

WASTE NOT  
WANT NOT

WASTE NOT,  
WANT NOT.

What are we doing?

This is a **live participatory research** project to explore how can we champion material circularity, reduce waste, and encourage the responsible use of materials within our studio community?

# WASTE NOT, WANT NOT.

Our course is aimed at producing environmentally, ethically and socially engaged designers.

How can we **embed sustainable principles** into the ways **we learn and how we use our studio?**

## Why are we doing it?

College	UCAS code	Start date	Course length
Camberwell College of Arts	W253	September 2024	3 years

BA Interior and Spatial Design at Camberwell College of Arts covers a range of disciplines including architecture, art, furniture, interior and spatial practices.

## Course overview

The course explores the practice and ethics of interior and spatial design. Taking a critical approach, you'll consider how interior and spatial design can resolve real world issues and drive positive social change.

You'll undertake ambitious live projects in real spaces with local and global partners. This practical experience will help you realise sustainable interior futures in real life contexts. You'll learn how to work with others, take calculated risks and create spaces that meet the needs of its users.

Throughout the course, you'll explore climate, social and racial justice in relation to the discipline. This will help you develop your own ethical and socially engaged practice. You'll also be encouraged to rethink the profession and identify new emerging career options for interior and spatial designers.

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Why are we doing it?

We are seeing a shift in design practices towards more sustainable approaches to materials and material cycles of the object/spaces we create;

- where do they come from?
- how are they produced?
- how much carbon do they produce?
- how are they disposed of?
- can they be re-used?
- what is our responsibility as designers?

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Why are we doing it?

'The everyday is in fact a site of constant renegotiation, and thus resistance and transformation....it is here, in daily life that societies are (re)produced and therefore must be the starting point for action.'



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Why are we doing it?



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Why are we doing it?

In an average year **UAL disposes of 1,000 tonnes of waste** that accounts for 23 tonnes of carbon emissions.

## ual:

### Waste Production

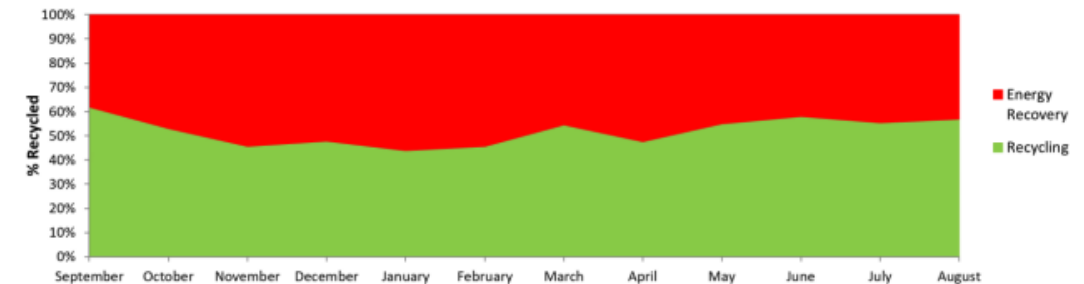
UAL does not send any waste to landfill. Material we cannot reuse internally goes to two streams.

Waste to Energy – this is all the waste which cannot be recycled and instead is burned for energy. We should aim to keep this figure as low as possible.

Mixed Recycling – this is all refuse that is fit for recycling. We should aim to keep this figure as high as possible.

We can then monitor each site's progress towards our recycling goals.

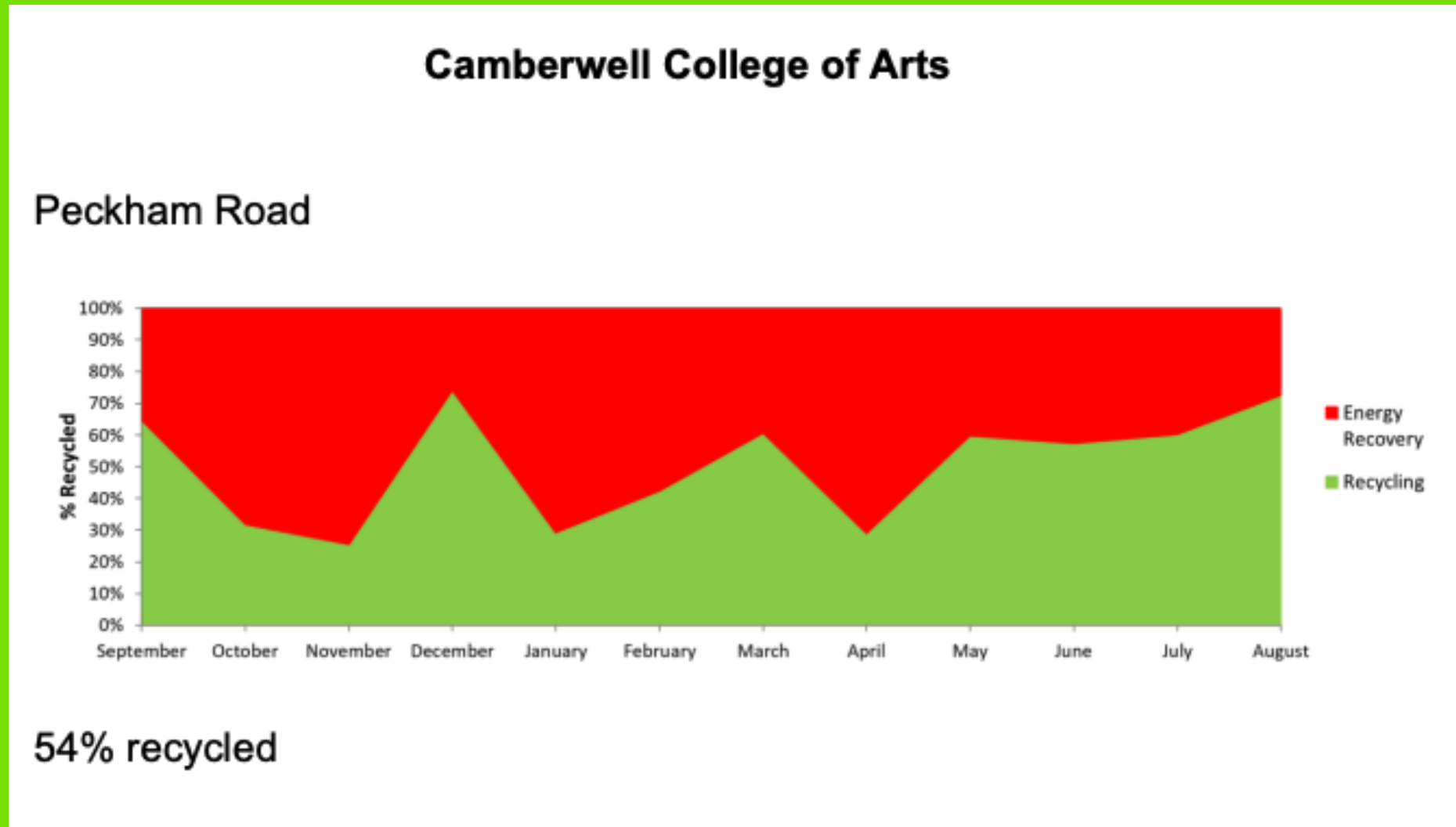
### UAL



53% recycled

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Why are we doing it?



# WASTE NOT, WANT NOT.

## Why are we doing it?

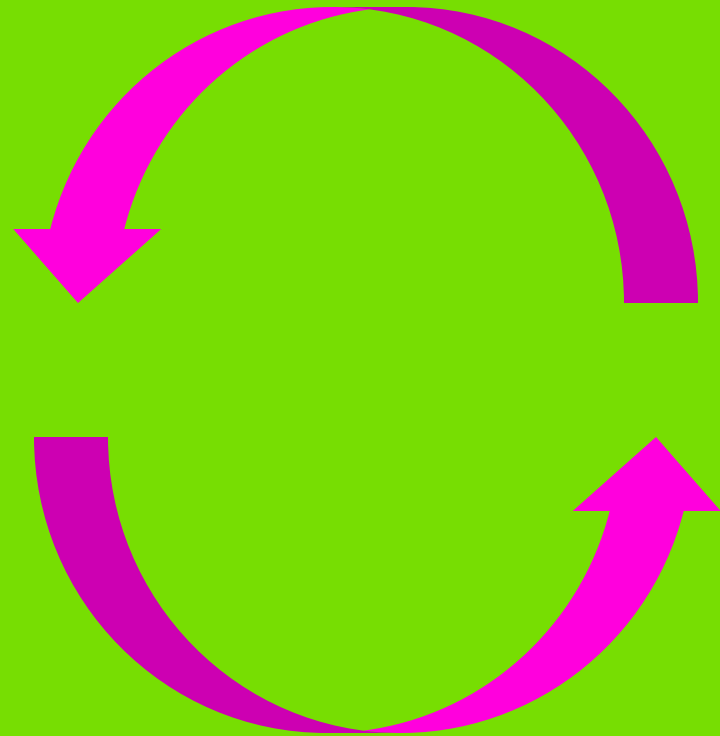


Recirculating materials and minimising waste is embedded across our operations and within our teaching and learning. For example:

- we encourage students to use sustainable materials in their projects
- we champion the use of recycled materials and degree shows should design according to the principle of 'building for deconstruction' so the materials can be reused
- we have been piloting an environmental assessment framework in our technical workshops which includes the recirculation of waste within our workshop spaces
- students have access to re-use units to encourage waste reduction and material reuse
- materials can be re-used, re-purposed or repaired at the Central Saint Martins SWAP SHOP
- Camberwell College of Arts have launched a Repair Café to foster a culture of repair
- sustainability has also been at the heart of our Grayson's Robes competitions.

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How are we doing it?



1. *Concrete Experience*

Collect  
Categorize

2. *Reflective Observation*

Observe

3. *Abstract Conceptualization*

Propose

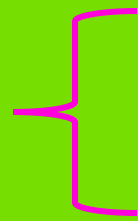
4. *Active Experimentation*

Make

WASTE NOT,  
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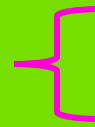
When are we doing it?

Workshop 1  
08/11/23



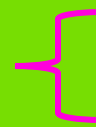
Collect  
Categorize  
Observe

Workshop 2  
15/11/23



Propose  
Design

Workshop 3  
22/11/23



Make  
Test

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**Participatory Action Research** is an approach to conducting research that actively involves the individuals or communities being studied in the research process.

It is a collaborative and inclusive method of research that aims to empower and engage participants, promote social change, and address issues from their perspective.

What is Participatory Action Research?



<http://www.arai.com.au/ari/p-ywadsworth98.html>

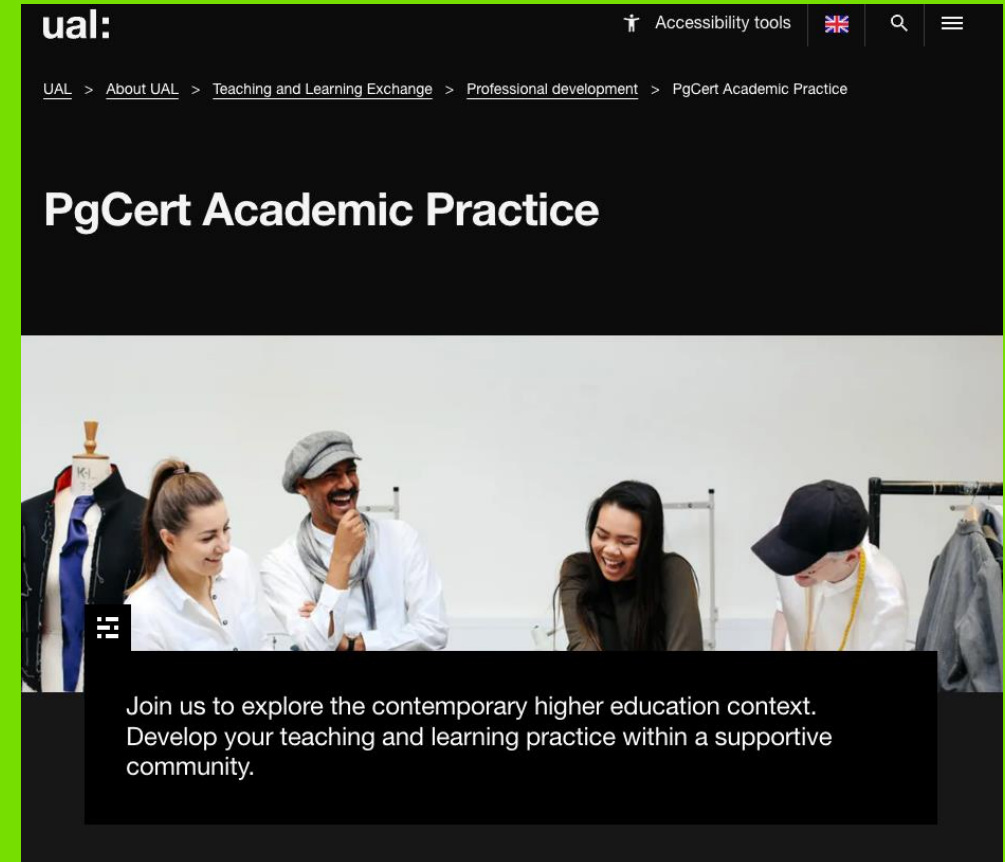
WASTE NOT,  
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What is your role?

This study is part of my research on the **PgCert Academic Practice in Art, Design and Communication at UAL**.

I am conducting a **participatory action research (PAR)** project exploring how we can champion material circularity, reduce waste, and encourage the responsible use of materials within our studio community.

This research will involve participants in engaging actively in a co-design project to collaboratively design and make an intervention within our studio space with the intention of improving the sustainable use of materials.

The image is a screenshot of the UAL (University of the Arts London) website page for the PgCert Academic Practice program. The page has a dark blue header with the 'ual:' logo on the left and links for 'Accessibility tools', a UK flag, a search icon, and a menu icon on the right. Below the header is a breadcrumb trail: 'UAL > About UAL > Teaching and Learning Exchange > Professional development > PgCert Academic Practice'. The main title 'PgCert Academic Practice' is displayed in large white text. Below the title is a photograph of four people in a studio setting: a woman with a ponytail, a man in a grey cap and scarf, a woman with long dark hair, and a person wearing a black cap and a yellow measuring tape. A dark blue text box is overlaid on the bottom right of the photo, containing the text: 'Join us to explore the contemporary higher education context. Develop your teaching and learning practice within a supportive community.'

<https://www.arts.ac.uk/about-ual/teaching-and-learning-exchange/professional-development/pgcert-academic-practice>

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What is your role?

## Me – Primary researcher

What am I doing?

- Creating a structure for the research
- Collecting Data (from workshops)
- Documenting the project as part of my PG Cert

What am I bringing?

- My experience running live projects
- My material knowledge
- My collected data around material use on UAL
- My experience in design and making

## You – Participant researchers

What are you doing?

- Participating in collaborative design workshops
- Participating in how we will evidence this research
- Participating in reflection of those workshops

What are you bringing?

- Your experience of using the studio for curriculum projects
- Your knowledge on material use in the studio
- Your observations about the studio
- Your education in design and making working in groups

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WANT NOT.

What is your role?

1. Research Question?

How can we champion material circularity, reduce waste, and encourage the responsible use of materials within our studio community?

2. How are we researching it?

3 X WORKSHOPS  
To create a physical intervention in the space.

3. How are we recording our research process?

?

4. Are we evaluating our research?

?

Me – Primary researcher


You – Participant researchers

# WASTE NOT, WANT NOT.

## What is your role?

I am **inviting you to join me as active participants** in this research. To take part in this Participatory Action Research project, I will need your consent. This will be provided through;

- An information Sheet about the project
- Consent Form to be signed



**Research project:** **WASTE NOT, WANT NOT**

**Participant Information Sheet**

**About this study**

This study is part of my research on the PgCert Academic Practice in Art, Design and Communication at UAL.

I am conducting a participatory action research (PAR) project exploring how we can champion material circularity, reduce waste, and encourage the responsible use of materials within our studio community.

This research will involve participants in engaging actively in a co-design project to collaboratively design and make an intervention within our studio space with the intention of improving the sustainable use of materials. The methodology of this research will be selected by the participants. This may consist of a questionnaire, a zine, a report, we will discuss this in the first session.

**What does it mean to take part?**

If you take part you are consenting to taking part in this participatory action research project, you will be asked to commit to at least 2/3 workshops. These workshops will be held on 8/11/2023 (2-4pm), 15.11.2023 (2-4pm) and 22/11/2023 (2-6pm) in the ISD studio. There may be additional workshops/sessions if as a group we decide we would like to continue this research further; this will be optional. The data will be used as the basis for academic analysis.

◆ If you choose to take part, you will be free to withdraw your participation at any point, however your contribution to the workshops will not be excluded from the research. You will not be obliged to give any reason for deciding not to take part.


**What will happen to the results of the research project?**

Analysis from this project including outputs from the workshops – will contribute to an academic dissertation. Your words/ photos may also be used in academic reports, papers or conference presentations. These may appear online.

If you wish to participate but would not like to be recorded (through photographs, audio recordings or quoted) this can be accommodated.

◆ Thank you for your contribution and participation in this study.

**Contact for further information:**  
Lucy Eccles, Investigator  
[l.eccles@chelsea.arts.ac.uk](mailto:l.eccles@chelsea.arts.ac.uk)



**Participant Consent Form**

**Project Title:** **WASTE NOT, WANT NOT**

You are being invited to take part in a research project. Before you decide to take part it is important for you to understand why the research is being done and what it will involve. Please take time to read the attached information sheet carefully and discuss it with others if you wish. Ask if anything is unclear or if you would like more information.

- I understand that I have given my consent to take part in a participatory research project.
- I fully give my consent to take part.
- I understand that I have given approval for my opinions to be included in the research outputs. Anything I say may be used in academic papers relating to the project, although these quotations will be anonymous.
- I have read the information sheet about the research project, which I have been asked to take part in and have been given a digital copy of this information to keep.
- What is going to happen and why it is being done has been explained to me, and I have had the opportunity to discuss the details and ask questions.
- Having given this consent I understand that I have the right to withdraw from the research programme at any time without disadvantage to myself and without having to give any reason.
- I hereby fully and freely consent to participation in the study, which has been fully explained to me.

*Participant's name*  
(BLOCK CAPITALS): \_\_\_\_\_

*Participant's signature:* \_\_\_\_\_ *Date:* \_\_\_\_\_

*Investigator's name*  
(BLOCK CAPITALS): \_\_\_\_\_

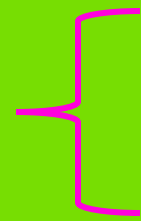
*Investigator's signature:* \_\_\_\_\_ *Date:* \_\_\_\_\_

**Contact**  
Investigator: Lucy Eccles, BA ISD  
Email: [l.eccles@chelsea.arts.ac.uk](mailto:l.eccles@chelsea.arts.ac.uk)

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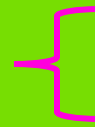
## Workshop Overview

Workshop 1  
08/11/23



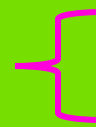
Collect  
Categorize  
Observe

Workshop 2  
15/11/23



Propose  
Design

Workshop 3  
22/11/23



Make  
Test

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WANT NOT.

Workshop overview

Workshop 1  
08/11/23

{  
Observe  
Collect  
Categorize

## 1. Research

- Conduct analysis of our current studio practices to identify materials commonly used, waste generation points, and resource consumption patterns.
- Categorize the materials in the studio, consider the lifecycle of materials used in the design process, from sourcing to disposal.

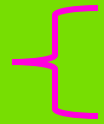
## 2. Concept Development:

- Generate innovative concepts and ideas for interventions that can be integrated into the studio's workflow to reduce waste and promote responsible material use.

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[Workshop overview](#)

Workshop 2  
15/11/23



Propose  
Design

### 3. Design Development:

- Discuss the most promising concepts and develop designs for the interventions.
- Consider the physical, spatial, and logistical aspects of the intervention.

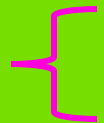
### 4. Material Sourcing:

- Aim to source materials sustainably or consider repurposing existing materials within the studio.
- Emphasize using reclaimed, recycled, or renewable materials.

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[Workshop overview](#)

Workshop 3  
22/11/23



Make  
Test

### 5. Implementation:

- Build and install the selected interventions within the studio space.
- Work to minimize waste during the construction phase.

### 6. Monitoring and Evaluation:

- Track the performance of the interventions over time, including their impact on waste reduction and resource efficiency.
- Collect feedback from students and studio users to assess the usability and effectiveness of the interventions.

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Points of tension!

### Key Considerations

- Ensure that the interventions do not disrupt the studio's core functions and do not inhibit students' learning and creativity.
- We are not creating a culture of blame but encouraging informed choices.
- **REMINDER** – this is a research project, we are testing out new ideas and ways of working. We do not have to solve the issue.

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What is your role?

1. Research Question?

How can we champion material circularity, reduce waste, and encourage the responsible use of materials within our studio community?

2. How are we researching it?

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3. How are we recording our research process?

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Me – Primary researcher

You – Participant researchers

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[Workshop overview](#)

## **Documentation and Communication:**

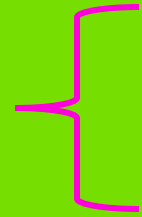
### **For discussion:**

- How will we document the entire process, from research and design to construction and usage?
- How will we record conversations/ ideas from workshops?
- What methodologies will we use to record the workshops?

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Workshop 1

Workshop 1  
08/11/23



Collect

Categorize

Observe

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COLLECT

Go and select a material  
you find in the studio.

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CATEGORIZE

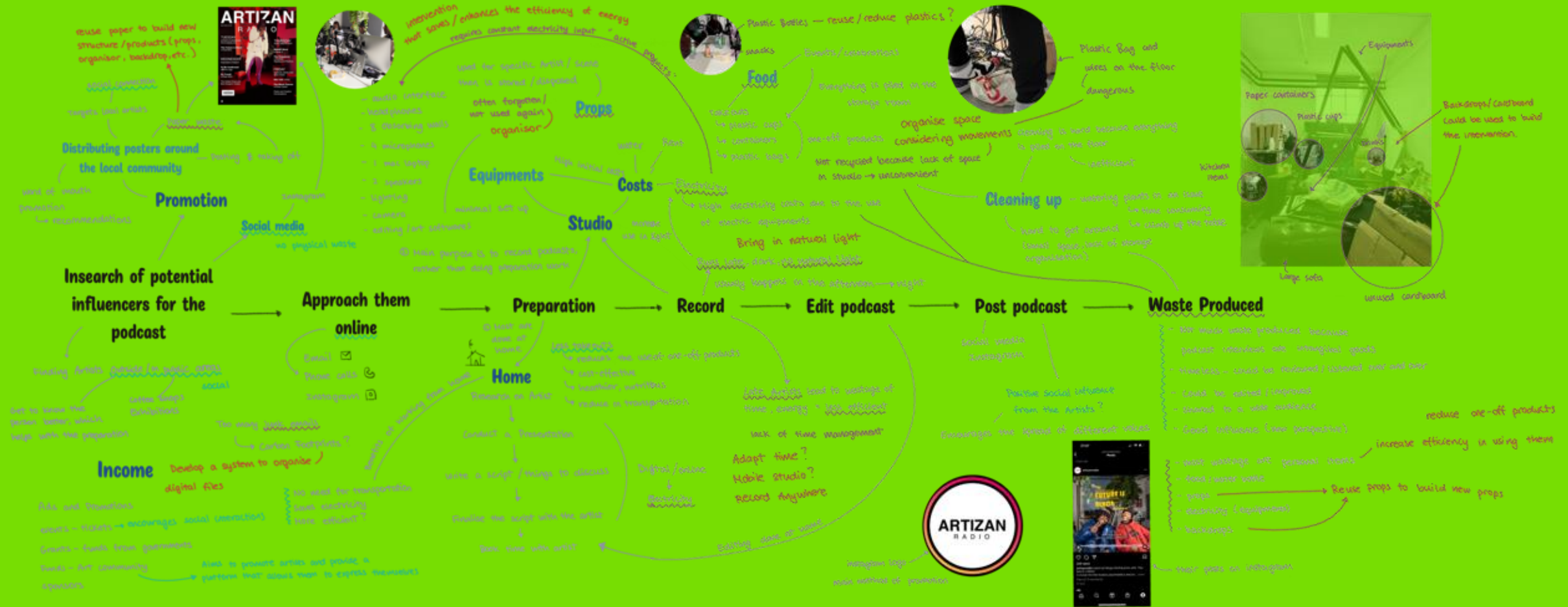
[20 mins]

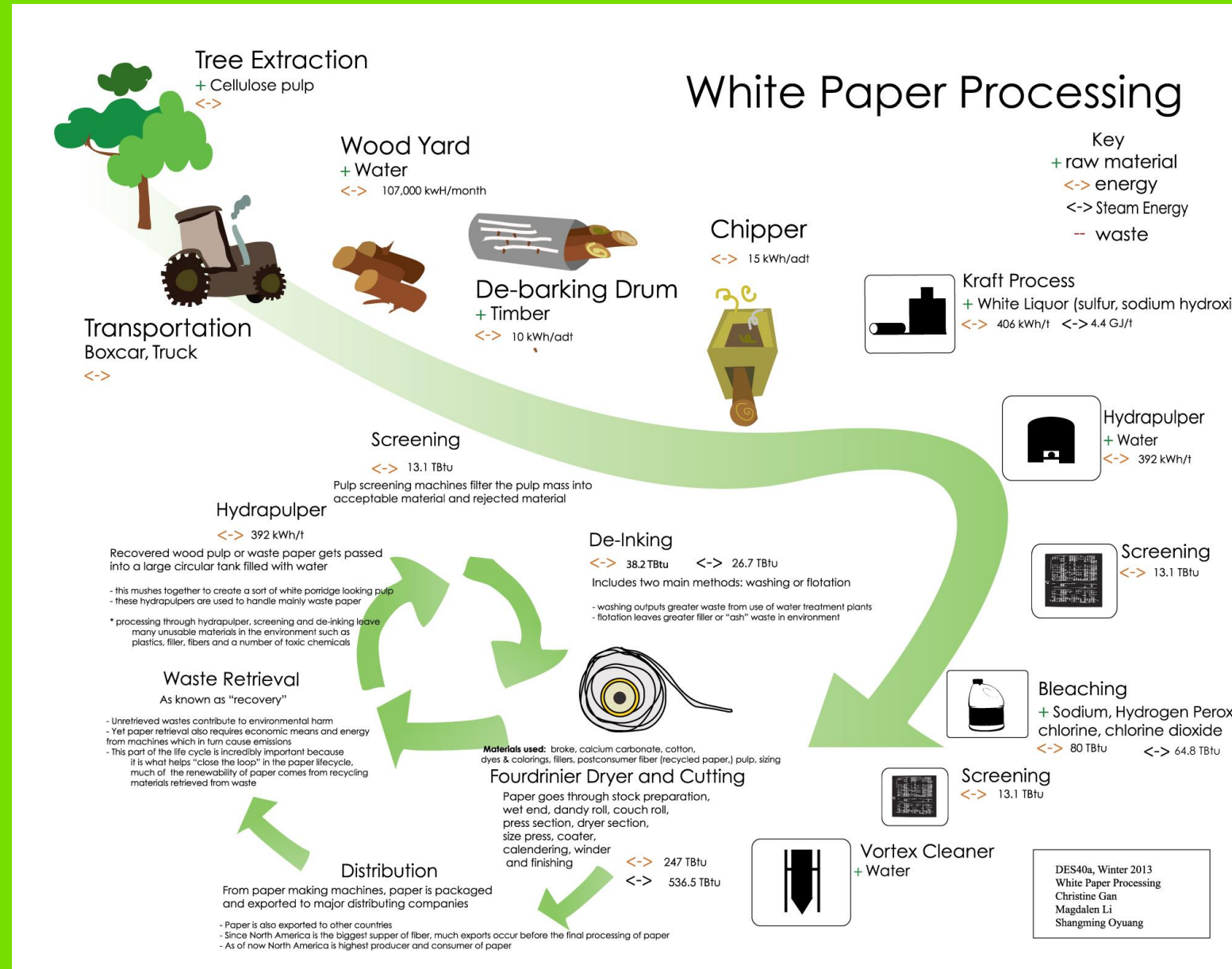
### ***PAST LIVES:***

Draw diagram / storyboard for this material from its raw material to finished material/product, listing out the steps involved.

WASTE NOT,  
WANT NOT.

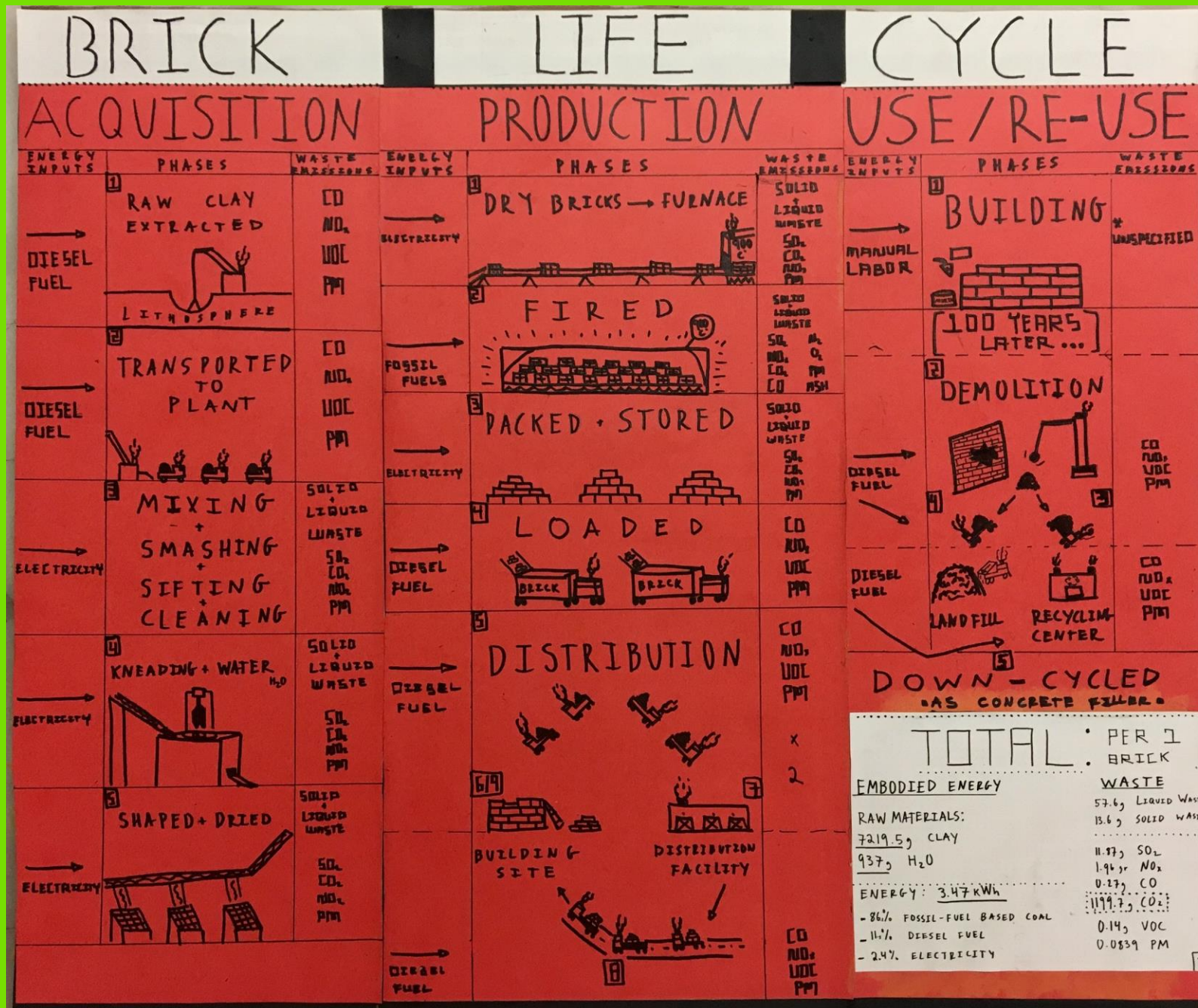
## CATEGORIZE





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CATEGORIZE



<http://www.designlife-cycle.com/claybricklifecycle>

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CATEGORIZE

[15 mins]

### ***PRESENT LIVES:***

Draw diagram / storyboard about how you imagine this material came to be in our studio.

Who bought it? Where did they buy it?  
Why did they buy it? What did they use it for?

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CATEGORIZE

[15 mins]

### ***FUTURE LIVES:***

Draw diagram / storyboard about what you imagine might happen to this material in the future.

Who will use it? What will they use it for? How long will it be used for? What will happen after that? And after that?

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OBSERVE

Past?



How much carbon was used in the production of this material?

Present



How has it been used in the studio? What else could it be used for?



Future?

Can it be recycled?

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OBSERVE

## ***QUESTIONS:***

Review the materials with their timelines.

Where can we intervene in this system?

How can we intervene?

Are some materials more important to prioritise? How can we decide? Carbon footprint factor?

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What is your role?

1. Research Question?

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4. Are we evaluating our research?

?

Me – Primary researcher

You – Participant researchers

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REFLECT

## ***REFLECTIONS:***

What did you learn / value from the experience?

How can we record this session? How do we pass this knowledge onto our community? Can we make a small exhibition in the studio? A catalogue?

How will we reflect on each workshop? Postcards? Forms? Drawings? In session or after session?

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REFLECT

## *Summary:*

Reflections:

We are each going to produce a postcard which outlines the following;

- What we expect from this research project?
- What did we achieve in workshop 1?
- How could we have done workshop 1 differently?
- What are our next steps?
- How can we do them?

## *Next Steps:*

We are going to collect waste from studio and put it in the bin

We are going to make postcards