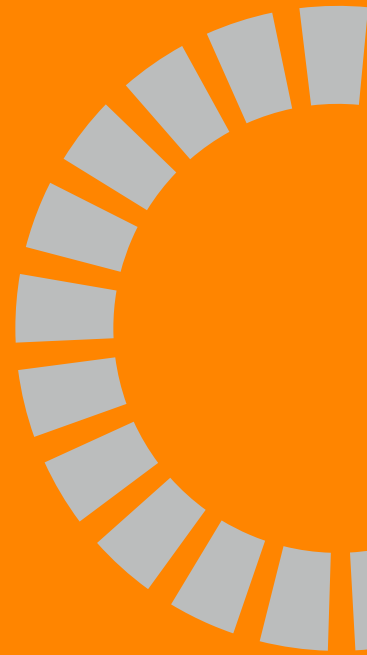


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Climate Advocate Programme Pack

2024/2025





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1. Introduction

The process of embedding Climate, Social and Racial Justice Principles into teaching and learning at UAL involves dialogue, participation and co-design between staff and students. UAL is committed to upholding Climate, Social and Racial Justice and contributing to human and planetary health through art and design practice and theory, as detailed in the [Climate Action Plan](#).

Working with students on understanding course design and student experience in relation to Climate, Social and Racial Justice in UAL courses allows for a participatory approach to transforming teaching and learning.

The Climate Advocates programme aims to support students to engage with the UAL Principles for Climate, Social and Racial Justice and contextualise them in their discipline and practice; thus contributing to curriculum co-design and creating the conditions for radical approaches to economic, cultural and societal systems that foreground human and planetary health.

This document outlines the purpose and process of the Climate Advocates programme at UAL.

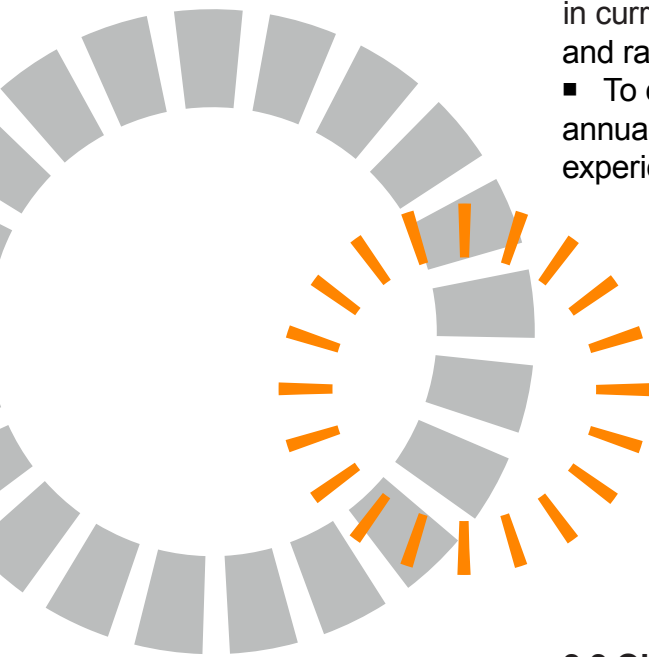


Katy De Beer, 2023 MA Textile Design, Chelsea College of Arts, UAL | Photograph: Kristy Noble

2. Aims and Objectives of the Climate Advocate Programme

2.1 Aims for Programme

- To contribute to a systems-based approach¹ to embedding Climate, Social and Racial Justice in teaching and learning at UAL through student participation.
- To develop and work on curriculum projects with the Climate Justice Curriculum Developers and Climate Advocate Coordinators.
- To implement a holistic approach to embedding Climate, Social and Racial Justice through collaboration between Climate Advocates, Changemakers² and other students, overcoming siloing of climate and anti-racism agendas.
- To create the conditions for students to initiate and engage in curriculum co-design activities that embed climate, social and racial justice.
- To contribute to the monitoring of curriculum change through annual cycles of auditing and reporting of curriculum and student experience of Climate, Social and Racial Justice.



2.2 Objectives for Climate Advocates

- To contribute to UAL's Climate Action Plan and support the embedding of climate, social & racial justice into courses.
- To build relationships with a range of students and staff at UAL including Programme Directors, Changemakers and Curriculum Developers to support activities which enable schools, programmes and courses to implement change.
- To contribute to the monitoring of curriculum change through annual cycles of auditing and reporting.
- To participate in curriculum co-design activities that embed Climate, Social and Racial Justice into teaching and learning.

¹ Systemic change is intentional. It is used to shift the function or structure of a system, using purposeful interventions, with the aim of bringing about lasting change. This may include a reset of policies, routines, relationships, resources, power structures and values.

² The Changemakers are a group of students employed to work in partnership with programme and course teams at UAL. They are tasked to co-develop curricula and teaching practices in line with the University's commitment to social justice, including anti-racism, climate justice and ethics.



Queer Illuminations event at Chelsea, February 2024, UAL | Photography: Joe O'Brien

3. Recruitment cycle and process

Resourcing for the Climate Advocates is allocated by the Dean of Academic Strategy (DAS) from the College annual budget.

The DAS appoints a coordinator to manage the recruitment of the Climate Advocates and their workplans.

Climate Advocates are employed via Artstemps and are employed for 4hrs per week at Grade 2 term time only (up to 30 weeks per year). CAs can be employed outside of term time by agreement with the Coordinator.

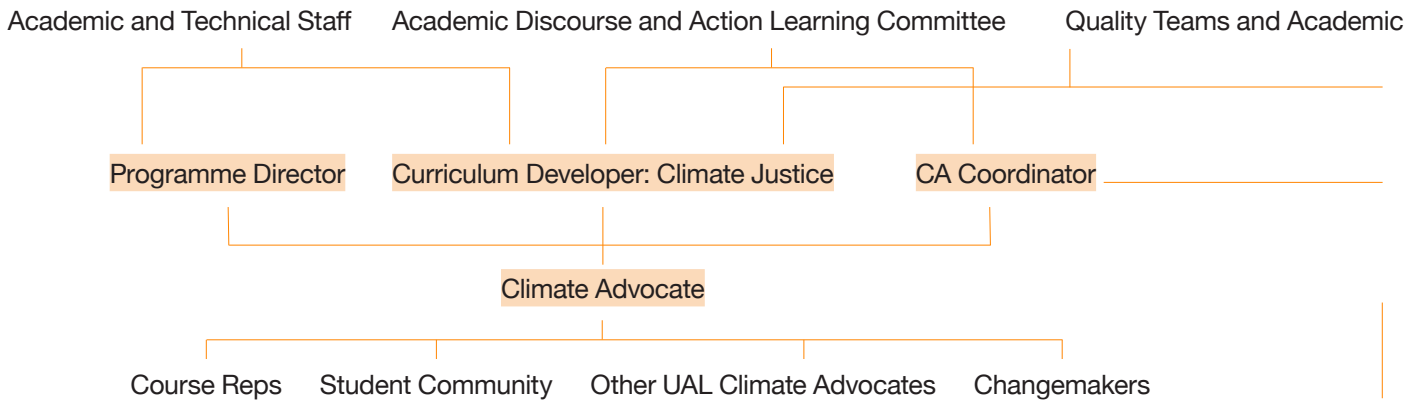
Eligibility: Climate Advocates are recruited from all students who have ideally completed at least 1 year of study at their college at UAL or have graduated from their college within the last 2 years. Climate Advocates should ideally be a student or graduate of a course within the subject area they represent. Climate Advocates need no other experience to take part. See Job Description in [Appendix](#) for desired skills.

4. Roles

There are several key roles in the Climate Advocate Programme that must establish regular communication and collaborative working.

- The **Climate Advocate (CA)** is the student representative responsible for engaging in the outlined programme of activity as a point of connection between teaching staff (specifically Programme Directors) and students.
- The **Programme Director (PD) or Assigned Academic Mentor** is a key academic contact who through regular communication can contribute to the subject specific activities and receive the feedback on teaching and learning in relation to Climate, Social and Racial Justice. The Programme Director is responsible for disseminating this information to other teaching roles such as Course Leaders, Associate Deans, and Deans.
- The **Coordinator** oversees the recruitment and management of the Climate Advocates, ensuring that training is delivered and required activities are completed. The Coordinator can identify and arrange mentoring for the Climate Advocates to support their activities. This is to include connecting Climate Advocates to existing projects run by academics and technicians which align with their interests. The Coordinator is responsible for reporting progress and findings to the Academic Discourse and Action Learning Working Committee and for reviewing the line of communication between the Climate Advocates and Programme Directors. The Coordinator is a point of contact for the Programme Director in relation to the workplan, offering guidance and support.
- The **Curriculum Developer (Climate Justice)** works across the college to support courses teams to embed climate, social and racial justice principles into teaching and learning. They can support and guide the Climate Advocate to audit course handbooks and understand course quality cycles.

Key relationships:



5. Responsibilities

5.1 Climate Advocates (CAs)

- Meet with Coordinator and other CAs to establish parameters for the role and workplan for the year.
- Meet with relevant Programme Director/Academic Mentor as agreed with the Coordinator.
- Attend training as agreed with Coordinator. This may include the Climate Emergency Interactive Film, Principles Workshop, Curriculum Design, Carbon Literacy, and to help train new Climate Advocates as needed.
- Attend and arrange regular meet ups with other Climate Advocates and Changemakers to coordinate work.
- Consider ways in which you can gather feedback from students about Climate Justice in the curriculum.
- Gather information and assess course material and student experience of curriculum of selected course handbooks using Principles framework as agreed with the Coordinator and Curriculum Developer (Climate Justice).
- Contribute content for reapproval and modifications process, as directed by Programme Director/Academic Mentor and Curriculum Developer (Climate Justice). This may include written reports and recommendations for courses, attendance at course committee meeting or other methods as required. The reapproval schedule in each school or programme plus the audit results will dictate how much of a priority this is for each Climate Advocate.
- Climate Advocates are supported to initiate co-designed curriculum project work.
- Contribute to communication and showcasing your activities through UAL Communications.

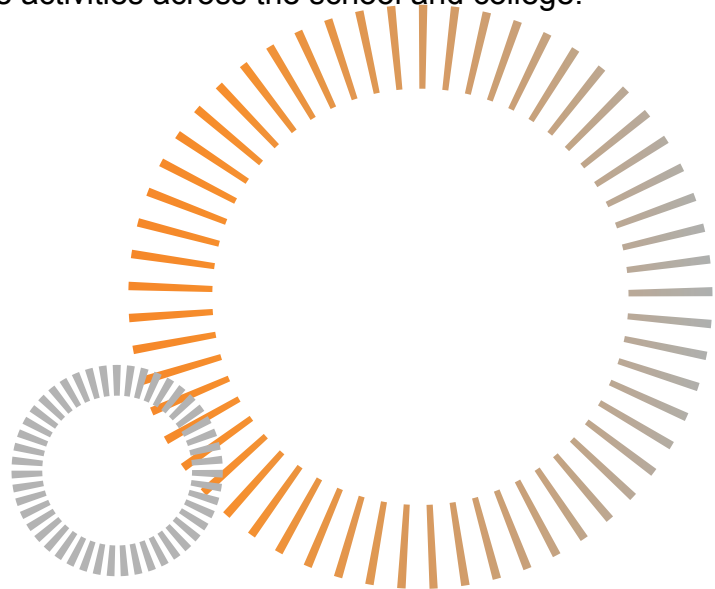
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5.2 Coordinators

- Oversee the recruitment schedule and recruit new Climate Advocates as needed.
- Manage budgets, timesheets and reporting schedules.
- Support and meet with Programme Directors/Academic mentors at key points to establish aims for the year and monitor progress.
- Liaise with all other Climate Advocate Coordinators, ADAL committee, Programme Directors, Curriculum Developer (Climate Justice), Changemaker Coordinators, Dean of Academic Strategy.
- Coordinate meetings, mentoring and training for Climate Advocates.
- Liaise Curriculum Developer (Climate Justice) and where necessary the Quality Manager to be familiar with reapproval and validation processes.

5.3 Programme Directors (PDs)/Academic Mentors

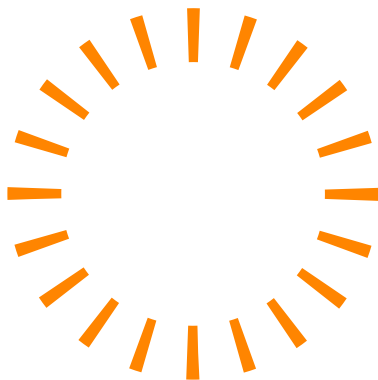
- Be familiar with the Climate Advocate job specification and workplan for the year.
- Take responsibility for managing how Climate Advocates can support reapproval processes within their programme (i.e., setting up meetings between Climate Advocates and Course Leaders or Course Reps; identifying tasks and activities to support course teams in their reapproval and modification planning).
- Identify key priorities for each academic year above and beyond the minimum requirements (e.g., auditing of assessment briefs).
- Liaise with Coordinators and other Programme Directors/ Academic Mentors to bring continuity and parity to Climate Advocate activities across the school and college.



6. Priorities

Climate Advocates will work as a team with their Coordinators and identified Programme Directors to agree workplans, however the following priorities for the CAs should be discussed and planned accordingly:

1. Gather feedback from students in the programme's courses about Climate, Social and Racial Justice in the curriculum.
2. Attend training sessions.
3. Be available as a consultant to review reapproval, modifications and validation documents, as directed by Programme Directors. This may include gathering information for curriculum development, written reports and recommendations for courses, attendance at course committee meetings or other methods as required. Where possible, initiate co-design curriculum projects. This will vary across colleges, however this is where CAs can identify opportunities for collaboration and curriculum co-design. This may be self-initiated or part of a broader set of activities at UAL and will be negotiated with Coordinators.
4. Contribute to cycles of reflection and evaluation to review and refine the Climate Advocate Programme in line with the UAL Climate Action Plan.



7. Annual schedule of activities

Period	Activities	Responsibility
Jul-Oct	Recruitment of Climate Advocates via Artstemps	Coordinator
Oct-Nov	Meetings to agree priorities and workplan	Coordinator, Curriculum Developer, PD, CA
	Completing initial training	Curriculum Developer, CA
	Where agree, CAs join course committee meetings and/or support quality processes	Coordinator, Curriculum Developer, PD, CA
Dec-Mar	CAs work with Coordinators to agree project work scope and timeline and taking part in continued training	CA, Coordinator
Apr-Jun	CAs complete reports outlining their curriculum co-design projects and share outcomes	CA
	All to participate in programme evaluation activities	Coordinator, Curriculum Developer, PD, CA
July	Review evaluation outcomes and make recommendations for programme updates	Coordinator, Curriculum Developer

8. Training opportunities

The CAs can access the following workshops to support their training and development needs. The Coordinators will be responsible for scheduling the workshops and will deliver across colleges where possible.

- Introduction to the UAL Principles for Climate, Social and Racial Justice
- Introduction to the Course Handbook
- How to be an advocate
- Other training might include: Interactive Climate Emergency film, Carbon Literacy, Data Storytelling
- Curriculum Co-Design opportunities



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Time in Nature staff development session delivered by Climate Advocates | Photography: Alejandro Martínez

9. Communication and schedule of activity

Coordinators, CAs and PDs can liaise with their college communications teams to feature stories and news from the programme. The ADAL Committee will support UAL wide comms relating to the programme at key points through the year.



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Printmaking workshop during Earth Day | Photography: Alejandro Martínez

10. Evaluation cycles

Climate Advocates will package the findings of their work at the end of each academic year in a report to be shared with the PDs and Coordinators. The format of this report is to be agreed with the Coordinators, and where possible a template will be used to allow for parity across the programme.

Coordinators will evaluate the CA programme at the end of each academic year. The methodology of this reporting is to be agreed by the Coordinators to ensure parity across the programme.

Coordinators will report to each other and to the ADAL Committee, presenting recommendations for the following year.

Budget reviews will take place at key points as determined by the budget holders to allow for accurate budget allocation and forecasting.

11. Appendices

1. CA Job Description
2. UAL Principles for Climate, Social and Racial Justice
3. Framework for embedding Climate, Social and Racial Justice into courses at UAL
4. Glossary

Find out more about the **Climate Action Plan**

Laura Knight, l.h.knight@arts.ac.uk

Nina Stevenson, n.stevenson@fashion.arts.ac.uk

Co-Chairs of Academic Discourse & Action Learning

