

## UAL CLIMATE ACTION PLAN

### Working Group 1: Academic Discourse and Action Learning

<b>Member name/ area represented</b>	<b>Role(s) in group</b>
Nicky Ryan (LCC Dean of Design)	Chair/Climate Advocates
Danielle Tran (UAL Dean of Learning Teaching & Enhancement)	Staff Development
Nina Stevenson (LCF Education for Sustainability Leader, Centre for Sustainable Fashion)	UAL Principles
Sarah Temple (LCC Diploma Professional Studies Coordinator)	UAL Principles
Niki Wallace (CCW Course Leader MA Global Collaborative Design Practice)	UAL Principles
Janine Francois (CSM Course Leader BA Culture & Criticism)	UAL Principles
Agata Slomka (LCC Student Climate Advocate) TBC	UAL Principles
Margot Bannerman (CSM Senior Lecturer BA Fine Art)	Baseline of Knowledge & Skills
Fred Mellor (CSM PD Drama & Performance/Shared Campus)	Baseline of Knowledge & Skills
Carole Morrison (LCF Educational Developer: Academic Enhancement)	Baseline of Knowledge & Skills
Jhinuk Sarkar (CCW Lecturer Illustration)	Baseline of Knowledge & Skills
Alejandro Martínez (LCC Student Climate Advocate)	Baseline of Knowledge & Skills
Andreas Lang (CSM KE Lead, Placemaking) TBC	Knowledge Exchange
Chiron Hooson (SU Community Manager)	Student Voice
Syahadah Sharil (SU Campaigns Officer)	Student Voice
Fanny Lutze (UAL Alumni)	ADAL Support

<b>Aims/ question: <i>Outline here the overall aims and aspirations of your group</i></b>
1. Climate Justice, and its intersectionality, will be embedded in all UAL courses through foundational science-based learning and teaching and discipline-specific critical exploration, contextualisation and pedagogies.
2. All UAL staff will have opportunities to develop their knowledge and skills to contextualise their discipline and transform their teaching to advocate for and take action on climate, social and racial justice.
3. UAL will create flexible and collaborative conditions and actively support students and staff to live change and work together as advocates, partners and activists to achieve the above.

Actions and Statements of Intent	Link to aim / external refs	Milestones	Measures of success	Responsibility	Timeline
<p><b>Co-create a set of guiding principles and associated actionable initiatives for climate, racial and social justice to be mapped onto the student learning journey</b></p> <ul style="list-style-type: none"> <li>Propose a baseline of shared understanding that all students / staff / citizens need to be equipped with in order to work actively to address climate, racial and social justice</li> <li>Map student learning journey for FE, UG and PG</li> <li>Co-design/iterate a set of principles through workshops with staff and students across UAL</li> <li>Application of principles through learning outcomes/and or other teaching and learning strategies Include principles in all course and unit handbooks and publicise widely online and throughout physical sites Principles to underpin all reapprovals and validations and</li> </ul>	<p><b>AIM 1</b></p> <p>REF: SDGs, QAA-ESDG, CLP, LCF-CSF, LCC-RDF, UAL anti-racism action plan</p>	<p>Create baseline list of knowledge and skills to be available by Earth Day 22/04/22</p> <p>Potential models for delivery of Baseline of Skills and Knowledge explored and tested Feb-March 2022</p> <p>Visualisation of student learning journey (created by UAL Design students) Map student journey and align mapping with principles summer term 2022</p> <p>Principles available by 22/04/22 Earth Day. Communication to UAL staff &amp; students to commence from start of Summer Term 2022 to ensure they are embedded in course reapprovals and validations.</p> <p>Principles comms across all sites by May 2022</p>	<p><b>Graduates with capabilities to actively contribute to climate justice</b></p> <p>An agreed baseline for learning and teaching is clearly communicated across UAL during 2022-23 (and evidenced in handbooks as below)</p> <p>Shared course content aligning Principles with Baseline of Skills and Knowledge is tested, adapted and adopted across UAL as foundation of learning and teaching around Climate Justice</p> <p>Principles and amended Learning Outcomes in all course handbooks, course websites by July 2023</p> <p>Principles displayed in physical and online sites, used in recruitment, inductions, etc. Reapproval/validation template documentation revised where necessary by May 2022</p>	<p>ADAL WG to propose baseline list/tool kit, create draft principles, carry out workshops/consultation with range of UAL staff</p> <p>ADAL Working Group</p>	<p>Implementation across <u>all</u> UAL courses completed and new curriculum ready to be delivered in Sept 2023 (deadline for final mods Jan 2023/ deadline for reapprovals/ validation July 2022)</p> <p>Second phase of evaluation and further iteration July 2024 onwards</p>

<p>be included in relevant documentation</p> <ul style="list-style-type: none"> <li>Principles to be included in all assessment briefs.</li> <li>Develop CAF to incorporate principles</li> </ul>		<p>Apply principles to reapproval/ revalidation process commencing summer term 2022. Apply principles through modifications process by Jan 2023</p> <p>Principles in all assessment briefs for Jan 2023 ongoing</p> <p>Integration of existing CAF with Principles</p>	<p>Projects identified to support ISO40001 Accreditation</p> <p>Adoption of revised CAF across UAL academic course teams</p>	<p>PDs/Course Teams/ Quality team</p> <p>Exchange and relevant college teams</p>	<p>Revised CAF available for September 2022</p>
<p><b>Develop a programme of staff development to support staff in transforming their teaching to deliver climate, racial and social justice in the curriculum</b></p> <ul style="list-style-type: none"> <li>Make mandatory certified Carbon Literacy Training (UAL version adapted from Carbon Literacy Project) and roll out across UAL.</li> <li>Develop a range of online foundational sustainability courses customized to specific disciplines using FutureLearn Campus Model</li> </ul>	<p><b>AIM 2</b></p>	<p>Agreement with HR to make CLT training mandatory</p> <p>Achieve CLP recognition for UAL certification</p> <p>Create new and adapt/develop existing course units as standalone online short</p>	<p>Take up rate of course and number of certified trainers</p> <p>Number of subscribers to online course</p>	<p>MB/RW and ADAL WG with HR</p> <p>ADAL Group + relevant course team + external partners</p>	<p>Phase 1: By July 2022 - 30 x UAL staff certified trainers &amp; 300 staff trained Phase 2: By July 2023 – 100 x trainers &amp; all staff trained</p> <p>Courses ready for sign up from Sept 2023 onwards</p>

<p>(i.e. CSF already has these for fashion).</p> <ul style="list-style-type: none"> <li>Regular synchronous and asynchronous staff development including discourse on critical pedagogies for art and design in climate, racial and social justice to be made accessible to all staff during staff development weeks</li> <li>Customised training available to Programme/Course teams on request (i.e. if going through reapproval, validation, or particular need identified, etc.)</li> <li>Regular opportunities to share good practice and research across UAL</li> <li>Make climate and social justice visible in all job descriptions and in social purpose section of PRAs to identify relevant training and provide support to ensure it is actioned and accessible.</li> <li>Further develop set of shared resources available for all staff to access online</li> </ul>		<p>courses (could be with external partners)</p> <p>Coordination, sharing and communication of College staff development activities</p> <p>Develop staffing base who can deliver workshops &amp; staff development sessions</p> <p>Factor in training and support as part of reapproval/validation planning process</p> <p>2-3 series of UAL events per year/Educational conferences / local college events (i.e. weekly Climate &amp; Social Justice Collective organized by CSF &amp; T&amp;L Exchange)</p> <p>Liaise with HR to amend JD template and agree inclusion in PRA process guidelines.</p> <p>Work with HR to prioritise climate and social justice as a key requisite of professional development with agreed remission / funding where relevant.</p> <p>Create a designated webpage of resources as part of UAL online climate justice and sustainability presence.</p>	<p>Take up rate of staff development offered</p> <p>Number of trained staff available to deliver sessions</p> <p>Take up rate of customised offer</p> <p>Participation and attendance figures</p> <p>Increased number of staff engaging with social purpose</p> <p>Increased visits to website and utilisation of resources in teaching</p>	<p>Educational Developer: Climate and Social Justice (based in Exchange) In liaison with relevant team in Colleges</p> <p>Deans/PDs/staff development teams/ Exchange</p> <p>Climate Emergency Network/ Colleges/ Exchange</p> <p>HR/EB/CEAG/line managers</p> <p>Hosted by UAL Exchange/ Climate Emergency Network</p>	<p>Ongoing but key impetus to coincide with and follow up on Earth Day April 22/4/22 and launch of Principles/ Baseline knowledge &amp; Skills</p> <p>Ongoing</p> <p>Earth Day April 2022 and ongoing</p> <p>Inclusion in PRA Summer 2022</p> <p>Go live with webpage in Spring 2022 to coincide with Earth Day</p>
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<p><b>Provide opportunities for student and staff voice and activism</b></p> <ul style="list-style-type: none"> <li>• Roll out student Climate Advocates (LCC Pilot) paid through Artstemps to work in partnership with LCC course teams to codevelop curriculum and teaching practices that empower students to act in ways that take account of the long-term futures of people and the planet.</li> <li>• Offer a university wide project each year to mobilize models of co-production, rapid adaptation, existing expertise and student climate advocacy.</li> <li>• Facilitate opportunities for experimental co-designed curricula and continual / expansive / memorable round of action research / experiential learning / holistic thinking</li> <li>• Embrace and encourage more time spent in and around nature as integral part of UAL experience</li> </ul>	<p><b>AIM 3</b></p>	<p>Agreement that LCC pilot is rolled out across UAL early Nov. Recruitment in place via Artstemps by beg Feb Interviews and appointment end Feb</p> <p>Climate Advocates agree UAL shared activist brief/community joint action (i.e. energy, waste, materials, values, etc.)</p> <p>Co-create a project brief around real world challenge/ issue with external partners. Pilot in 2022 for mandatory roll-out in 2022-3.</p> <p>Work with Climate Advocates/ Changemakers/Course Reps/SU on action research, etc. Agree UAL fund for colleagues to bid into for projects and support dissemination at key events</p> <p>Bring nature into Colleges and organise trips, teaching sessions, writing retreats, etc. out in nature.</p>	<p>All UAL Programmes have a Climate Advocate and schedule of training in place</p> <p>Number of courses participating in project KE impact and potential for scaling up to bid for external funding Generation and sharing of new initiatives</p> <p>Each course year group evidence of project briefs involving access to nature in combination with key supporting cross-UAL staff development activity</p>	<p>Nominate person/s per College to recruit and manage Climate Advocates</p> <p>Rotate project leads around Colleges (nominated staff/students with Artstemp pay or remission) CEAG and/or Exchange manage fund for projects</p> <p>ADAL/ PDs/Course teams/ Exchange</p>	<p>Climate Advocates in place and active by March 2022</p> <p>Pilot Spring 2022/ Scale up 2023</p> <p>From Spring 2022</p>
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<ul style="list-style-type: none"> <li>• Embed cultures of care and wellbeing in all that we do to enable active listening, clarity and honesty</li> </ul>		<p>Work with HR to realise wellbeing as key ambition in new UAL strategy</p>	<p>Alignment of wellbeing HR people strategy with CEAG academic strategy. Could include outputs such as Education &amp; Wellbeing conference, etc.</p>	<p>HR/CEAG/Colleges/Exchange</p>	<p>Summer 2022 ongoing</p>
<p>Educational Developer (0.6 G6)</p> <ul style="list-style-type: none"> <li>• Work with Climate Advocates/Changemakers/Course Reps/SU/students, Exchange and relevant college staff to co-design and deliver workshops, projects, and events as appropriate to progress the aims of the ADAL Group</li> <li>• To support/inform the consultation of a set of guiding principles and student learning journey for climate, racial and social justice</li> <li>• Play a key role in developing synchronous and asynchronous staff development offer including discourse on critical pedagogies for art and design in climate, racial and social justice to be made accessible to all staff during staff development weeks</li> <li>• Based in the Exchange, the post holder will help to coordinate, share and communicate relevant College based and university wide staff development activities</li> </ul>	<p><b>AIM 1, 2 &amp; 3</b></p>	<p>Post advertised Jan 2022 with person in post by end May 2022</p>	<p>Effective UAL level coordination of ADAL proposed Action Plan with regard to climate, social and racial justice.</p> <p>N.B. Many of the aims and outputs articulated above require input from the UAL Teaching, Learning &amp; Employability Exchange, where this role will be based.</p>	<p>ADAL WG and UAL Dean of Learning, Teaching &amp; Enhancement</p>	<p>Person in post by end May 2022 latest</p>