Module Guide: Building Responsible Value Chains (2024-2025)

Part 3 of:
Building a Responsible cotton shirt / jeans Value Chain
Towards compliance with the EU Due Diligence Law

H&M,
Zara,
Primark,
PVH (Calvin Klein / Tommy Hilfiger),
Hugo Boss, Gap Inc.
Uniqlo,
Pepe jeans,
KKC Kewai Kiran Clothing,
Polo Ralph Lauren

Building Responsible Value Chains MIBU-3BRVC-20
School Year 2024-2025
Taught in Semester 3 Term B and D (latter Fast Track students only)
Obligatory Second Year module (IB)
Module Coördinator: Marieke Kragten marieke.kragten@hu.nl

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Module Guide: Building Responsible Value Chains

1. Module description

The final part of the **Responsible Value Chain Stream** consists of Building Responsible Value Chains. Responsible production and consumption is one of the Sustainable Development Goals to which 193 governments have committed themselves. Businesses are expected to contribute to this goal significantly.

Apart from that, to comply with the EU legal framework businesses need to disclose information on the risks and opportunities arising from social and environmental issues and reduce the impact of their activities on people and the environment. The EU Due Dilligence Directive makes it obligatory for companies to not only be responsible for the social and environmental impact of their own activities but also of their subsidiaries, suppliers, etc. throughout their value chain. Finally, it is also increasingly considered as being a profitable and future-proof way of doing business.

Building on the results of the VCAN and RIAN module, in this module you will be challenged to develop feasible and innovative solutions for the biggest sustainability risks faced by your company. These solutions need not only to address the stakes of the company, but also those of their most important stakeholders. You will present your solutions in a professional report.

The module is based on two didactic principles that were also used in several modules in year one such as Lean Start-Up and in VCAN. The first principle is "**challenged based learning**", which means you will be provided with a challenge but unlike Lean-Start Up it is related to a real business. You'll be expected work on the challenges and use the provided tools to overcome these challenges. Your teachers will coach you through the process. The second principle is "**flipped learning"** which means you will learn at home, and you do your "homework" at school. Your teachers will not do a lot of lecturing but instead spend their time on discussing your progress and your project.

We have limited contact time, and **we push, challenge, and question you** in the hope you will quickly learn. We will be candid in our feedback – just like in the real world. We hope you can appreciate that the candid feedback is meant to help you question your actions and behaviours.

Finally, in this module you will **use applied research skills** which were introduced to you in Value Chain Analysis. Every time you gather information (called data) you are doing research. You further develop your skills how to do that so that you come up with reliable, valid, and unbiased information to base your evidence based solutions on.

2. Program Learning Outcomes & Module Learning outcomes

PLO 1: The IB professional defines international business opportunities and recommends possible strategies for the organisation to create sustainable multi-sided value for stakeholders.
PLO 2: The IB professional contributes to business (systems) transitions and transformations in order to optimise sustainable international business practices.

LW 10: Level 2 Formulate one's own position concerning ethical and social responsibility in a professional environment.
MLO: Has a working knowledge of ethics and social responsibility. Able to formulate her position on complex dilemmas presented to her. Can place the dilemma in the larger context to a limited extend.
WT 2 Create innovative ideas in a changing business environment in a systematic fashion.
MLO: Has a good working knowledge of innovation theory and methods. Creates innovative ideas using own judgement with feedback from a mentor to an acceptable standard. Sees actions partly in context of full task and long term goals and is able to handle uncertainty and complex situations.
TWM 23: Assess the impact of change on the organisation.
MLO: Has a good working knowledge of the impact of change on organisations. Capable of performing integrated assessment of the impact of change on an organisation in a constructed or simple-real environment, under supervision using own judgement and a predefined assessment process to an acceptable standard.
TWM 18: Evaluate financial performance of the organisation from different stakeholders' perspectives.
MLO: Has a working knowledge of financial performance tools and techniques. Can do straightforward analysis and interpretation of simple financial data under supervision from in a constructed or simple-real environment using own judgement under supervision by making use of a pre-defined process and theory. Understand differences in different stakeholders perspectives.

3. Place in the curriculum and related activities

This module is part of semester 3. It module builds on the knowledge, skills and experience you gained during year one and especially on the following modules; **Value Chain Analysis, Risk Analysis**, **Sustainable Business, Lean Start-Up, Analytical Writing, Global enterprise project and Research Skills.**
This module is part of a bigger project which covers 3 modules in semester 3 which are all part of the **Responsible Value Chain Stream**. In term A of semester 3 you work on MIBU-3VCAN, and MIBU-3RIAN module. The last part of the project concerns the MIBU-3BRVC module (this module). Each of these modules is worth 5 credits.

For more general information on the project plan, see the "**Project Brief**" (Canvas)

4. Study Load

This module is worth 5 EC. (1EC = 28 hours: 140 hours)

Contact hours:

- Conference talks, tutorials & feedback sessions   27

Self-study hours:
- Reading obligatory materials   28
- Project work and report writing   84

Total hours   140

5. Prerequisites

There are no prerequisites for this module.

6. Exemption possibilities

There are no exemption possibilities for this module

7. Didactic forms

In this module you will be working on a research project assigned to you by the CEO of your company. This company concerns a real-life company producing cotton t-shirts or jeans. In a group of **maximum five students-** (same group as for VCAN and RIAN, same criteria apply!), you are going to implement this research project. The research plan (the group assignment) has already been developed and agreed upon between the CEO and the Corporate Social Responsibility team. Your group can be considered the CSR team of your company

Only in **exceptional cases** groups of VCAN can be changed for BRVC and depends on approval of the year coordinator (mariel.verhuizen@hu.nl) and module coordinator (marieke.kragten@hu.nl). This needs to be requested by the students to the teacher of the class, the module coordinator and the year coordinator.

More information on this procedure and the rules of group work can be found on Canvas via this link

This module makes use of the blended learning principle. You must prepare for the diverse types of meetings by reading / watching the materials for a particular meeting and taking the quizzes.

There are 4 contact moments per week. The class meetings (called tutorials in your time table) are used in a flexible way. Apart from the first week there will one tutorial per week and two feedback sessions. Ever group has one feedback sessions per week starting from week 2, so starting from week 2 each student will have 3 contact moments per week.

1) **Conference talks/Lectures**: Explanation of the relevant content, concepts and terminology of a particular sub-assignment with the help of an example on a different product.
2) **Tutorials:** discussion materials read (prepare questions about the material), quizzes and doing exercises applying the concepts/ tools studied, preparing for the different assignments for the final report, working on your assignment.
3) <u>**Obligatory**</u> **feedback sessions:** Starting from week 2 every group has an obligatory feedback session which will take place during the second or third tutorial of the week. (see the weekly page of Canvas).
   - The meetings consist of a combination of peer feedback and teacher feedback on the assignment's progress**.** Every group that takes this course for the first time must

participate in **obligatory feedback sessions on the group assignment** in class**.** Every session is obligatory for <u>all</u> group members. Students are responsible for **taking notes during the feedback sessions** and **drafting a report on the feedback and uploading it in their logbook**.

o Every student can **miss one session** if it is communicated to the group and the lecturer at least one hour in advance of the feedback session. Missing out on a feedback session without notifying your group members and the lecturer in time means you will receive a <mark>yellow card</mark>. Missing a second feedback session means you must continue the module on your own!

Obligatory formative feedback moments:
<u>Week 2</u>
<u>Week 3</u>
<u>Week 4</u> formative feedback (group sub-assignment)
<u>Week 5</u> formative feedback (group sub-assignment)
<u>Week 6</u> formative feedback (group sub-assignment)
<u>Week 7 </u>formative feedback (group sub-assignment)

No formative feedback is provided on the **individual assignment**. Exercises are done in class which are similar to the individual assignment

Resit students can get two formative feedback sessions. They can register for these in a timetable that will be communicated via Canvas. All group members need to be present in the feedback session. Students are responsible for taking notes during the feedback sessions and drafting a report on the feedback and uploading it in their logbook. If the group does not show up for the first feedback session they lose the second feedback moment. Resit students can also listen in to feedback sessions of groups that take BRVC for the first time.
All the information on the weekly programmes, including preparations, etc., can be found on Canvas.

8. Assessment

A. Regular sit

At the end of this module every student will be assessed based on one **written report** containing both the **group assignment**, your own **individual assignment, & Appendices as required (**see 1) Deliverables, Appendix 1**)**. The dossier needs to be handed in via Gradework in a Microsoft Word document (not the online version!). PDF will not be accepted.
A student can decide to do both the group assignment and the individual assignment individually. In that case only one solution needs to be developed: a solution for a social risk. (see Appendix 1)

B. Content

All details on the requirements for the assessment can be found in Appendix 1: Assignment MIBU-3BRVC-20.

C. Assessment criteria

The assessment matrix can be found in Appendix 5 & 6, and rubrics for the different parts of the assignment can be found on Canvas.

Students need to score **at least 5.5 for the group assignment and at least 5.5 for the individual assignment** to pass the module.

Do realise that all the students mentioned on the frontpage of your report will get the same grade for the group assignment, whether they have handed it in or not. It counts as an attempt for all students mentioned on the frontpage of your report.

The following entrance criteria are applied to materials handed in for this assessment:

1) Structure of the report in **MS Word** and obligatory elements:
- The report contains all the elements as presented in 1) Deliverables (Appendix 1) and in the given order, including obligatory elements A-F! **No online MS Word** reports or PDF reports are accepted.

2) Maximum word count:
- for the group report on the group assignment is 2500 words, *(10% margin)*, excluding items A to F mentioned under "1. Deliverables" in Appendix 1: Assignment MIBU-3BRVC-20.
- for individual resit reports of the group assignment is 1500 words, (10% margin).
- for the individual assignments for students who did the group assignment in a group the word count is 2500 words, *(10% margin)*, excluding items A to F mentioned under "1. Deliverables" in Appendix 1: Assignment MIBU-3BRVC-20.
- for individual resit reports of the group assignment the word count for the individual assignment is 1500 words, (10% margin).
- All text in the document is delivered as text. This includes text in tables, lists, etc. It is **not allowed** to hand in a report where significant amounts of text are delivered as in-document images or graphics. Do not put **crucial** tables (such as stakeholder impact analysis), visuals etc. in an appendix.

3) The report contains on average
- no more than 3 errors in English *(both basic grammar and typing/ spelling mistakes)* per page. Use the Editor function in Microsoft Word or Grammarly to check your document
- no more than 3 errors in referencing per page. The following are errors considered: no referencing and/or not using the APA version 7 guidelines properly.

4) A logbook is handed in of the group process

- Use of the template provided, see Appendix 2, is obligatory!.
- It should clearly show the team process and the feedback provided in the obligatory feedback sessions.
- It should contain evaluation of team members of each other's input, attendance, communication etc. on an individual basis every week.

5) The report (both individual and group part) does not score more than a 15% level of plagiarism in Gradework

6) Every student needs to fill in and hand in the obligatory AI transparency form (see Appendix 7)

A fail because of not meeting the entrance criteria means no feedback.
Entrance criteria are assessed for the group and the individual assignment separately. Therefore, you can fail for the group assignment based on entrance criteria and not get feedback on it but still have your individual assignment fully assessed if that meets the entrance criteria

D. Weighting

The group assignment and the individual assignment each make up 50% of the final grade (assessment matrix in appendix 5)
If a student does both the group and the individual assignment individually the weighting of the two parts is the same as for those who do the group assignment in a group. (assessment matrix in appendix 6)

E. Resit

If you failed the group and/or individual assignment you must do a resit. **You always have to hand in the full dossier again** (both group and individual assignment including Appendices). Only the part that you must do a resit on will be assessed. The grade for the part that you already passed (group or individual) will remain the same.

If you failed:
- **both the group and the individual assignment:** you need to resit both the individual and the group assignment. You can improve your individual assignment once in the same academic year. In the next academic year the individual assignment will have changed and if you want to resit it then, you need to a different individual assignment. The group assignment can be improved once but it does not necessarily have to be in the same academic year. For the resit of the group assignment a student can decide to improve the group assignment on an individual basis.
- **only the individual assignment:** you need to resit the individual assignment only. You can improve your individual assignment once in the same academic year. In the next academic year the individual assignment will have changed and if you want to resit it then, you need to a different individual assignment.
- **only the group assignment:** you need to improve the group assignment only. A student can decide to improve the group assignment on an individual basis.

- **the group assignment for the second time:** you need to do a resit on the group assignment on **a new company**. A new company will be given to you by your teacher. Finding a group to do the resit with is your own responsibility. You <u>can also choose</u> to do the resit on the group assignment on an individual basis.

Type of resit	Group improve (option individually)	Individual improve (within academic year of 1st attempt)	
Type of fail			
Failed both group & Individual	X	X	Hand in <u>both</u> group and individual assignment in one word document as well as obligatory Appendices for all types of resit**!**
Passed group & failed individual		X	
Failed group & passed individual	X		

See visualisation on next page.

Visualisation resit procedure / options MIBU-3BRVC-20
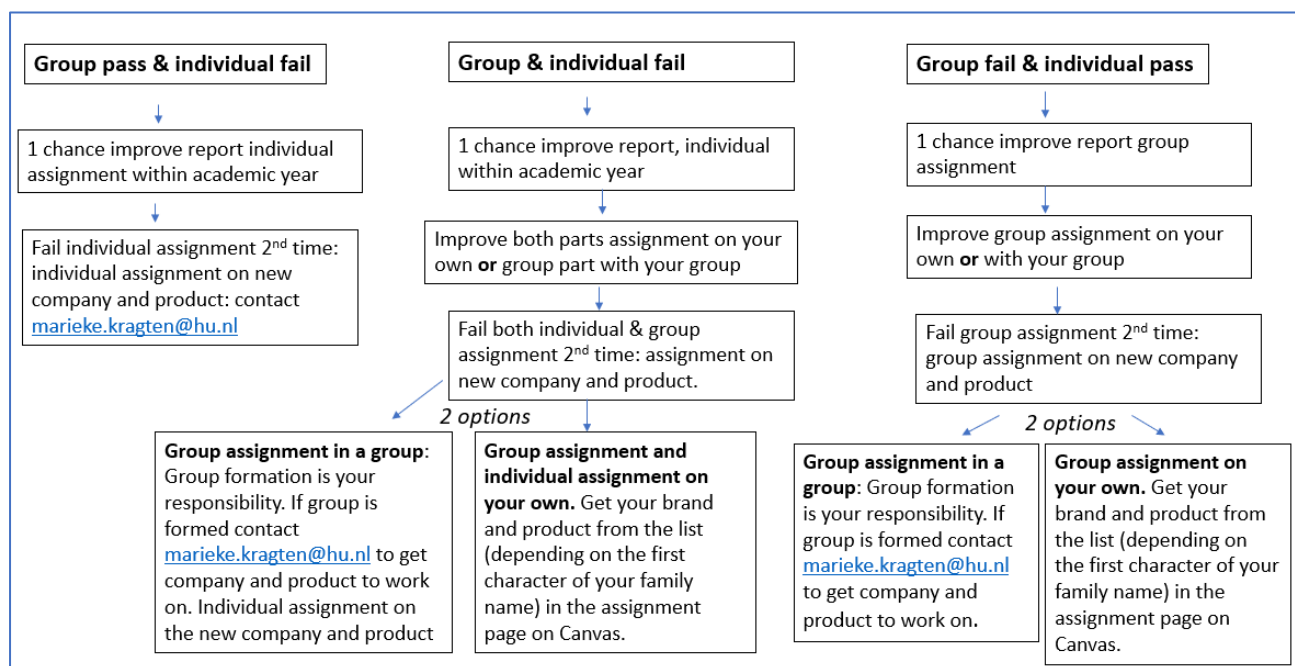
F. <u>Deadline hand-ins</u>

Every student has **two opportunities** for this assessment per academic year and you can hand in your work in any of the four terms (B, C, D, E).

Hand in deadlines for the dossier containing group and individual report in one Word document and obligatory appendices/ elements **via Gradework**:

o   Term B Monday, 13th of January 8.00 am.

   Not meeting the deadline means a fail.

9. Course material and literature

Obligatory reading:
Both publications are used in all three modules of the Responsible Value Chain stream.
The second one has been used in semester 1 and is used until semester 8 of IB.

Foundations of Sustainable Business: Theory, Function, and Strategy
Authors: Sanders R Nada, Wood John D
Publishers: Wiley
ISBN/EAN9781118961216
Edition 1 or 2 (2014) Ebook.
ISBN: 978-1-119-57750-8
Edition 2 (2019) Ebook   Both editions can be used.
Doing a successful research project.
Authors: Martin Brett Davies & Nathan Hughes
Publishers: Palgrave Macmillan Ltd
ISBN 9781137306425
Edition 2 (2014)

In addition, obligatory material made available in the weekly pages of the module on Canvas

For a complete overview of the obligatory reading material see the **Materials, Activities and Planning page on Canvas.**

10. Evaluation and Feedback

At the end of the term students will be invited to fill an evaluation form on the module via Evalytics. A code will be provided to the students to obtain the form online.

Class representatives will be invited to participate in a student panel session with the semester coordinator to provide feedback which they gathered from the students in the their class.

Appendix 1: Assignment MIBU-3BRVC-20

Assignment Value Chain Analysis year 2024-2025:

Building a responsible value chain for cotton shirt/jeans production. A risk-based multi-stakeholder approach towards compliance with the EU Due Diligence Law.

The Building Responsible Value Chain assignment is the final step in a bigger research project (see the project brief, to be found on Canvas).
You present your results in a written report that fulfills the following obligatory requirements (see below). You can base the structure of the report on the individual report For the individual assignment students base the structure of their report on the sub-assignments.

1) Deliverables

For MIBU-3BRVC-20 the CSR team will produce a written report to inform the executive board **that contains <u>all</u> the following elements and in the given order. <u>Each student</u> uploads this report.**

Introduction:
- Research rationale, goal and research questions
- Main **<u>sustainability</u>** risks of the company as identified in VCAN and RIAN.

Research methodology: (in describing the elements below use the terminology as explained in the Doing a successful research project book and in class about research skills!)
- What <u>research approach</u> is taken and why this approach was chosen
- What <u>data gathering methods</u> used and why these were chosen
- <u>What kinds of data</u> were gathered and why were these chosen?
- How the data gathered was <u>analysed</u> and why these methods were chosen.

Findings and discussion of the findings: (include your individual assignment in this part)
- A presentation of the main findings in visuals such as graphs and tables etc.
- Discussion of the main findings separately but also in relation to each other and comparing them with the findings of key reports in the sector.

Conclusions Answering the research questions.

Other obligatory elements of deliverables: all obligatory templates to be found in Word on Canvas in key course documents.
- A. Cover page, obligatory template see Appendix 4
- B. List of content
- C. List of figures, tables
- D. List of appendices
- E. List of references (use of APA style 7 of referencing is obligatory)
- F. Obligatory appendices/ documents:
  Logbook: providing full transparency on the individual input of the various team members to the group assignment, includes feedback provided in each feedback session. Team members evaluate each other on an individual basis weekly. Use of template provided in Appendix 2 is obligatory.
  AI Transparency form: Providing full transparency on the use of AI both for individual and group assignment. (see Appendix 7)
  Checklist and self-check entrance criteria (see Appendix 8)

2) Entrance criteria

In line with the required level of professionalism used in our company the following "entrance criteria" apply to the BRVC report and other materials handed in for this assessment:

- **Deliverables:**
  - The report of the group assignment, in **MS Word** (no online MS word!) contains all the elements as presented in **1) Deliverables** (see page 11) and in the given order.

- **Maximum word count**:
  - for the group report on the group assignment is 2500 words, *(10% margin)*, excluding items A to F mentioned under "1. Deliverables" in Appendix 1: Assignment MIBU-3BRVC-20.
  - for individual resit reports of the group assignment is 1500 words, (10% margin).
  - for the individual assignments for students who did the group assignment in a group the word count is 2500 words, *(10% margin)*, excluding items A to F mentioned under "1. Deliverables" in Appendix 1: Assignment MIBU-3BRVC-20.
  - for individual resit reports of the group assignment the word count for the individual assignment is 1500 words, (10% margin).

- **The report contains on average**:
  - **no more** than **3 errors in English** (both basic grammar and typing/ spelling mistakes) per page. Use the Editor function in Microsoft Word or Grammarly to check your document
  - **no more** than **3 errors in referencing per page**. The following are errors considered: no referencing and/or not using the APA version 7 guidelines properly.

- The report (both individual and group part) does **not** score more than a 15% level of **plagiarism** in Gradework

A fail because of not meeting the entrance criteria means no feedback.
Entrance criteria are assessed for the group and the individual assignment separately. Therefore, you can fail for the group assignment based on entrance criteria and not get feedback on it but still have your individual assignment fully assessed if that meets the entrance criteria.

In Appendix 8 and on Canvas you find the **obligatory Checklist and self-check entrance criteria** that you need to fill in and include in your report. By doing this you reduce the chance of not getting feedback because of not meeting the entrance criteria or failing because of not having checked your report with the rubric.

You need to make the sub-assignments in the order mentioned. Make a proper planning for your group to work on the groups assignment to make sure that everybody also has time to work on the individual assignment in the final week(s).

In case you do the group assignment individually you need to do all sub-assignments on social risks only.

1) **Start week 1:**

o **Decide on the top two risks for your brand** (one social and one environmental)

   Students who do the group assignment individually decide on top social risk only.

2) **Start week 2:** Students who do the group assignment individually need to do this sub-assignment for the social risk only

o **Develop a solution per risk using an innovative idea generating methodology.**

   Innovative means: a new way of working (throughout their supply chain) for the company.

o **Describe the idea generating process and methodology used and explain your solution:** why did you choose this solution, why do you think it will reduce or prevent this risk and how?

o **Discuss your solution in terms of** a) the life cycle of the product (where does it take place? where in the supply chain?), b) for the environmental risks: which of the 4R's (reduce, reuse, repair, recycle) and in terms of the type of innovation (product, process, organizational or marketing). In discussing your solution use a visual using the concepts mentioned above.

3) **Start week 4:** Students who do the group assignment individually develop a CBA for their social solution only.

o **Implement a cost benefit analysis for each solution for your company.**

o using the excel tool given to find out whether it is a feasible solution. If the solution is not feasible you have to select another solution.

o The benefit analysis includes both financial as well as non-financial benefits.

o Include your main lines of reasoning and the main findings of the cost benefit analysis, including a picture of the summary sheets, in the report!

B. Individual assignments (in total max 2500 words or 1500 words if done individually, 10% margin)
Students who do the group assignment individually do assignments 4, 5, and 6 on the social solution they developed.

4) **Start week 5:**

o **Implement a stakeholder impact analysis of the solutions on** the most important stakeholders <u>per solution</u> using the stakeholder impact analysis matrix provided to you. Each group member identifies and analyses 4 main internal and 6 external stakeholders, for each solution on their own. Of these every student should include at least 2 internal and 3 external <u>unique</u> stakeholders (so different from your fellow group members, **na indiv resit**).

o **Apply the both deontological and consequentialist perspective on your solutions** to analyse whether it is an ethical solution according to that perspective. Explain which perspective would be the best one to use to convince your CEO to implement your solution (for both solutions separately). Finally, analyse and explain which ethical perspective would give a more positive outcome for each of your unique stakeholders. Analyse this per solution.

5) **Start week 6:**

o **Make an implementation plan for each of your solutions.** Make a visual overview and chronological planning of the different steps to be taken <u>per solution</u>. Use a timeline of three year and identify the basic project planning steps: preparation, implementation, monitoring and evaluation. Specify clearly which stakeholders are involved in what step and action. Elaborate on the plan and explain why and how (collaborate, co-create, inform, negotiate, etc.) you involve which stakeholders. Be sufficiently specific about the internal stakeholders and make sure you the departments involved are **based on the actual organizational structure and departments** of your company.

o Looking at the actions needed to be taken (implementation plan) to make your solutions a success **what changes does your company need to make in their** organizational - structure, - processes, - strategy and/or – culture? Analyse this per solution and explain why they need to make these changes. Do this per solution and **base it on the present day situation of your company, i.e. on their organizational structure and departments**.

Week 7/8: Partially group, partially individual

o Compiling the report **in MS WORD** (do not forget the methodology part!), edit and finalize it.

o Make sure that the report complies with the layout and prescribed content, entrance criteria: use the checklist.

Appendix 2: Obligatory Template Logbook
Not applicable for students who work individually

Excel file to be found on Canvas in key course documents.

Class: **Brand:**   **Team members:**

weekly logbook

					weekly score for group process & for individual contribution per member , --, - +, +, ++			
			Week 1					
Task	Team Members	Date Completed	Quality of finished task	Notes	communication	sticking to deadlines	class attendance	attendance meetings

					weekly score for group process, --, - +, +, ++ & for individual contribution per member			
			week 2					
Task	Team Members	Estimated Completion Date	Quality of finished task	Notes	communication	sticking to deadlines	class attendance	attendance meetings
Report on feedback session								

					weekly score for group process, and for individual contribution per member --, - +, +, ++			
			week 3					
Task	Team Members	Estimated Start Date	quality of finished task	Notes	communication	sticking to deadlines	class attendance	attendance meetings
Report on feedback session								

Appendix 3: Obligatory template Stakeholder impact analysis

<mark>Word version to be found on Canvas in key course documents</mark>

Stakeholder impacted by your solution: describe clearly which part of the supply chain, distinguish between employers / owners etc.	Interest: What is important to the stakeholder?	Influence: How big is their influence on <u>the part of the supply chain</u> they are related to? Describe the positive/negative influence they can have on <u>your company</u>	Positive impact: What is the positive impact of your solution to this stakeholder?	Negative impact: What is the negative impact of your solution to this stakeholder?
Each group member identifies and analyses 4 main internal and 6 external stakeholders, for each solution **on their own.** Every student should include at least 2 internal and 3 external **unique** stakeholders (so different from all their fellow group members, the latter is not applicable to individual resit students)				
Internal Stakeholders				
1.				
2.				
3.				
4.				
External Stakeholders				
5.				
6.				
7.				
8.				
9.				
10.				

Appendix 4: Obligatory Cover Page

Course code: MIBU-3BRVC-20

Name Company ………………

Date of handing in ……………..…

Word count group report ………….……..

Word count individual report ………………

Name and number of student handing in.

Number student	Name student	Hand in date other attempts (if applicable)	Brand / company other attempts (if applicable)

Names and numbers other group memers:

Number student	Name student (if applicable)

Appendix 5: Assessment matrix (group assignment done in group)

The rubric can found on **Canvas** in key course documents BRVC.

Appendix 6: Assessment matrix (group assignment done individual)

Appendix 7: Obligatory AI Transparency form
(example on how to use the form is presented below the form)

Word version of this document can be found on Canvas in key course documents.

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1. Name of AI tool used:

2. Purpose for using this AI tool:

3. Prompts used (PREP-part of Prompt Engineering Framework).
   NB also state the follow-up prompts of a dialogue with the AI.

4. I have evaluated and processed the output in the following way (EDIT-part of Prompt Engineering Framework):

5. The use of this tool has contributed to the final product in the following way:

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1. Name of AI tool used: Chat GPT 3.5

2. Purpose for using this AI tool: getting some first ideas about trends in sustainable fashion and names of companies/brands that play a role in this field, in order to find a suitable topic/problem for the project within this context.

3. Prompts used
- List the major trends in sustainable fashion. You are a global trend watcher. Give for each trend a brief description and some examples of current practices or brands. List the top 5 global brands.
  - Elaborate on the circular fashion trend. Explain how recycling and repair services are organised by the three brands mentioned.
  - Which other brands provide these services?

4. I have evaluated and processed the output in the following way
The 5 trends mentioned by the generative AI model were based on information up till September 2021. They gave me an idea of the topics that can play a role today in sustainable fashion, since trends are often long term.

Out of the five trends mentioned, I have selected three which I found interesting, and did more targeted desk research on them for more up-to-date information and deeper understanding.

- For **circular fashion** I used https://www.commonobjective.co/article/what-is-circular-fashion and https://goodonyou.eco/what-is-circular-fashion/ which led me to a lot of other websites with possible actions both for the industry and for consumers. I have also researched the brands mentioned: Patagonia, Eileen Fisher and Levi's, to check whether the data mentioned in the output were correct and still up-to-date.
- For the **slow fashion movement** I found more information from Earth.org on https://earth.org/what-is-slow-fashion/ which gave me better insight in what slow fashion entails. I also checked the brands mentioned: Stella McCartney and People Tree and found out that the information from the AI mainly refers to the UK, so it is rather one-sided. Through Google search I found a lot of other slow-fashion brands that are more global, eg on https://goodonyou.eco/slow-fashion-brands/ It struck me that I am not yet familiar with most of these brands.
- For **innovative sustainable materials** the following materials were mentioned in the generated output: organic cotton, hemp, Tencel and recycled fibers. By doing some desk research I found many more, for example on this site: https://www.sustainablejungle.com/sustainable-fashion/sustainable-fabrics/ . What I found particularly interesting: deadstock fabrics: clothes exclusively made of other garments. There are already quite some brands using deadstock fabrics, see https://www.consciouslifeandstyle.com/deadstock-fabric-clothing-brands/ .

5. The use of this tool has contributed to the final product in the following way:
Chat GPT has helped me in the first stage of the project, to quickly get insight in a number of trends in sustainable fashion. I did further research myself on three of the trends mentioned, and by doing so I found one specific method for sustainable fashion which I wanted to dive into: deadstock fabrics. I took this as the subject for my project.

Appendix 8: Obligatory Checklist dossier to be uploaded on Gradework & self-check entrance criteria

Word version can be found on Canvas in key course documents

Included?	Type of document
	Word Document report containing:
	Group and individual assignment including all obligatory elements and in the right order (see Appendix 1, assignment)
	Templates stakeholder impact analysis (Appendix 3)
	Cover page (template, Appendix 4)
	AI Transparency form (template, Appendix 7)
	Additional files:
	Excel file cost benefit analysis
	Logbook: obligatory template (Appendix 2)
Yes/No	Did you check the report of your sub-assignments with the Rubric?

Entrance criteria: If report does not meet all entrance criteria the report is a fail and no feedback will be provided on the report		Group	Individual
1	The report of the group assignment contains all the elements as presented in 1) Deliverables (see Appendix 1 module guide) and in the given order.		
2	Group assignment report contains no more than 2500 words (10% margin, 1500 words if done individually), excluding items number A to F mentioned in Appendix 1 module guide, 1) deliverables. Individual assignment contains no more than 1500 words (10% margin, 1500 words if done individually).		
3	Report contains no more than 3 mistakes in English(basic grammar and/or typing, spelling) per page on average. Use Grammarly or editor function.		
4#	Report contains logbook, properly using template provided, clearly explaining team process. #Not applicable in case of an individual resit		NA
5	Report contains no more than 3 mistakes in referencing on average per page, i.e.no referencing, not using the APA guidelines 7.0 properly		
6	Report should not score more than a 15% level of plagiarism in Gradework check.		