students and staff, industry practitioners and others to empower and develop their learning in sustainability.
- The online course has enabled a new stock of digital resources to be made available for UG & PG teaching staff, e.g. films, podcasts, worksheets, activities, all built on world leading research from CSF, and cutting edge industry expertise from Kering.

BETTER LIVES UNIT

The theme of sustainability was embedded in year 1 in the 2018/19 academic year through the launch of the new cross college Better Lives Unit (see [Chapter 5](#) for more details). One of the objectives of the unit was to develop a highly blended learning offer that utilised various digital platforms and resources to empower student learning in sustainability issues. The model of the unit included three phases which were a mixture of face-to-face and online. The Moodle Virtual Learning Environment (VLE) served as the hub for all unit information and activity and we used many other tools such as [Sli.do](#) (online Q&A), [Replay](#) (lecture capture), [LiveStream.com](#) (live streaming), [Microsoft Teams](#) (online office hours), [Wordpress](#) (online blog) and [Turnitin](#) (digital submission).

In building the digital experience students with different learning styles were considered:

- Document design – documents were designed with a number of features to ensure maximum legibility. All documents had a minimum 12pt font, pastel coloured background, sans serif font and in two column format;
- Lecture capture – in addition to capturing lectures, captions and transcripts were created which benefit English as a second language users but also students who learn through reading versus listening;
- Mobile friendly – the Moodle site itself was tested to that the materials were accessible when students accessed it by mobile device in addition to a desktop computer.

With regards to sustainability practices, the obvious angle that comes to mind is reduction in printing to save paper but there other angles that

we can consider. According to the World Economic Forum, 21% of global emissions comes from transport costs.⁸ Live streaming lectures, lecture recordings and online office hours means that students can reduce travel and as a result reduce emissions from transport.

UAL'S FIRST MOOC

“This online course offers the perfect balance of context - rich, gutsy resources to empower you to frame your thinking about sustainable fashion - and practical tools for applying these learnings in real life. What's your manifesto (and why do you need one)? How can you be part of sustainable fashion's collaborative future and make change through your work? Solid gold for designers or indeed anyone working in the fashion industry or in fashion education.” – *Claire Press, Sustainability Editor-at-Large, Vogue Australia*

The insights and experience gained in creating an online course has opened up new knowledge in creating online learning, as this was the first MOOC to come out of UAL. The E-Learning team at LCF were crucial to the development and delivery of the course, and new relationships between research at CSF and E-Learning were developed, allowing for new knowledge and co-creation. The knowledge gained through this process has contributed to the development of the Better Lives Unit, and has promoted LCF as a leader in sustainability practice to a global audience of fashion students, educators and industry professionals.

This course has had a high level of global engagement from learners, reaching individuals (students and fashion professionals), to small and large fashion companies. The course opened up a space for learners to discuss and share experiences, perspectives and knowledge, with a great level of conversations between learners who began to interact and connect due to location and specific interests. New conversations have formed a newly established community which has continued beyond the course on a LinkedIn group set up for course members.

There has been a high level of engagement in the set tasks and activities. Some of the learners were so engaged in the task that they went beyond what we asked them to do and created prototypes and group workshops.

“The design thinking process allowed me to take time to think about the importance of each method. Design impacts many stages in fashion; complex design reflects complex make which affects manufacturing process, designs gone wrong have negative impact on the brands sale figures, the method of producing the design can have a huge impact on workers (all people involved producing) and environmentally (water consumption, use of man-made resources...).” – *Anonymous learner*

Feedback based on the first presentation of the course in 2018:

- 81.18% The course content was relevant to my profession or field
- 77.65% I gained knowledge or skills relevant to my profession or field by taking the course
- 48.24% My perspective has changed as a result of taking the course
- 48.24% I've used what I learned during the course in my work

Feedback based on the fourth presentation of the course in 2019:

- 52% The course was better than I expected
- 97% Gained new knowledge or skills by taking the course
- 69% Have applied what they learned
- 88% Have shared what they learned with other people

The survey results show that the course received a high level of positive feedback. Learners recognised that they gained new knowledge, skills and methods that they could apply and share in their work in industry, study and as educational materials. The diverse and global range of participants represents a coming together of perspectives, and new knowledge gained in fashion and sustainability both during and beyond the course.

It is important to note that both data sets are different due to FutureLearn changing their post course survey during 2018-19.

OBJECTIVES FOR 2019-2021

- E-Learning team to explore new opportunities for using digital technologies to embed sustainability into teaching and learning at LCF.
- CSF to review the impact of the existing online course, and explore new collaborations to make knowledge in sustainability open source and free to access through digital learning.
- CSF to ensure digital resources in fashion and sustainability are easy to access by staff to enhance teaching and learning.

The diverse and global range of participants represents a coming together of perspectives, and new knowledge gained in fashion and sustainability both during and beyond the course.

⁸ Ekholm, B. & Rockström, J., 2019. Digital technology can cut global emissions by 15%. Here's how. [Online] Available at: www.weforum.org/agenda/2019/01/why-digitalization-is-the-key-to-exponential-climate-action [Accessed 24.04.2019].



Chapter 7

Priority 4

We will deliver inclusive teaching and learning

Priority 4

We will deliver inclusive teaching and learning.

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

PROGRESS TO DATE

Through sustainability, LCF is engaging with a complex and diverse range of partners locally in London and the UK, in Europe, and in wider international locations. Partners include other education providers, fashion businesses, other industries such as tech, community groups, NGOs, government and media. By collaborating with partners outside of LCF, the staff and student knowledge and experience of sustainability is enriched, and new perspectives and challenges are developed.

London & UK

- Under the leadership of Head of Social Responsibility Claire Swift, LCF is delivering a diverse portfolio of collaborative community engagement activities to connect staff and students with socially marginalised groups.
- The Making for Change projects include a range of community engagement activities using fashion and sustainability as a catalyst for long-term change, including working with HMP Downview, Poplar Works and Waltham Forest Borough Council.
- CSF is the co-secretariat for the All Party Parliamentary Group on Ethics and Sustainability to explore political solutions that might address damaging practices in the fashion industry (see [Chapter 9](#)).
- Centre for Fashion Enterprise is supporting a range of sustainability focused fashion start-ups who are challenging accepted business models through community engagement, technology and design.

Europe

- CSF is leading FashionSEEDS in partnership with three other European HEIS - a three year Erasmus+ Strategic Partnership to explore what a transformed education system in Fashion Design for Sustainability could look like with the aim to develop a holistic framework to embed sustainability into higher education fashion design (see [Chapter 9](#)).
- CSF have demonstrated leadership in Europe through engagement with Copenhagen Fashion Summit, including the design and delivery of the Academic Leaders' Summit in 2017, and collaboration with the Youth Fashion Summit since 2012 (see [Chapter 9](#)).

International

- In 2018, CSF delivered 'What's Going On? A Discourse on Fashion, Design and Sustainability', bringing together 250 academics and educators from universities across the world to explore the dynamics, challenges and propositions of fashion and sustainability through the lens of design thinking and practice (see [Chapter 9](#)).
- LCF's international projects and consultancy partnerships address fashion education and industries across the world, using sustainability to support cultural, economic and social development globally.

- Fashion Innovation Agency collaborate with a range of partners to imagine and prototype fashion futures through technology. These collaborations regularly engage students as part of the process of experimentation.

PRESS & MEDIA ACTIVITY

Over the past two past years CSF has gained a high number of mentions in key publications such as Vogue, BBC, Grazia, Sky News, WWD, Guardian, Refinery29 and The Times. All of which have mentioned the centre and quoted members of the team including founder and director Prof. Dilys Williams, Prof. Kate Fletcher, Sarah Needham, Mina Jugovic, Nina Stevenson and Anna Fitzpatrick. The majority of media requests received specifically for CSF are from journalists seeking expert advice on sustainability, comments in response to change within the fashion industry and opportunities to profile CSF as a centre of world leading researchers and educators.

Both Dilys Williams and Alex McIntosh (former MA Fashion Futures Course Leader) have secured profile features highlighting their work within the area of sustainability. As well as being featured in Evening Standard's Progress 1000 List numerous times, Dilys' interview with *The Gentlewoman* where she was described as a 'crusader' for sustainable fashion was also shared across their social channels. In a piece highlighting 'fashion's sustainable stars' by *Evening Standard*, Alex was labelled as the educator whose role it is to encourage 'next-gen talent and nurture emerging businesses to think green'.

In the last six months alone London College of Fashion, UAL (LCF) has received media requests from target publications specifically asking to speak with students whose work focuses on sustainability. These include Miss Vogue, Al Jazeera and BBCR4 who both recently used the last graduate show as an opportunity to interview students. For a new pilot podcast series BBC also spoke to a number of students put forward by CSF, for which the feedback was very positive, "The students were absolutely brilliant and I'd love to work with them again in the future," - Suzy Grant, BBC.

One of CSF's most notable pieces of coverage would be the six-page feature in *Elle UK's September issue*. As well as drawing attention to work of CSF and their external partnerships, the piece also highlighted the work of five LCF students alongside former Head of College Frances Corner, describing them as the 'faces of fashion's sustainable future.'

The likes of Vogue, Harper's Bazaar, Drapers and i-D all featured the news of CSF partnering with ASOS on a new circularity curriculum that will educate members of the ASOS design team on sustainability and the life cycle of their products. CSF's recent work with Common Objective was also picked up by media such as Fashion United and Evening Standard who both mentioned the initiative's importance of supporting the next generation of fashion professionals.

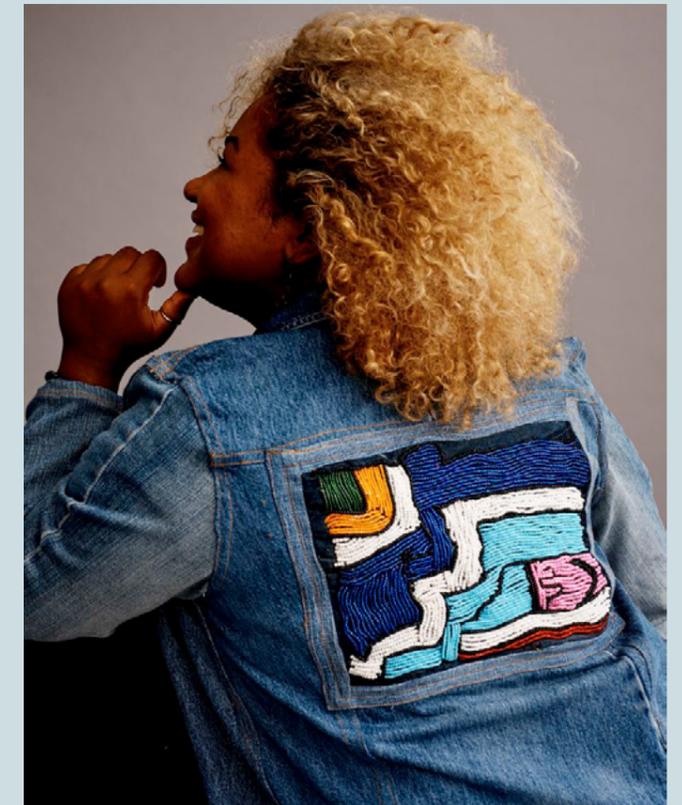
Last year's Kering x LCF online course launch was featured as news in a number of key publications such as British GQ, Vogue Australia, Wallpaper, 10 Magazine, WWD and The Business of Fashion where it was referred to as "the world's first open-access online programme dedicated to sustainability and luxury fashion."

Elle UK's September issue

1. Fashion Futures student Pippa Smart

2. Mdes International Fashion Production Management student Amarah

Photography: Clays S Gardner



SOCIAL RESPONSIBILITY

Through the Collaborative Unit in the masters program, the Social Responsibility team coordinated LCF students to work with the following community partners.

Glow

Glow is an ethical brand making high-vis knitted cycle wear (scarves, hats, snoods), a brand created by an ex-LCF students who works with women in the community to handknit her products.

Stitches in Time

Stitches in Time is a community project in Limehouse who work with socially marginalised women introducing them to sewing skills as a way to improve their confidence in English language (ESOL classes are taught) and improve the financial sustainability of the charity and the participants.

Fabric Works

Fabric Works is an ethical, London-based textile production based service, and is the training, production and social enterprise arm of charity Stitches in Time. It supports the local community by providing textile training programmes for local unemployed women, who may go on to join the brand's skilled production team or work in the fashion and textile industry.

MAKING FOR CHANGE

Making for Change is London College of Fashion's vocational training and ethical manufacturing initiative. Working with local communities in east London and women in prison, the aim is to break barriers to employment and change the way people think about fashion production. It is brought to life through projects at HMP Downview, Poplar Works and Waltham Forest. (See [Appendix 8 Poplar Works Community Partnership Report](#)).

HMP Downview

Making for Change set up a fashion training and manufacturing unit within HMP Downview women's prison, established by the Ministry of Justice and LCF in 2014. The project aims to increase wellbeing and reduce reoffending rates amongst participants by equipping them with professional skills and qualifications within a supportive environment. Employment, when supported by appropriate education and training, is key to reducing reoffending in women, who make up just 5% of the prison population in the UK. There is a critical shortage of technically skilled people for fashion manufacturing roles in London and the UK. Making for Change aims to grow this workforce by delivering industry recognised qualifications to women at HMP Downview.

Making for Change is a fully-equipped workshop that produces up to 1,000 units per week to an industry standard across a wide range of products including daywear, accessories and homeware. Past and present clients include Bethany Williams, Ally Capellino and Savage is Salvation Ltd.

Poplar Works

The next stage for Making for Change, in collaboration with housing association Poplar HARCA, will be a vibrant, community-focused fashion training and manufacturing unit in the heart of east London. This will deliver accessible fashion programmes predominantly for women from marginalised community groups and female ex-offenders. The project is situated in the London Borough of Tower Hamlets, one of the most deprived boroughs in the country that suffers with particularly high levels of female unemployment. The project has been generously supported by Sir John Cass Foundation, the Pilgrim Trust and the Sheriffs' and Recorder's Fund.

Poplar Works is a £5.5m project, part funded by the Greater London Authority (GLA), led by Poplar HARCA together with LCF, UAL and workspace provider The Trampery. It will provide a distinctive space in the heart of the Poplar community, aiming to nurture undiscovered talent and potential and create new possibilities for future generations.

The Poplar Works Community Partnership Consultation brings together partners specialist experience and knowledge to create an on-going forum that will inform the design of an accessible programme at Poplar Works. The partners within this consultation represented and explored the requirements of primary stakeholders: local women and ex-offenders seeking training and employment, and the London fashion and textiles manufacturing industry. Throughout 2018 the partnership has undertaken consultations with both London-based fashion and textile industry and sewing communities within the local area of Poplar, in order to understand how to bring the talent and skills found within the local community together with the needs of the manufacturing industry.

This piece of work and the resulting activity at Poplar Works has the potential to have a wider influence. A successful pilot and the learnings from it can be used as a model elsewhere in London and the UK to bring new candidates into manufacturing jobs in the fashion and textiles industry. The community-based findings can inform the work of the Fashion District as it looks at ways of working with the population in east London. It also begins to address the benefit of considering a new model of high-quality technical education, as set out in the 'Building our Industrial Strategy' Green Paper (January 2017) and the Mayor of London's 'Skills for Londoners Strategy' (June 2018).

Waltham Forest

Making for Change: Waltham Forest is a partnership project developed between LCF and Waltham Forest Council for London Borough of Culture 2019. The project aims at engaging, through fashion and making, local residents, businesses and hard to reach communities, developing and retaining creative talent in the borough. The project aims at addressing local issues, such as deprived youth, skills shortage, fashion manufacturing decline, and unemployment. It also aims at positioning LCF and the borough as long-term partners with aligned strategic objectives and shared plans beyond 2019 and in view of the College's move to Stratford in 2022.

With the aim of ensuring a pipeline of skills training and acquisition leading to employment, three schools (Leyton Sixth Form, Waltham Forest College, Belmont Park School) have been selected for engagement through the following programmes: Fashion District's Innovation Challenge themed around A Store of the Future; Fashion Unit; Fashion Futures 2030; Fashion Clubs. Moreover, research residencies are being undertaken in three textile and fashion design and manufacturing businesses based in Waltham Forest to address issues of economic, environmental, social, and cultural sustainability. Furthermore, the local community (specifically young people and hard to reach groups) will engage in a range of participatory making activities using fashion as a catalyst for change.

Participatory events through Making for Change: Waltham Forest include the Better Lives symposium (June 2019); Co-Making Workshops facilitated by LCF graduates in collaboration with social enterprise Forest Recycling Project, and Forest Fashion Stories engaging 600 people as part of the Walthamstow Garden Party (July 2019).





PARTNERSHIPS, COLLABORATIONS AND NETWORKS

At LCF, we continue to develop key strategic relationships, partnerships and networks that will enhance and inform the on-going ambition to impact LCF work in prisons and community with a focus on social innovation in the curriculum, enterprise and community development.

- Ministry Of Justice
- HMP Downview
- Fondazione Zegna, Ermengildo Zegna
- San Patrignano
- United Kingdom Footwear and Textiles (UKFT) Industry representative organisation
- New Economics Foundation (NEF) Consulting
- Stitches in Time, women's community group
- Aberfeldy, community group
- Bow sewing group
- Bromley By Bow Centre
- Leaders in Community
- Newham College
- Poplar HARCA
- Burberry CSR
- Circle Collective
- Crisis
- Historic England

INTERNATIONAL TEAM

LCF's international projects and consultancy partnerships address fashion education and industries across the world. The work we do aims to continually develop new or existing fashion economies wherever there is a need. Our partnerships and projects lead to sustainable ventures that support cultural, economic and social development globally. Through collaborating with an international educational partner, a governmental body, trade organisation or brand we aim to enhance skills for employability, design, product development and technology.

International Fashion Showcase (IFS)

The International Fashion Showcase 2019, Brave New Worlds, celebrated the work of 16 designers from around the world, with their thought-provoking and inspiring installations. The biennial fashion presentation was a partnership between LCF, the British Council, British Fashion Council and Somerset House and showcased 2019, profiling the outcomes of the IFS Business Development Programme. The designers were mentored to nurture skills in social and environmental sustainability and enterprise with a focus on how this affects their business, equipping them to make positive changes in the industry. The designers explored urgent issues, politics, identity, heritage and new ideas that are shaping fashion globally, by showing their latest designs in a compelling series of installations. The program was recognised as a finalist for the Green Gown Award 2019.

PVH: Student Sponsored Project

Seven LCF students across BA and MA engaged on a brief with PVH looking at how and why Near Field Communication Chips can be used in apparel. Many of the outcomes were focused on sustainability across, production, supply chain, use and communication.

Orange Label Project: Student Sponsored Project

A collaboration between LCF and the UN Trust Fund, to end violence against women (UN Trust Fund). The project engages students from around the world the issue of violence against women with new audiences, particularly young people, through a series of creative activities.

INTI Argentina

LCF educators are providing workshops to Argentinian entrepreneurs and artisans with a focus on social enterprise and sustainable/ethical production.

Lebanese American University (LAU)

LAU, Elie Saab and LCF, have partnered to establish the region's most exciting fashion design programme, with students exploring how their creative practice can regenerate the local and regional fashion sector.

Introduction to International Study of Fashion

There are informal opportunities relating to sustainability within the delivery and outcomes.

International Preparation of Fashion

At the end of term 1, students conduct a week long project, for which they work in groups of 4/5 and research one area of sustainability within one country and current practices led by the fashion industry that aim to reduce the issue.

CENTRE FOR FASHION ENTERPRISE (CFE)

CFE's work with emerging fashion businesses through its ERDF funded project, Fashion Technology Emerging Futures, is seeing an increasing focus on sustainability from the businesses it supports. LCF alumnus Bethany Williams is currently supported by CFE and was recognised for her work, being awarded the QEII Award for Design in February 2019. This award was initiated in recognition of the role the fashion industry plays in society and diplomacy and the movement of young designers that are both talented and making a difference to society through either sustainable practices or community engagement.

In addition, with its focus on fashion tech, CFE is supporting non-traditional fashion SMEs such as [Petit Pli](#), where technology is solving sustainability problems. Petit Pli have been recognised for their work through a number of industry awards including the prestigious H&M Global Change Award. CFE have been able to share the experience of Petit Pli for the benefit of students, staff and industry through its [podcast series](#).

FASHION INNOVATION AGENCY (FIA)

FIA aims to partner with brands and organisations to help them to promote their sustainability agenda or practices through technology showcases (e.g. creating an immersive experience around sustainability) or through innovations which will allow them to become more sustainable going forwards (e.g. using AI to minimize overstock and to make production processes more efficient, or using 3D prototyping to reduce material usage and carbon footprint in the traditional sampling process). Leading sustainability in the team is Moin Roberts-Islam, furthering knowledge and practice in biomaterials, fabric recycling processes (mainly cellulosic fibres), digital prototyping, and use of AI in supply chain.

FIA regularly feed back to the student body through guest lectures, to talk about the latest projects and explaining the potential impact that each one can have on the wider industry and future practices/job roles. FIA also deliver talks to innovation managers at Nike, Chanel, Rolls Royce, Westfield, and speak at conferences, to share the latest projects and innovations with the wider industry. Moin Roberts-Islam spoke at Sustainable Apparel Forum of the Bangladesh Apparel Exchange (see report in [Appendix 5](#)).

LCF x Microsoft

Through FIA, LCF have collaborated with [Microsoft](#) to inspire the next generation to rethink, redesign and revolutionize the future of the fashion industry. Leveraging Microsoft's cutting-edge Mixed Reality, Artificial Intelligence, and IoT technologies and LCF's industry-defining mentors, selected students were invited to participate in a semester-long intensive course. One team were selected for further support from Microsoft and visited Seattle and San Francisco to meet with wider teams to discuss ways that they could help to support the business idea - to create an AI tool which would assess a 2D pattern and suggest edits to reduce waste fabric from the design, with a view to create a bank of zero-waste patterns.

As part of London Fashion Week September 2019, Flagship Microsoft Store x LCF hosted two days of free fashion, technology and sustainability interactive workshops, bringing the public closer to the innovations driving fashion forward. Lectures and panel discussions were delivered by FIA, CSF, LCF academics and alumni, Gabrielle Miller (CSF) and MA Fashion Futures student Aniela Fidler delivered a sustainability workshop, 78 attendees. In total 926 members of the public signed up and attended over the two days.

OBJECTIVES 2019-2021

- To identify gaps and opportunities in LCF's existing networks and explore new collaborations based on fashion and sustainability.
- To ensure LCF's sustainability work is inclusive through collaboration with hard to reach or marginalised groups; and globally representative in its discussions of fashion and sustainability through research, education and knowledge exchange activities.





Chapter 8

Priority 5

We will enhance students' employability

Priority 5

We will enhance students' employability.

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.

PROGRESS TO DATE

- CSF & LCF Careers are working together to explore and develop a progression learning tool for students to be able to identify their own skills, values and interests in relation to sustainability and their career paths.
- In 2018, CSF & LCF Careers carried out research into employers' expectations of students and graduates in relation to sustainability and skills. The outcomes underpin the development of the progression learning resource/tool.
- LCF Careers curated and ran a live-streamed round-table podcast on Sustainability and Graduate Skill Set which was available online to all LCF students.
- LCF Careers continuously work with fashion brands that have a sustainability focus and practices to establish work placement opportunities and graduate roles.
- Since 2014, CSF has delivered the Kering Awards for LCF students – a six month programme of mentoring to develop industry relevant sustainability concepts, and nurture the sustainability skills and attitudes that luxury fashion brands are seeking in graduates. 1494 LCF students have engaged in the programme since 2014, with twelve paid internships awarded and a prize fund of 100,000 Euros.
- Student Enterprise Team are supporting new business ventures and are reporting a rise in social enterprise initiatives.

LCF CAREERS

Through numerous initiatives LCF Careers are continuing to build relationships with CSF and UAL departments to widen career related opportunities that specifically have a link to sustainability.

Professional Career Development Tool

This resource will become a Professional Career Development Tool for the department and Student Enterprise team, and is designed to be used in various contexts, both one-to-one tutorials as well as an online resource. It aims to keep the department's resources aligned with the University strategies, provide consistency for staff in the department, and keep the department current with industry needs.

This tool is initially aimed at all undergraduate students to help them understand the role of sustainability in employability, and navigate their work experience options and career pathway through the duration of years 1-3. It is being developed through focus groups to research, prototype, test, gather feedback and refine.

Research study: What are employers' needs and aspirations of graduates skills in relation to sustainability in the field of fashion? In 2018, CSF and LCF Careers developed a plan for research to clarify and define sustainability skills needed to work in fashion, led by Gabrielle Miller (CSF).

The study aimed to understand employers' expectations of students and graduates in relation to sustainability and skills, and to improve student and graduate employability attributes that will attract them to potential employers. Semi-structured interviews were conducted with HR departments from global fashion brands resulting a categorised list of first, second and third level skills. The research findings underpin the development of the Professional Career Development tool described in the above. See [Appendix 7](#) for full research report and breakdown of categorised skills.

Summary of key findings:

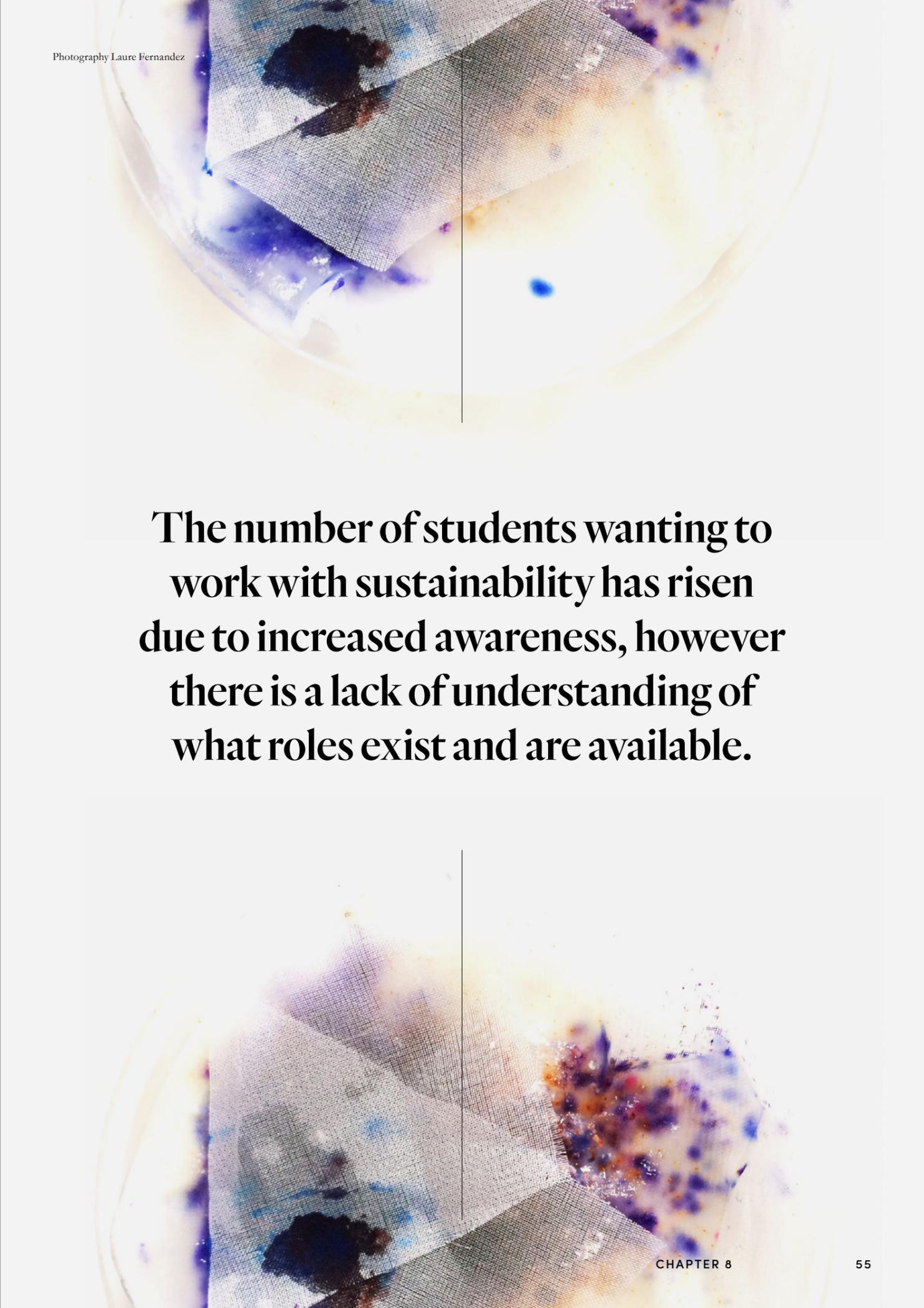
- Brands that have a sustainability department are looking for an awareness, knowledge and interest in sustainability.
- Sustainability skills are currently not expected but are desired and valued.
- Most brands that do not have a sustainability department see sustainability as an important topic to engage with and address in the business. In terms of sustainability skills it is perceived as an added bonus rather than essential.
- Definition barriers – sustainability skills were hard to articulate which perhaps shows a disconnect between HR and the teams carrying out the sustainability-focused work in fashion organisations.
- Companies frequently referred to the importance of their brand values – these informed which attributes and interests they desired from students.
- All brands (bar one) recognise that sustainability will grow across all departments in the future.

“We have had a growing demands for students who want to work for brands who specialise in sustainable practices. The key approach for us as a department is that we offer a consistent student experience and therefore at this point we would like to consider ways in which we can provide students with the resources to equip themselves to understand what sustainability means to them and connect this to their chosen career path. It would be great to develop some direction in terms of current knowledge and resources.” – *LCF Careers Officer, 2018*

“There are many opportunities in learning about sustainability. First, this will make someone more employable at a fashion company. And it will give them a competitive edge. We are looking for this at Kering... Today, we don't have all the answers and we look to our next generation for new inspired ideas and solutions to become the changemakers we all need.” – *Marie-Claire Davau, Chief Sustainability Officer at Kering, 2018*

LCF Careers sustainability resources and placement opportunities LCF Careers curated and ran a live-streamed round-table podcast on Sustainability and Graduate Skill Set which was available online to all LCF students. The number of students wanting to work with sustainability has risen due to increased awareness, however there is a lack of understanding of what roles exist and are available. CSF, LCF staff and alumni, and industry specialists in sustainability were invited to participate and discuss what sustainable working means across the creative industries and unpack approaches companies are taking towards sustainability.

Photography Laure Fernandez



The number of students wanting to work with sustainability has risen due to increased awareness, however there is a lack of understanding of what roles exist and are available.



Placement opportunities

LCF Careers continuously work with fashion brands to establish sustainability focused roles and work placement opportunities and graduate roles. These are promoted via LCF Careers Live jobs board:

- New Look – Corporate Social Responsibility Assistant
- O’Neill – Technical/Corporate Social Responsibility Intern
- Alexander McQueen – Graduate Trainee Sustainability

THE KERING AWARDS

The Kering Awards for Sustainable Fashion was launched in 2014 as part of the five-year partnership between Kering and LCF. Each academic year, two of Kering’s luxury fashion brands set a brief for final year BA and MA students to respond to, which focuses on specific and real-life industry challenges. The Kering Awards programme provides students with the opportunity to gain feedback and support from a variety of industry partners, and present to some of the most influential people in sustainable luxury. The Awards are open to students from all disciplines within the college, and requires students to provide innovative, creative and achievable solutions to the project brief. To date the brands involved have been Stella McCartney, Alexander McQueen, Brioni, Pomellato and Gucci. Prizes are awarded for innovation and collaboration, resulting in a three-month paid internship or 10,000Euros.

STUDENT ENTERPRISE

The Student Enterprise Team (SET) has developed a new DiPS Enterprise Placement Year option to sit alongside the very successful DiPS Industry Placement Year. Students who are keen to explore the possibility of becoming self-employed (freelancer, consultant or business founder) as a future career choice can engage in a DiPS Enterprise Placement Year beginning September 2019. The aim of the Enterprise Placement Year is to facilitate the acceleration of student’s ideas into a resilient proposition, culminating with a minimum viable product ready to take to market. Currently, the Student Enterprise Team is supporting eight students who are specifically looking to launch social enterprises by the end of 2019. This year the team also supported the business ideas of seven international students who were awarded the UAL Start-Up Visa and will be registering their businesses and begin trading by January 2020.

The Student Enterprise programme and the annual SET Challenge is surfacing our students’ business ideas that reflect the values of equality, diversity and inclusivity. Social enterprise is increasingly prevalent and this year two of the top three finalists specifically included community engagement as a core element of their business models:

JOA (Olivia Weber, Anna Schuster and Julie Marie Chaussende – MA Fashion Futures)

The concept behind JOA is based on diverting discarded clothing, keeping it in a circular and local loop, with all the garments designed, sourced and sold in east London. JOA is also working with local community centres in Hackney, and helps them to raise funds contributing with a percentage of each jacket sold.

Ajobi (Abigail Ajobi – BA Fashion Design & Technology: Menswear)

Ajobi is a luxury streetwear brand for men which aims to create conversations around institutional issues of race, politics, community, youth culture and family wellbeing. As part of its community-based ethos, Ajobi will donate 5% of the proceeds from each garment sold to Black People Giving, a charity based in Tottenham that focuses on running workshops around health, wealth, employment and education for young men.

FabShare (Maria Teresa Flores Parra and Tobias Ebel – LCF MBA)

FabShare is a platform where small designers, students and dressmakers can share deadstock fabrics. FabShare aims to connect people who could use these leftovers to create something new and extend the life of the material. It will also facilitate a way of achieving minimum quantities through combining orders from different fabric suppliers.

OBJECTIVES FOR 2019-2021

- LCF Careers to continue to embed sustainability resources in terms of language and points of reference, such as the CV & Cover Letter online module and the Industry Overview resource.
- LCF Careers to provide training opportunities for the LCF Careers team on Sustainability, such as the online course Fashion & Sustainability: Understanding Luxury Fashion in a Changing World, as well as attending events to stay current.
- CSF and LCF Careers to continue to work together to develop and refine the Professional Career Development tool through continued research and focus groups to prototype and deliver elements for BA years 1, 2 & 3.
- CSF and LCF Careers to continue to establish the means to share industry contacts and insight, to enhance the availability of sustainability focused opportunities for students, and to grow the expertise of careers team in this field.



Chapter 9

Priority 6

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

Priority 6

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

Develop research and practice in education for sustainability.

PROGRESS TO DATE

Priority 6 was developed to recognise the need for radical, experimental and transformational approaches to higher education, with the contexts of human equity and nature's limits at the foundation of its practice. Centre for Sustainable Fashion (CSF), a Research Centre of University of the Arts London based at LCF, approaches research, education and knowledge exchange with this mindset.

CSF's starting point was human and ecological resilience as a lens for design in fashion's artistic and business practices. CSF has grown to be a diverse community of world leading researchers, designers, educators and communicators with an extensive network that crosses disciplines, generations, cultures and locations, enabling the team to:

- Create internationally acclaimed research
- Set agendas in government, business, and public arenas
- Pioneer world relevant curriculum

Fashion shapes and reflects society and communities, their culture and diversity, it is both personal and ubiquitous, an everyday phenomenon. CSF was devised to question and challenge reactionary fashion cultures, which reflect and reinforce patterns of excessive consumption and disconnection, to expand fashion's ability to connect, delight and identify individual and collective values. CSF's commitment, vision and action plan for the next five years is outlined in the CSF Strategy 2015-2020 ([Appendix 4](#)).

RESEARCH STRATEGY

UAL has a strong commitment to Education for Sustainability and its importance in learning, teaching and research. [The Research Strategy](#) (2015-22) aims to build a more sustainable future through education and creative practice.

It considers:

- environmental change
- communication
- designing for new business models
- social innovations
- sustainable living

The Research Strategy equips everyone with a future-facing outlook. It provides an understanding of how research fits into wider society. This includes sustainable living and lifelong health and wellbeing.

TEN YEARS OF CSF

CSF achieved status as a University of the Arts London research centre in 2012 and is now internationally recognised for the quality and distinction of its work, created by a collective of world leading researchers, educators, designers, artists and practitioners, working together and individually, in various ways to bring about change, while recognising that ways of seeing are culturally produced. CSF is situated – geographically, socio-historically and culturally – in London, a Western fashion capital with particular and problematic histories. Whilst CSF seeks to learn with and from those with differently situated cultures and histories, we must take care to acknowledge our limitations.

As a live lab and testing ground for design relating to sustainability values and processes, CSF endeavors to understand and apply what is asked of others to do; whether they are students, partners in research or in industry. Working in this way acknowledges difficulties involved in creating new systems where sustainability can flourish. CSF's position within both academia and, to a certain extent, as insiders within the fashion system is a position that affords a certain freedom for exploration and a stability that comes with belonging. That CSF can work in this way and in this space is a great privilege and opportunity, one that is handled with care.

Starting points may differ, but CSF are committed to collective action. This has been articulated through an agreed strategy, committing to:

- Developing the quality and depth of research in Fashion Design for Sustainability
- Partnering with businesses, small & large, to conceive, develop and apply radical sustainability principles and practices
- Developing research and practice in education for sustainability
- Expanding and enhancing public engagement in and understanding of sustainability through fashion
- Demonstrating leadership and voice in political arenas
- Living by our own values

A values-led approach is critical to sustainability. This leads us to challenge the status quo of underlying beliefs within the current system and to commit to:

- Sustainability-led challenge to convention
- Collaboration, cooperation and empathic connection
- Diversity, individuality and equality of opportunity
- Ecological thinking and human wellbeing as the centre of our enquiry
- Space to contemplate

CSF's aims are applied through the three interlinking areas of research, knowledge exchange and education.

DECLARATION BY CSF

We recognise our ecological context.

We respect the rights of all living things to live well.

We engage in design as a means to improve existing situations.

We practice critical, reflective thinking.

We participate in fashion's relational elements.

We explore fashion's political, cultural, ecological, economic and social dimensions.

We believe that education plays a vital role in our ability to live well together.

We undertake rigorous processes in order to create credible knowledge.

We embrace dissensus on our path to transformation of ourselves and of fashion.

We speak truth to power.

Taken from [Ten Years of CSF](#), 2018

Fig. 3 CSF pedagogic principles

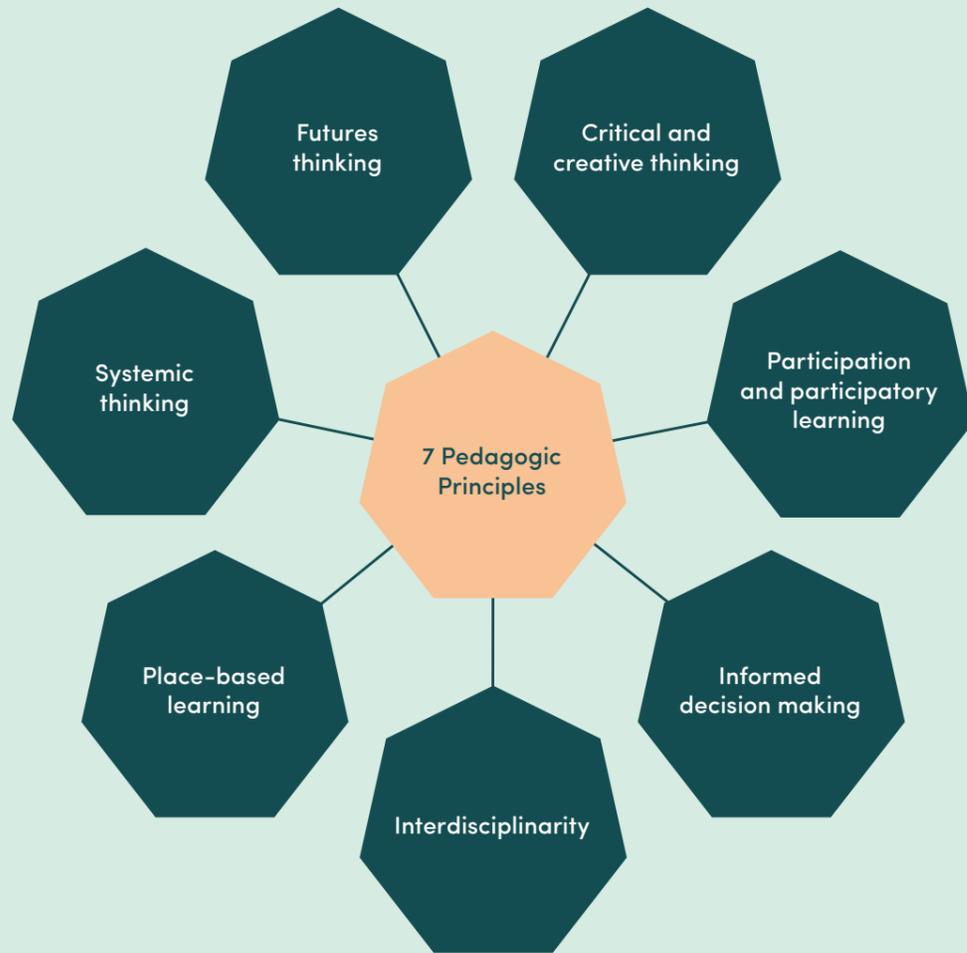
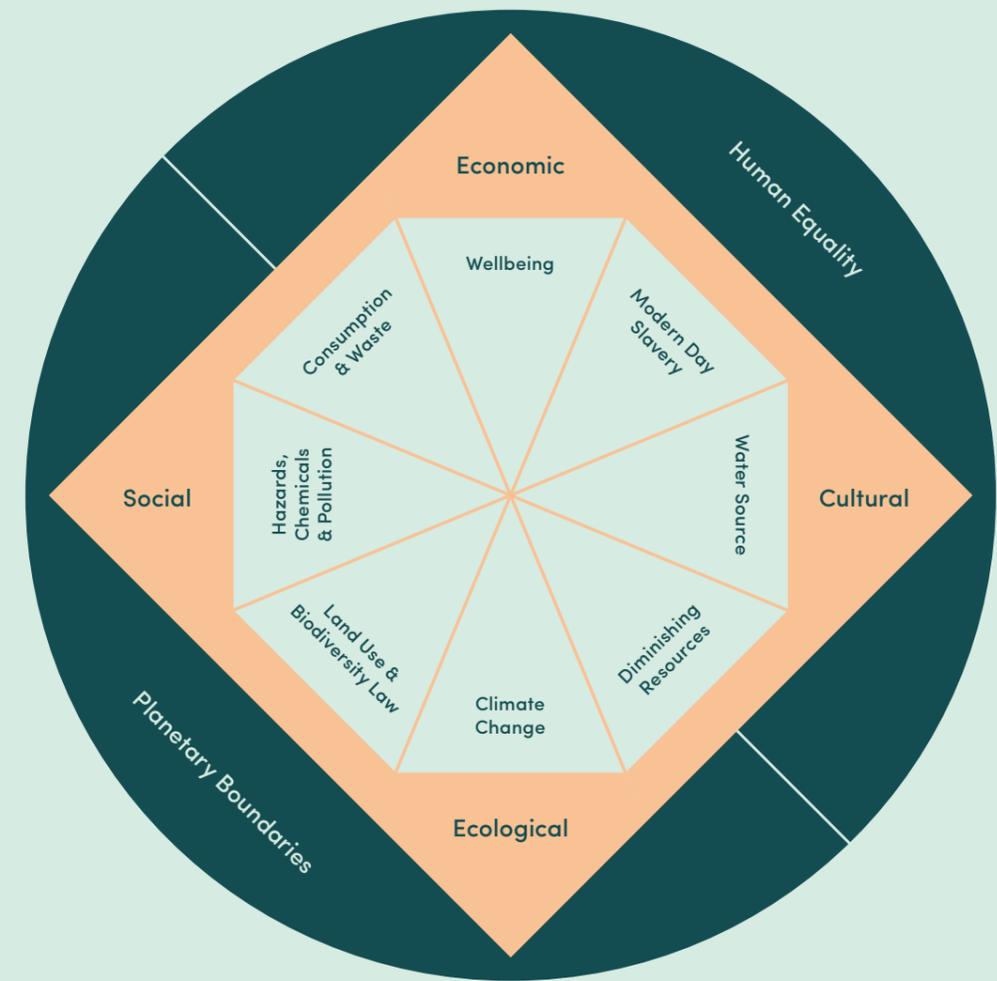


Fig. 4 Fashion Education for Sustainability Framework



EDUCATION

Higher Education involves development towards professional practice and a sense of self in the world. Fashion, as a discipline, can realise this through a critical consideration process and product. CSF engages in educational practices that draw on academic research and Knowledge Exchange, whilst engaging in a mutual learning process with tutors and students. CSF apply these practices across all levels within the university, inside and outside of formal teaching and learning and with other institutions. Education is vital for sustainability-led change. When viewed systemically, it offers a place to experiment with new ideas, challenge existing narratives as well as being a place to put principles into action. CSF believe that by changing education, vital leverage can be created in the transformation of the fashion system and beyond.

CSF pedagogic principles

Our education work builds upon Education for Sustainability (Efs) research and fashion design practice. This is a process driven approach that is participative, empowering and places the idea of learning as an intrinsic part of a sustainable society.⁹ Through foregrounding critical and transformative processes in fashion education, teaching and learning includes making a long-term commitment to change, whilst acting in the present. Whilst art and design education is, by nature, an exploratory, interactive process, the sharing and discussion of knowledge and information about sustainability is not enough to enable students and tutors to move towards a transformational state of practice. Through the adaptation and development of the United Nations Economic Commission for Europe Strategy for Education for Sustainable Development¹⁰ and extended fashion teaching practice and extended fashion teaching practice, seven Pedagogic Principles guide CSF's education work (see fig. 3).

Fashion Education for Sustainability Framework

Through extended teaching practice and theoretical underpinning, Dilys Williams has led development of a Framework for Sustainability in Fashion Education. It maps the context, agendas, issues and mindsets of fashion and sustainability to help learners to navigate the complexity of the subject area. It visualises ways in which fashion interacts with wider socio-political and cultural systems, within an ecological and equity context. Through an iterative process, this heuristic model is open to ongoing iteration and adaptation. The framework relates to the industrial and personal activities of fashion and references environmental, social, cultural and economic agendas, relating to specific considerations such as land use, wellbeing, water stress, consumption and waste. Elements of the Framework are brought to life through the CSF x Kering online course (see fig. 4).

⁹ See Naomi Klein Let them Drown, London Review of Books, 2016
¹⁰ www.unecce.org/env/esd.html

EDUCATION HIGHLIGHTS

FashionSEEDS: Professor Dilys Williams, Nina Stevenson, Julia Crew, Natasha Bonnelame

Led by CSF's Prof. Dilys Williams, FashionSEEDS explores what a transformed education system in Fashion Design for Sustainability could look like and aims to develop a holistic framework to embed sustainability into higher education fashion design. The project brings four European HEIs together - University of the Arts London, Estonia Academy of Arts, Design School Kolding, and Politecnico di Milano - to form a collaborative network of fashion universities with leading practitioners in Fashion Design for Sustainability. The programme engages staff and students from across the network to test and refine radical design-led approaches, course content, methodologies, learning environments, teaching materials and sector engagement in a fashion education system that seeks to nurture graduates with the skills, capabilities and knowledge of fashion design for sustainability. Once launched, the online programme will be promoted to fashion educators worldwide to support and develop their practise as the fashion tutors of the future.

Radical Culture Change, Radical Practice Project: Nina Stevenson, Anna Fitzpatrick

This five-year project supported by Harold Tillman CBE explores eight mindsets for fashion and sustainability, identified in the CSF Education Framework. Through projects with students across a range of business, design and media courses, mindset methods will be developed, tested and applied. The project will culminate in a student led symposium to share new ways of thinking and action as learners and professionals.

CSF x Kering Online Course: Nina Stevenson, Professor Dilys Williams, Gabrielle Miller

UAL's first ever MOOC has engaged 28,752 learners to date from 151 countries. The six week course will run for a fifth time from October 2019, and CSF are reviewing its success to date and potential for future development. It was developed by CSF with the support of Kering, based on the co-created CSF x Kering curriculum delivered to masters students since 2014. The course was awarded the Green Gown Award for Next Generation Learning & Skills in 2018.

CSF x Kering Collaborative Unit: Nina Stevenson, Professor Dilys Williams, Gabrielle Miller

This 15 week curriculum has been delivered annually since 2014 engaging 200 students to date from masters courses across design, business and communications, bringing knowledge, values and experience together from research and industry leaders. In 2019, the outcomes were profiled at the Better Lives Lecture in Waltham Forest. The winning student teams present their final projects to the Chief Sustainability Officer Marie-Claire Daveu and the sustainability team at Kering HQ in Paris.

Activating Change Collaborative Unit: Dr Francesco Mazzarella

A brief to equip LCF students with an activist mindset in order to challenge the status quo of the mainstream fashion system and create sustainable counter-narratives. Delivered in 2019, 12 MA students were given an opportunity to tackle issues faced by multi-cultural communities, youth, and manufacturing businesses within the context of Waltham Forest.

Fashion Futures 2030 Toolkit: Sarah Needham, Nina Stevenson, Gabrielle Miller

The toolkit for educators and industry professionals was produced in collaboration with Forum for the Future and C&A Foundation, and launched at Copenhagen Fashion Summit May 2019. The toolkit was tested with BA Creative Direction students in May 2019.

Education for Sustainability Transformation at LCF:

Nina Stevenson, Gabrielle Miller

Devised by Dilys Williams and Nina Stevenson in 2015, the delivery of the EST Strategy is coordinated by the CSF Education team. This involves leadership in the subject matter, and relationship building across the many departments in the school to offer a distinct voice and vision in Education for Sustainability Transformation.

Better Lives Unit: Nina Stevenson

CSF engaged with E-Learning and other Better Lives leads to develop and inform the context, purpose and structure of the first delivery of Better Lives Unit in 2019 to all first year undergraduate students at LCF. CSF experts delivered lectures and supported projects on this one of a kind blended learning unit.

Copenhagen Fashion Summit: Professor Dilys Williams, Nina Stevenson, Sarah Needham

CSF have worked with partners in Denmark for more than ten years to deliver programmes engaging students, educators and industry professionals in sustainability practice and debate. By working with Global Fashion Agenda, KEA and a host of industry partners, the Copenhagen Fashion Summit, and its associated Youth Fashion Summit and Academic Leaders Summit are convening global cohorts of engaged and committed individuals to design and deliver new solutions and share best practice. CSF is recognised as Education Partner for the annual summit, and each year students and educators from LCF participate in the activities and connect with others. In 2019, CSF convened a workshop to launch the Fashion Futures 2030 toolkit, with 80 representatives from fashion media, education and industry.

Dress for Our Time
Helen Storey



Antartica
Photography Thierry Bal



CSF was devised to question and challenge reactionary fashion cultures, which reflect and reinforce patterns of excessive consumption and disconnection, to expand fashion's ability to connect, delight and identify individual and collective values.

RESEARCH

Academic research is vital to the creation of new thought and knowledge as it exists in a space that is (relatively) unbound from the limitations in thinking created by immediate pressures of commercial activity and expectation. CSF creates space in which to interrogate what fashion involves and to conceptualise alternative narratives to that of fashion as consumerism. Research contributes to the emerging field of Fashion Design for Sustainability and informs education frameworks and engagement with business and other partners through Knowledge Exchange practice. Though diverse in methods and outputs, CSF's research proposes new perceptions of fashion with related products, services and systems to live within nature's limits and foster wellbeing.

RESEARCH HIGHLIGHTS

Fashioned from Nature: Professor Dilys Williams, Renee Cuoco, Mina Jugovic, Ligaya Salazar

As special advisers to the V&A exhibition, Fashioned from Nature, CSF were able to create a public-facing narrative on our relationship with nature. Through the wider exhibition and commissions for the two final sections of the exhibition, provocations are offered to visitors: to consider their own relationship with nature through their fashion choices and habits. Fashion Now examines five contemporary fashion items across a five-stage lifecycle and implications for nature during these stages. Fashion Futures 2030 is an interactive installation that imagines four world scenarios, based on economic, environmental, social and cultural data and explores what fashion and nature might look like in each. Visitors are invited to respond to questions about their fashion aspirations, answers leading them to the scenario that their choices could create. Fashioned from Nature is now on tour at the Natural History Museum in Copenhagen until December 2019 and in Walthamstow until July 2019.

Fostering Sustainability Practices: Professor Sandy Black, Professor Dilys Williams, Agnès Rocomora, Zoe Norton, Mila Burcikova

This two and a half year cross-disciplinary, cross-university research project investigates the environmental, economic, social and cultural value of creative practice in UK based design-led fashion micro and small businesses (MSMEs). It explores how these fashion designer-entrepreneurs can create new forms of sustainable prosperity. The findings will be applied to develop alternative support systems for these small businesses, fostering sustainable fashion practices and informing wider national and global fashion industries at a range of scales.

Dress for our Time: Professor Helen Storey, Zoe Norton, Anna Fitzpatrick, Rebecca Munro

Dress for our Time is a dress and wider research exploration of resilience, led by Helen Storey. The dress, an arresting artefact and metaphor for displacement as it moves around the world, has been created from a UNHCR (United Nations High Commission for Refugees) refugee tent that was the home of a displaced Syrian family at Za'atari Camp in Jordan. The dress has been displayed at St Pancras International Station, London, the Science Museum, London, been worn on stage at Glastonbury Festival, and been a live sculpture at the UN headquarters in Geneva. As a public art installation, it encourages questions about our relationships with one another and what it means to be human. Fashion is employed, not as an item to purchase but as a medium to challenge the way that we think. It represents the importance of nurturing and protecting all people, and safeguarding generations to come. In a current climate of blame and 'othering' it presents a discourse on unity and togetherness. The project has now embarked on a new phase of activity. Currently, a cross disciplinary programme of projects are being co-created with refugees living in Za'atari. At the heart of these projects is an exploration of reciprocity, understood through the development of practical solutions to the ever

changing and urgent challenges of living in camp. Helen is currently spending 2019 as Artist in Residence in Za'atari.

Mapping Sustainable Fashion (COSME): Professor Sandy Black, Professor Dilys Williams, Mila Burcikova, Zoe Norton

Report submitted to European Commission for COSME funded Mapping Sustainable Fashion Opportunities for SMEs. The report includes 43 expert interviews in all 28 EU member states, 12 case studies and mapping of 420 organisations. This will form the basis of a funding call to be published in the autumn

Fostering Sustainable Practices (AHRC): Professor Sandy Black, Professor Dilys Williams, Mila Burcikova and Agnès Rocamora (LCF) with Middlesex and Open University

This research explores design practice that exemplifies demonstrations of prosperity in cultural, economic, societal and environmental terms. Now in phase three, with over 200 responses to the survey, a core group of 30 MSEs interviews and studio observations now in progress. Outputs will include published papers, and resources for intermediaries supporting MSE designers.

Business of Fashion Textiles and Technology (BFTT): Professor Dilys Williams

Design and business models for sustainability is a work stream within this LCF project. Dilys Williams leads this stream with Steve Evans of Cambridge University and ASOS. Preliminary work is underway with research due to officially start in Autumn 2019.

Antartica World Passport and Touring Artworks: Professor Lucy Orta

Lucy is currently exhibiting works as part of the 'Sustainable Thinking' Exhibition at Museo Salvatore Ferragamo, Florence (April 2019 to March 2020) as well as at, 'Still I Rise: Feminisms, Gender, Resistance, Act 2.' at The De La Warr Pavilion, Bexhill, UK. Funding has been secured for the creation of a new multi-media artwork from Arts Council for Raft of the Medusa which will tour the UK in late 2019 until summer 2020. Funding from European Cultural Capital in Matero will enable a community participative artwork: 70 x 7 The Meal Act XLII, which will take place in September 2019.

Publication of Wild Dress: Professor Kate Fletcher

In June 2019, Kate Fletcher published and launched Wild Dress, with Uniform Press, opening a hybrid field of nature writing through the lens of objects and practices.

Making For Change – Waltham Forest: Dr. Francesco Mazzarella

As part of the focus towards Stratford, several projects and happenings in Walthamstow include the delivery of MA Collaborative Unit project "Activating Change", the launch of Fashion District's Innovation Challenge in Stratford, I wanna be me I wanna be (E)U" performance, Creative Repair Workshop with Fashion Revolution, Natural Dyes workshop.

Better Lives Lecture

'Educating Fashion Designers, Communicators & Entrepreneurs of the Future', hosted in Waltham Forest, alongside the Making for Change project showcased MA work that was developed for three Collaborative Unit project briefs set up by CSF and external partners Kering, Whitefield Academy and Waltham Forest Council.

PhD Community: Expanded Fashion Practice Supervisors

Professor Sandy Black, Professor Kate Fletcher, Professor Lucy Orta, Professor Dilys Williams

CSF's PhD student community offers a highly valued source of new thinking and new knowledge in Fashion Design for Sustainability and well across wider aspects of fashion research. Their research often marries practice with theory to create new approaches to change. Supervision is offered by our researchers in teams, or through working

with other researchers outside of the centre. Subjects explored within the PhD student community have included a study on fashion design and laundry practices (Emma Rigby), design for local communities in place (Flavia Amadeu), Utopia as a design method for fashion (Eldina Begic), unmaking as a critical fashion design process (Lara Torres), as well as a practice-led enquiry into the landscape of local clothing systems (Katelyn Toth-Fejel.)

What's Going On? A Discourse on Fashion, Design and Sustainability: All CSF

In this conference, the first to exclusively examine this area, CSF explored the dynamics, challenges and propositions of fashion and sustainability through the lens of design thinking and practice. The conference theme was understood in the broadest of terms, encouraging a diverse range, addressing design and sustainability research in the context of fashion and its systems from a variety of philosophical angles and methodological approaches. CSF were keen to represent a multiplicity of voices and perspectives, including those from the Global South, those within, between and of no traditional disciplinary tribes and from all types of research experience. Approximately 250 submissions of original unpublished works were submitted, including long and short papers, interactive sessions, special sessions, photography, film, performance and other modes of investigation and representation that can be accommodated within the space and time of the conference. Submissions aligned with at least one of the agenda headings: Power, Nature, Culture, Society.

KNOWLEDGE EXCHANGE

Knowledge Exchange is the successful exchange and application of ideas between researchers and non-academic partners. This too is vital in the creation of new thought and knowledge through experimentation and testing of Fashion Design for Sustainability in real world contexts. CSF's collaborations with mainstream, luxury and small designers and buyers, with UK and other governments and with non-governmental organisations (NGOs) has provided the opportunity to realise change inside organisations and in the public realm. At the heart of Knowledge Exchange is the creation of trusted relationships. This involves patience, time and mutual understanding. Through these partnerships, CSF develop processes with tangible and practical outputs that enable individuals and groups working in fashion to make better informed decisions. The transition between student learning and professional practice is also bridged by this co-informing process.

KNOWLEDGE EXCHANGE HIGHLIGHTS

LCF x Kering Partnership: Professor Dilys Williams, Nina Stevenson, Sarah Needham, Anna Fitzpatrick, Monica Buchan-Ng, Gabrielle Miller, Rebecca Munro

CSF's partnership with Kering is based on a shared recognition of sustainability as the greatest creative challenge of our time. It exemplifies the importance of collaboration and facilitating ways for educators, researchers and industry practitioners to learn together to bring about change in themselves, each other and the wider system. The partnership delivers three strands of activity: an annual talks programme; the annual Kering Awards for Sustainable Fashion; and a co-created curriculum module, open to MA students at LCF. After three years of testing, this module has been adapted into an open source online course Understanding Luxury Fashion in a Changing World, reaching industry professionals, students, tutors and other learners in 151 countries in its first programme delivery. The awards programme connects researchers in fashion and sustainability with experts from the luxury fashion sector, to mentor shortlisted students. These students are developing creative solutions to critical environmental, social and cultural sustainability challenges within the fashion industry today.

Winners to date have gained awards and placement opportunities at Stella McCartney, Gucci, Alexander McQueen, Brioni and Pomellato. Alongside the three strands of delivery, a longitudinal study is taking place to better understand the co-learning experience of this industry-academia collaboration, based on mutual learning rather than a more usual industry to academia commission.

Designing for Change at ASOS: Sarah Needham, Yanina Aubrey, Professor Dilys Williams, Monica Buchan-Ng, Gabrielle Miller

The CSF partnership with ASOS involves research, development and application of design for sustainability practices through collaboration with ASOS design, buying and technical teams. Through in-depth interviews with designers and diversely located suppliers, workshops and practical sessions, a range of opportunities for intervention have been identified across four themes: product-led innovation, longevity and use, enabling recyclability, re-design & re-made. Through active engagement at a range of levels in ASOS's system, a re-thinking of the 'why' of the business is creating a re-imagining within senior leadership and across design teams. The results of the pilot project are being analysed to create a set of methods, case studies and resources for ongoing use across ASOS' design teams. The programme is part of a wider partnership with ASOS, that also includes the development of interactive learning resources to facilitate engagement in sustainability practices by ASOS's supplier brands.

All Party Parliamentary Group on Ethics and Sustainability: Dilys Williams, Anna Fitzpatrick

As the co-secretariat of the All Party Parliamentary Group on Ethics and Sustainability in Fashion, CSF works closely with the group's founder and chair, Baroness Lola Young. The scope of the group is to explore political solutions that might address the environmental impact of excessive consumption; the assessment of government's role relating to exploitative labour conditions in the supply chain; concerns relating to the welfare of animals used in making fashion products; and critically, the means to educate children and young people on issues of sustainability. The group has recently focused on an amendment to the Modern Slavery legislation that was passed in 2015. This amendment focuses on transparency in supply chains.

British Fashion and Sustainability report with Julie's Bicycle: British Fashion Council and DHL commission, Professor Dilys Williams and Sarah Needham

A White Paper named "Fashion and Environment" which reports on fashion and the environment that provides recommendations to SMEs in the creative sectors to engage with sustainability.

OBJECTIVES FOR 2019-2021

Please see the CSF Strategy 2015-2020 ([Appendix 4](#)) for objectives.





Chapter 10

Estates and Engagement Practices

Estates and engagement practices

This chapter features relevant activities that do not directly fall under the six EST strategic priorities, however do offer significant contributions to education for sustainability transformation at LCF through awareness raising, environmental efficiency and staff and student wellbeing.

SUSTAINABILITY POLICIES

Policies for LCF and UAL relating to construction & refurbishment; travel; biodiversity; environment; carbon management; ethical & sustainable procurement; heating & cooling; food; energy & water are available in [Appendix 9](#).

Staff network and share best practice with partners from different disciplines and territories such as European networks that also have sustainability interests. Staff engage with ESD through a development programme, online learning resources and through the [UAL Sustainability Manifesto \(2016 - 2022\)](#).

UAL is already recognised for sustainable business operations, is in London's Top 4 green universities in People & Planet Green League 2019 and among the Top 20 most environmentally sustainable universities in England.

Since 2013, UAL has invested significantly to reduce our environmental impact. We switched to 100% renewable electricity in 2018 and are on track to meet our pledge to cut our carbon emissions by 43% by 2020 and to achieve carbon-neutral utilities by 2030. UAL's new London College of Fashion building at East Bank in Stratford is designed to achieve BREEAM Outstanding status, expanding our reputation for sustainable building design and natural ventilation as we work towards decarbonisation.

ENGAGEMENT AND AWARENESS

The LCF People Sustainability group is open to all LCF staff and is well-attended by a cross-section of colleagues to share concerns and achievements in relation to sustainability practices at LCF. The UAL Sustainability Working Group is university wide community also open to all UAL staff and students.¹¹

During Green Week, an annual week of sustainability focused activities, staff members and students engage with sustainability through a range of activities including:

- Embroidery workshops using scrap fabric to teach stitches for LCF's 1000 Coats project (Social Responsibility team)
- Natural dyeing using both plants grown at LCF, and powdered dyes
- Recycling plastics, where attendees each made their own recycled plastic keyring
- Indoor planting workshops
- Light painting (using renewable energy sources)
- Beekeeping
- Gardening
- UAL-wide Useful or Beautiful challenge to upcycle waste from around the university

During Activities Week, workshops for students have been delivered on a range of sustainability topics, including natural dyeing, recycling plastics, wildlife walks at Lime Grove, introduction to sustainability, and research led debates as part of the CSF conference What's Going On?

CSF and the LCF Sustainability Coordinator also regularly deliver introductory sessions on sustainability at Freshers Week, to Study Abroad students, and for staff and student inductions.

GREEN SPACES

To support staff and student wellbeing in the LCF environment, there are green spaces at all of our central London sites. They have been planted and cared for with urban environments in mind, and include roof terraces, balconies and gardens. Lime Grove and Mare Street sites both have extensive green spaces including natural dye gardens.

SUSTAINABILITY PROJECTS FUND

The LCF Sustainability Projects Fund (SPF) is a prize fund to support students and staff-led projects to enhance sustainability on campus. It is funded by the Pro Vice-Chancellor, and administered by Sustainability Coordinator. The SPF aims to contribute to the advancement of environmental, social and economic sustainability as a whole at LCF.

Examples of previous projects include:

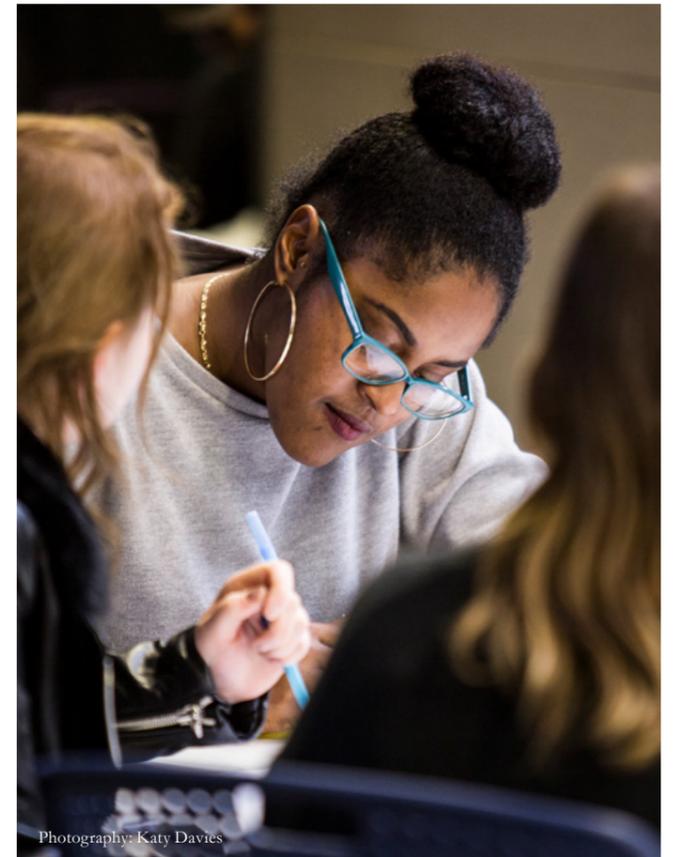
- A student hosted sustainability-related debate event
- A technician ran a one-day workshop
- An academic ran a sustainable materials event

The fund also aims to improve engagement of the LCF community with sustainability issues. Therefore, the SPF is open to all LCF staff and students. Furthermore it actively seeks to empower and engage those who would not normally be involved with sustainability as well as those who do not have the resources to undertake worthwhile sustainability projects. Because the SPF is aimed toward these specific areas and toward the LCF campus community, only projects that take place on the LCF campus will be considered. We are currently able to consider applications for projects with a budget of up to £500.

OTHER ACTIVITIES

The LCF Sustainability Coordinator has initiated the following activities to enhance awareness and efficiency in environmental impacts:

- Internal auditor for UAL's ISO 14001 for environmental management systems, and 50001 for energy management systems.
- Developed and put up energy saving posters and waste awareness posters; a mini-audit of electrical devices showed that rooms with posters did much better than rooms without, and feedback on the waste posters from LCF staff has been very positive.
- Coordinated natural dye sessions at Mare Street.
- Highly Commended for the UAL Student Experience Awards 2017.
- Chaired the UAL Sustainability Working Group, which has now had three meetings and grown in participation to over 150 members.
- Arranged office plant workshops as this was requested, they were hugely popular with around 40/50+ people turning up for the first workshop.



Photography: Katy Davies

11 Terms of Reference artslondon.sharepoint.com/:b/s/ualsustainabilityworkinggroup/EcKuaDkMO2xIrraFItEjQRIBm3yvoeqLoe8CgDb-XnAWA?e=egg3T2



Chapter 11

Looking Ahead

Looking Ahead

Summary of objectives for Education for Sustainability Transformation 2019–21

Priority 1

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

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

OBJECTIVES 2019-2021

- Dean of each school to formally identify the representative in each school who is responsible for delivering the report on Education for Sustainability Transformation.
- CSF's Education for Sustainability Leader to work in collaboration with the Dean of Academic Strategy to design a reporting schedule, key performance indicators, dissemination, and criteria for objective setting for Education for Sustainability Transformation, and table this for agreement at Executive Group.

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

OBJECTIVES 2019-2021

- The sustainability lead in each school will identify teaching staff who have sustainability as part of their role and responsibilities. This community will be made visible to staff and students at LCF through a mapping and communications exercise, coordinated by CSF.
- CSF to continue to offer consultation to school sustainability leads, and find new opportunities to collaborate to support the vision statements of each school.

Priority 2

We will develop and offer creative, curious and critical curricula

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

OBJECTIVES 2019-2021

- Continue to promote the Fashion & Sustainability online course to staff at LCF as a development opportunity. Make resources from the online course easily available for staff to access for their own learning and teaching.
- CSF to continue to work with the schools to share research and knowledge on Education for Sustainability Transformation via the school sustainability leads. This will be through consultation and co-created project opportunities.
- Project team at CSF to deliver the FashionSEEDS learning resource repository and engage LCF staff in the development and prototyping process.

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

OBJECTIVES 2019-2021

- All schools and departments to have their own subject specific objectives to ensure sustainability is a mark of distinction across all new academic ventures and existing courses.
- All schools and departments to communicate and collaborate to evaluate sustainability teaching and learning, and create new learning experiences for students that embody sustainability. CSF to support this process by sharing new research in Education for Sustainability Transformation and convening working parties.

Priority 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.

OBJECTIVES 2019-2021

- E-Learning team to explore new opportunities for using digital technologies to embed sustainability into teaching and learning at LCF.
- CSF to review the impact of the existing online course, and explore new collaborations to make knowledge in sustainability open source and free to access through digital learning.
- CSF to ensure digital resources in fashion and sustainability are easy to access by staff to enhance teaching and learning.

Priority 4

We will deliver inclusive teaching and learning

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

OBJECTIVES 2019-2021

- To identify gaps and opportunities in LCF's existing networks and explore new collaborations based on fashion and sustainability.
- To ensure LCF's sustainability work is inclusive through collaboration with hard to reach or marginalised groups; and globally representative in its discussions of fashion and sustainability through research, education and knowledge exchange activities.

Priority 5

We will enhance students' employability

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.

OBJECTIVES 2019-2021

- LCF Careers to continue to embed sustainability resources in terms of language and points of reference, such as the CV & Cover Letter online module and the Industry Overview resource.
- LCF Careers to provide training opportunities for the LCF Careers team on sustainability, such as the online course Fashion & Sustainability: Understanding Luxury Fashion in a Changing World, as well as attending events to stay up-to-date.
- CSF and LCF Careers to continue to work together to develop and refine the Professional Career Development tool through continued research and focus groups to prototype and deliver elements for undergraduate years 1, 2 & 3.
- CSF and LCF Careers to continue to establish the means to share industry contacts and insight, to enhance the availability of sustainability focused opportunities for students, and to grow the expertise of the careers team in this field.

Priority 6

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

Develop research and practice in education for sustainability.

OBJECTIVES 2019-2021

Please see the CSF Strategy 2015–2020 ([Appendix 4](#)) for objectives.

OUTCOMES OF A TRANSFORMED CURRICULUM

Over the next two years (2019-21), CSF will continue to collect and collate evidence from LCF in Education for Sustainability Transformation against the six priority areas. This evidence will be visualised through a mapping exercise using the different levels of the Fashion Education System (Fig.1) to communicate and understand the breadth and depth of LCF's engagement in sustainability, showing its holistic and multi-layered approach to transformation, enacted through engagement and expertise across the LCF community and institutional structure.

The 2016 EST Strategy outlines twelve features of what a transformed curriculum at LCF could look like. This was developed by CSF, building on ESD policy and academic discourse, such as Learning for the Future: Competences in Education for Sustainable Development (UNECE 2011).¹²

In 2021, using five years of evidence, the following outcomes will be reviewed against evidence to assess progress in EST at LCF.

OUTCOMES OF A TRANSFORMED CURRICULUM AT LCF
A systematic approach to sustainability across course development and delivery, staff recruitment and appraisal, course committee and course monitoring processes.
Enquiry based learning through sustainability in every undergraduate and postgraduate course, initially through the addressing of issues in units across the first year of all UG courses, for example 'Introduction to...'
Dynamic interaction between students from across courses through participatory sessions, seminar series, and a documentation of formal and informal curriculum.
Assessment and reward criteria across every course to include elements of sustainability.
Mentoring and staff development opportunities available in relation to sustainability.
Shared institutional vision and ambition in enabling all LCF students and graduates to become sustainability literate.
Research led teaching and innovative and experimental practice.
LCF's research and teaching of Fashion Design for Sustainability to be recognised as world-leading.
Evidence of fashion education's distinctive contribution to society, economy, environment and culture to be made explicit.
Employability skills created through LCF's Education for Sustainability practices.
Student satisfaction increased by Education for Sustainability practices.
Quality of student recruitment and attainment enhanced.

¹² www.unece.org/fileadmin/DAM/env/esd/ESD_Publications/Competences_Publication.pdf



Chapter 12

Appendices

APPENDICES ARE AVAILABLE TO UAL STAFF THROUGH THIS [SHAREPOINT FOLDER](#).

Appendix 1

Fashion Business School report

Appendix 2

School of Design Technology report

Appendix 3

School of Media & Communications report

Appendix 4

CSF Strategy 2015-2020

Appendix 5

Fashion Innovation Agency report

Appendix 6

[UAL Response to Climate Emergency](#)

Appendix 7

Skills Research Report (breakdown of categorised skills)

Appendix 8

Poplar Works Community Partnership Report

Appendix 9

[UAL Sustainability Documentation](#)

Appendix 10

Education for Sustainability Transformation Strategy & Action Plan 2016-2021

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Contribution from
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