Embedding Climate, Racial and Social Justice

A Framework for Course Teams

Enhancing teaching, learning and careers education in partnership with staff and students
Introduction

Climate justice is a core theme throughout the development of the new UAL strategy… [it] will require us all to be active participants in empowering students, staff and the creative community to innovate and imagine a different future (UAL Strategy, p.3)

The following guide has been prepared by the Academic Discourse & Action Learning (ADAL) Committee. It is based on an existing framework developed by the Centre for Sustainable Fashion. It provides a structure for embedding climate, racial and social justice into courses.

How to use this guide

Different courses will have different starting points. We suggest that course teams use the framework to develop their courses incrementally; allowing you time to develop new content and approaches.

How to make the changes

All changes to course content must go through the Modifications process. Your local Quality Teams can advise you on the specific process and timeline for your College.
The Four Pillars of Sustainability:

- Environmental sustainability
- Economic sustainability
- Social sustainability
- Cultural sustainability

D. Williams et al., The Fashion SEEDS Reader, p13 (Fashion SEEDS Reader)
1 Framework
ual:

<table>
<thead>
<tr>
<th>0</th>
<th>baseline</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>awareness</td>
</tr>
<tr>
<td>2</td>
<td>ideation</td>
</tr>
<tr>
<td>3</td>
<td>shift</td>
</tr>
</tbody>
</table>

Adapted from Scales of Transformation. D. Williams et al, The Fashion SEEDS Reader p30,
baseline

Acknowledging sustainability

Acknowledging wider definitions of sustainability and understanding how it relates to a discipline.

Adapted from Scales of Transformation. D. Williams et al, The Fashion SEEDS Reader p30
Climate, Racial and Social Justice Principles are:

**Contextualised in the Course Handbook**
Climate, racial & social justice knowledge is clearly connected to the discipline in the Course Handbook.

You can find suggested sentence structures here

**To be achieved by Sept 2023**

Adapted from Scales of Transformation. D. Williams et al, The Fashion SEEDS Reader p30
adapted from Scales of Transformation. D. Williams et al. The Fashion SEEDS Reader p30

0 baseline

1 awareness

Teaching about sustainability

Identifying and recognising issues, caring for those affected by current practices. Awareness leads to actions being taken to mitigate harm.
Baseline has been met. Climate, Racial and Social Justice content is also:

**In at least one unit**
Relevant knowledge in unit introduction and indicative content, but not visible in learning outcomes, **OR**

**Optional**
Visible in unit introduction and indicative content but only available as elective or option i.e. not part of whole cohort experience

Adapted from Scales of Transformation. D.Williams et al, The Fashion SEEDS Reader p30
teaching for sustainability

Creating new work, materials, products and services that factor in environmental, social, economic and cultural costs. This takes place within current world views, and evidence of adaptation to changing circumstances.

Adapted from Scales of Transformation. D. Williams et al, The Fashion SEEDS Reader p30
Levels 0 and 1 have been met. Climate, Racial and Social Justice content is also:

In at least one unit and assessed
Relevant knowledge in unit introduction and indicative content and learning outcomes,

OR

Delivered as part of professional practice
Climate, social & racial justice competences to deliver change using the updated CAF (to be released)
teaching as sustainability

Practices of teaching and making recognise and display that human ecological identity requires a shift in action as well as thought. No longer accepting the practices of an extractive society. Instead practicing life-sustaining cultures, committed to the health of the world.
Levels 0, 1 and 2 have been met
Climate, Social & Racial Justice content is also:

Embedded into the course aims and objectives

AND

Assessed in at least one unit at each level of study
Unit introductions, indicative content, learning outcomes

Adapted from Scales of Transformation. D. Williams et al, The Fashion SEEDS Reader p30,
| 0 | baseline | contextualised in the handbook |  |
| 1 | awareness | contextualised in the handbook | part of a unit or elective |
| 2 | ideation | contextualised in the handbook | assessed in at least one unit |
| 3 | shift | contextualised in the handbook | part of the course aims & objectives | assessed in at least one unit at each level |
2 Resources
Download the Principles ([link](#))
The UAL Principles of Climate, Social and Racial Justice form the basis for this framework

Establish your starting point ([link](#))
The Educational Ethics reflective tool provides a very practical way for Course Leaders and Programme Directors to understand how they currently integrate ethics into courses and curricula. The matrix provides a framework for reflection and discussion and a way to identify potential areas for development
Map your units
In the resources section of this presentation you will find generic mapping documents for courses. The first will support you to map where exiting content might be addressing the principles across a whole course. The second looks at specific content and where this is referenced in the handbook.
Suggested sentence structures:

The course is committed to embedding UAL’s Principles for Climate, Social and Racial Justice

We are committed to ensuring that your skills are set within an ethical framework and are working to embed UAL’s Principles for Climate, Social and Racial Justice into the course.

We are committed to developing ethical (name of discipline) practices. To achieve this, we are working to embed UAL’s Principles for Climate, Social and Racial Justice into the course.
Engage with baseline knowledge and skills (link)
The Climate Justice Glossary and the Climate Emergency Interactive Film have both been developed as ways of developing staff knowledge and skills and engaging with these issues in the curriculum.

Connect principles to practices (link)
This workshop is a process for mapping an existing academic practice in relation to the principles.

Consider examples
- Unit 6: Collaborative Practice
- Unit 8: Creative Unions
Map principles to assessment criteria
You will find a suggestion of ways to map the principles to the assessment criteria in section 3.

Craft Learning outcomes (link)
The UAL Course Designer outlines some of the principles behind writing effective outcomes.

Consider example outcomes
The examples section includes learning outcomes from two existing units at UAL – one undergraduate and one postgraduate.
### Course Designer: Vision and Values
A range of methods course teams can use to define the values and beliefs that inform the course identity

### Course Designer: Defining Course Aims

### Course Designer: Crafting Learning Outcomes

### Mapping course aims to the principles
In the examples section we map some of the prompts from Course Designer to language in the Principles
ual:

3 Examples
principles of climate, racial and social justice

1. **Move with urgency** to become a community that has the capabilities to address the social, racial and environmental injustices of climate emergency using creativity and resourcefulness. We offer hope through action, committing to the decolonisation and decarbonisation of our education and creative practices.

2. **Cultivate systems thinking and practices** that meaningfully acknowledge the interconnections and complexity of life on earth.

4. **Design for human equity, social and racial justice** by mobilising critical thinking, humbly questioning the norms, practices and biases embedded in our societies and cultures.

5. **Foster futures thinking** to design for possible futures that restore and regenerate, unleashing the power of imagination through participatory and speculative methods.

6. **Accelerate activism and advocacy** by participating in co-creation and actions that realise change in solidarity with those within and outside of our community. We advocate for justice for nature and humanity through our creative practices.
#1 macro-view

The first of the following slides looks at a whole course. Focussing on keywords from the Principles, it is designed to help you quickly map a course in terms of taught content relating to climate, racial and social justice.

The table reflects a 10-unit undergraduate course. You can easily modify it to fit other models and structures. Just delete, add or rename the columns as needed.

If you are working as a team: the slides can be printed out at A3 and filled in.

#2 micro-view

The second slide maps single units. Use this for the units you have identified in the previous exercise as having taught content relating to climate, racial and social justice.

We invite you to categorise the content. This allows you to understand what type of content may be missing from the curriculum. Content may fall into multiple categories. We also ask you to indicate where the content is reflected in the handbook. If you find it is not, we suggest you add it to your handbook using the modifications process. The final row allows you to see where this will place you on the framework.
which principle-related themes are addressed?

<table>
<thead>
<tr>
<th>P1</th>
<th>decolonisation</th>
</tr>
</thead>
<tbody>
<tr>
<td>P1</td>
<td>decarbonisation</td>
</tr>
<tr>
<td>P2</td>
<td>systems thinking</td>
</tr>
<tr>
<td>P2</td>
<td>complexity</td>
</tr>
<tr>
<td>P3</td>
<td>futures thinking</td>
</tr>
<tr>
<td>P3</td>
<td>participatory methods</td>
</tr>
<tr>
<td>P3</td>
<td>speculative methods</td>
</tr>
<tr>
<td>P4</td>
<td>social justice</td>
</tr>
<tr>
<td>P4</td>
<td>racial justice</td>
</tr>
<tr>
<td>P5</td>
<td>activism</td>
</tr>
<tr>
<td>P5</td>
<td>advocacy</td>
</tr>
<tr>
<td>P5</td>
<td>co-creation</td>
</tr>
<tr>
<td>P5</td>
<td>nature</td>
</tr>
</tbody>
</table>
## Course

<table>
<thead>
<tr>
<th>level:</th>
<th>level of the framework</th>
<th>level</th>
<th>level</th>
<th>level</th>
<th>level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>unit</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>content</td>
<td>what is the content?</td>
<td>what is covered?</td>
<td>what format does it take?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>course:</th>
</tr>
</thead>
<tbody>
<tr>
<td>climate</td>
</tr>
<tr>
<td>unit introduction</td>
</tr>
<tr>
<td>in the handbook?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>level of the framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 awareness</td>
</tr>
<tr>
<td>1 awareness</td>
</tr>
</tbody>
</table>
assess assessment criteria and principles

Here the principles are mapped in relation to the assessment criteria. This is not intended to be prescriptive, but to offer starting point.

A darker shade of yellow indicates a strong relationship and the lighter shade a possible relationship.

This was developed by members of ADAL through a series of workshops with staff and Climate Advocates. You can see the full mapping process here ([link](#)).

<table>
<thead>
<tr>
<th></th>
<th>P1</th>
<th>P2</th>
<th>P3</th>
<th>P4</th>
<th>P5</th>
</tr>
</thead>
<tbody>
<tr>
<td>enquiry</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>knowledge</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>process</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>communication</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>realisation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Learning Outcomes (PG)

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Enquiry</th>
<th>Process</th>
<th>Communication</th>
<th>Realisation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critically inform design methods by identifying and engaging with emergent global and collaborative communities of practice.</td>
<td>Critically analyse processes and systems at micro and macro scales, identifying points for intervention and innovation.</td>
<td>Demonstrate inclusivity and accountability in co-creation processes with external project collaborators and stakeholders.</td>
<td>Deploy iterative making, modelling and prototyping as an interdisciplinary language and stakeholder interface.</td>
<td>Define and respond to the challenges and opportunities of co-production spanning distinct local cultures and contexts.</td>
</tr>
</tbody>
</table>

**P3** Foster futures thinking  
**P2** Cultivate systems thinking  
**P4** Design for human equity, social and racial justice  
**P1** Move with urgency  
**P5** Accelerate activism and advocacy

Taken from Unit 2: MA Global Collaborative Design Practice, CCW, [Unit Handbook](#)
### Learning Outcomes (UG)

<table>
<thead>
<tr>
<th>Enquiry, Process</th>
<th>Knowledge, Process</th>
<th>Realisation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence an empathetic engagement with a range of cultures, identities and disciplines</td>
<td>Develop an awareness of ethical considerations, demonstrating sensitivity to diverse situations, groups and communities</td>
<td>Contribute responsibly to the current discourse of socially engaged practice through informed experimentation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>P4</strong></th>
<th>Design for human equity, social and racial justice</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>P5</strong></td>
<td>Accelerate activism and advocacy</td>
</tr>
<tr>
<td><strong>P2</strong></td>
<td>Cultivate systems thinking</td>
</tr>
<tr>
<td><strong>P5</strong></td>
<td>Accelerate activism and advocacy</td>
</tr>
</tbody>
</table>
purposes

“The course is aimed at students who wish to…”

→ … address the social, racial and environmental injustices of global climate emergency (P1)
→ … cultivate systems thinking and practices (P2)
→ … design for possible futures (P3)
→ … design for human equity, social and racial justice (P4)
→ … question the norms, practices and biases embedded in societies and cultures. (P4)
→ … accelerate activism & advocacy (P5)
→ … participate in co-creation and actions that realise change (P5)
→ … advocate for justice for nature and humanity through creative practice (P5)

Prompts taken from the UAL Course Designer: Defining Course Aims (link)
values

“We value …”

→ … creativity (P1)
→ … resourcefulness (P1)
→ … hope (P1)
→ … imagination (P3)
→ … humility (P4)
→ … reflexivity (P4)
→ … self-awareness (P4)
→ … anti-racism (P4)
→ … criticality (P4)

“We encourage our students to be…”

→ … creative (P1)
→ … resourceful (P1)
→ … hopeful (P1)
→ … imaginative (P3)
→ … humble (P4)
→ … reflective (P4)
→ … self-aware (P4)
→ … anti-racist (P4)
→ … critical (P4)

Prompts taken from the UAL Course Designer: Defining Course Aims (link)
values

“And we will support this by…”

→ … cultivating systems thinking and practices (P2)
→ … fostering futures thinking (P3)
→ … mobilising critical thinking (P4)
→ … questioning norms, practices and biases embedded in our societies and cultures (P4)
→ … recognising and reflect on our individual actions and societal values (P4)
→ … accelerating activism & advocacy (P5)
→ … participating in co-creation (P5)
→ … advocating for justice (P5)

Prompts taken from the UAL Course Designer: Defining Course Aims (link)
“The course will address the context of…”
→ … social, racial and environmental injustice (P1)
→ … the social, racial and environmental injustices of the global climate emergency (P1)