Deans Sustainability Curriculum Project (11/12):
Project #1: Making Sustainability a Required Part of the Student Learning Experience

Aims and approach:

- This project aims to deliver on the central pledge of the UAL Climate Emergency Declaration to 'make sustainability a required part of the student learning experience'. This initiative addresses student demand for more sustainability in the curriculum (Requested by 88% of students, SU Sustainability Survey 2019) and the institutional commitment to bring decarbonisation to the heart of our academic offer. [For more information on background and rationale see proposal presented to EB 16/10].
- Project Leads are Nicky Ryan (LCC), Simon Maidment (CCW), Jessica Bugg (LCF) and Allan Attlee (CSM).

The overall approach is shaped around:

- The need for urgent university-wide action
- An understanding of existing academic workload
- The desire to effect institutional change *and* course-level agency
- A recognition that parts of the university are at different stages in engaging with sustainability
- A belief that sustainability is integral to the culture of UAL; that it is relational and not separate from other agendas; that it should be embedded throughout the curriculum rather than set apart as a discrete unit

The following update is in two parts. The first section contains key considerations for the project. The second part is an updated iteration of timeline and actions.

1   Considerations:

- There is a need to define the sustainability ecosystem in terms of the different projects involved in addressing the curriculum response to the Climate Emergency. Communication of this interrelationship across UAL will help to create alignment, avoid duplication and manage expectations of participants.
- At LCC and LCF there are Sustainability Groups that bring college activities together across academic and operational activities and we propose that this should be extended to CSM and CCW. These groups would report into CEGs so that they link to EB.
- The project will be staged due to its scale and complexity and operate on differential timeframes with LCC Design School acting as pilot (as this work is already planned and underway).

2   Revised Timeline/Activities:

1. Oct: Project endorsed by EB for further development 16/10/19
2. Nov: 2 x follow up meetings 13/11 and 27/11/19 to agree next steps and timeline
3. Dec: Presentation to EB on 11/12/19
4. Jan/Feb: Audit of course handbooks for evidence of sustainability in the curriculum. This would be undertaken by trained Artstemps using agreed principles (draft iteration of UAL principles) and key search words
5. End Feb: identification of courses requiring further support to embed sustainability
6. Cross-college principles to be developed by early March
7. March/April: Feedback and workshopping with cross college input to test and finalise principles
8. May-June: PDs with support from facilitators to work with courses identified as needing to further develop sustainability in the curriculum using agreed principles
9. Sept-Dec: courses identified through the audit of Jan/Feb to work on modifications to LOs and/or other learning strategies to make sustainability explicit within the curriculum.
10. Modifications as required to course units completed by March 2021 deadline
11. Modifications approved by June 2021
12. Changes to course handbooks to include UAL Climate Emergency Statement July-August 2021
13. Principles that address the climate and ecological emergency fully embedded in curriculum through learning strategies/outcomes by Sept 2021 ready for new academic year
14. Evaluation of impact at individual level (unit feedback/USS/SU Survey by June 2022), relational level (external measures for social and environmental impact – Green League or equivalent, KE and community projects, etc. by June 2022) and systemic level (longitudinal research study from June 2021-25)

N.B. LCC Design School will operate on earlier timeframe with modifications (where required) approved by June 2020.