

## MSc in Regenerative Food, Farming and Enterprise, 2022



The Dartington Trust is the HE provider, in academic partnership with University of Plymouth. Schumacher College and Dartington Arts School are faculties within The Dartington Trust.

# MSc in Regenerative Food, Farming and Enterprise

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Image: Jason Taylor



Image: School Farm



# Welcome and Introduction

Welcome to Schumacher College!

Each year, students from all over the world come to Dartington's Schumacher College and Arts School to share in a uniquely immersive learning experience. Alongside faculty, staff, facilitators, and volunteers you have chosen to become part of a learning community that is truly a creative catalyst for more just and sustainable ways of living.

As you start on your learning journey – whether that's in person or online – you will quickly find yourself part of a vibrant and organic community in which learning transcends the boundaries of the classroom and moves into the gardens, the kitchens, and the more-than-human world around us.

Learning is a deeply shared experience here. Our programmes – in Economics, Design, Arts, Food and Farming, Movement, Ecology and more – are only part of a constellation of experiences that includes every facet of daily life: from the food you eat (much of which is grown right on the Estate), to the performances and films you attend, to the community work you join in, to walks in the woods and wild swimming in the River Dart.

In becoming a student here, you will also add your own experience and expertise to a global network of nearly 20,000 alumni, lecturers, and practitioners who continue the critical work of helping to address the world's tremendous environmental and social challenges.

We are so glad you are here, and we look forward to getting to work with you.

Warmly



**Pavel Cenkl**  
**Director of Learning, Dartington Trust**  
**Head of Schumacher College**

Dear Students,

Welcome to the MSc in Regenerative Food, Farming and Enterprise, delivered by Schumacher College at Dartington. We hope your time with us will be full of discovery, learning and nourishment.

Our food systems effect and reflect the health of our soil, rivers, air, wildlife and ourselves—and thereby the planet as a whole. They offer an illuminating lens through which to understand the climate and ecological crises and they also represent an important starting point for radical change.

This course will allow you to explore the numerous current challenges facing food and farming, and to find your place within efforts to restore balance to the production of food. You will learn the skills needed to design resilient, productive food enterprises and to develop regenerative agricultural systems that support ecological and human health. Together, we will examine current debates around food futures and deepen our understanding of a range of practical, holistic solutions.

We are thrilled you are joining us at this crucial time and look forward to supporting you as the new generation of growers, food entrepreneurs and activists.

**Nathan Einbinder**  
**Programme Lead**  
**MSc Regenerative Food, Farming and Enterprise**

This programme has been designed to equip you with the skills and knowledge base required to work in your chosen specialism or other graduate opportunities. It is also a platform from which you can undertake additional vocational and academic qualifications. This Programme Quality handbook contains important information including:

- The approved programme specification
- Module records

The information in this handbook should be read in conjunction with the current edition of:

- Your Schumacher College Partner Institution Student Handbook which contains student support based information on issues such as finance and studying at HE available at: <https://campus.dartington.org/resources/guides-and-handbooks/>
- Your University of Plymouth Student Handbook available at: <https://www.plymouth.ac.uk/your-university/governance/student-handbook>

# Programme Specification

University of Plymouth

Academic Partnerships  
Schumacher College, Dartington Trust

MSc/PgDip/PgCert Regenerative Food, Farming and Enterprise

Date of Approval:

Proposed start date: January 2022

Date of First Award: December 2022

## 1 MSc/PgDip/PgCert Regenerative Food, Farming and Enterprise

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### **Final award title**

MSc/PgDip/PgCert Regenerative Food, Farming and Enterprise

### **Level 7 Intermediate award title(s) Postgraduate Diploma**

Regenerative Food, Farming and Enterprise

### **Level 7 Intermediate award title(s) Postgraduate Certificate**

Regenerative Food, Farming and Enterprise

**UCAS code** n/a

**HECOS code** 100517 Agriculture

## 2 Awarding Institution: University of Plymouth

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### **Teaching institution(s):**

The Dartington Hall Trust. Registered in England as a company limited by guarantee, Company No. 1485560. Registered charity, Charity No. 279756. Registered office: The Elmhirst Centre, Dartington Hall, Dartington, Totnes, Devon TQ9 6EL.

## 3 Accrediting Body

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N/A

## 4 Distinctive Features of the Programme and the Student Experience

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This Schumacher programme explores how regenerative practices bring more life to farm practices and food habits that can also regenerate enterprises and local economies. This programme will challenge prevailing 'extractivist' approaches that remove rather than build resources.

This programme also offers both the principles and the practices to make positive contribution to climate change and biodiversity. Regenerative practices of our soils can help build a more resilient farming in the future – from the ground up.

We live in an age of ecological crisis — from water pollution and soil erosion, to species extinction and global warming. Our role must be to make meaningful changes in how humans relate with the earth. We treat the earth like dirt when we should value it highly as our most precious and endangered resource.

This course explores regenerative practices from round the world, comparing with other approaches like 'organic', in order to examine possible opportunities and barriers for improvement and investment. It will assess the effectiveness of regenerative practices, in terms of soil health, local enterprise, community and natural capital, and with food culture.

The programme is spread over a calendar year, starting in January so that students will have the opportunity to follow natural growing seasons.

The location of Schumacher College in temperate South Devon presents a range of opportunities for students enrolled in the programme to access plots of land in a wide range of habitats abound in the area on and around the Dartington Estate.



Partnerships on and off campus include:

- Agroforestry Research Trust
- Centre for Rural Policy Research, Exeter University
- Coventry University, Centre for Agroecology, Water, and Resilience (CAWR)
- European Association of Agroecology
- Farm Ed, Oxfordshire
- Old Parsonage Farm, Dartington Estate
- Organic Research Centre
- Park School, Dartington Estate
- Riverford
- Sandridge Barton Wine Estate
- School Farm, Dartington Estate
- Schumacher Sprouts, Belgium
- The Apricot Centre
- The College for Real Farming and Food Culture
- The Land Workers Alliance

Students can draw on the expertise of existing faculty and staff at Schumacher College and on world-renowned experts and partnerships in agriculture, horticulture, arboriculture and viticulture. The programme will focus on soil health and how that may relate to human health directly or more indirectly through economy and community.

This degree collects many farmers' practices worldwide and adapts them to local conditions, using the existing skills in Schumacher's heritage and expertise. It is our hope that the course become the focus for regenerative farming and food research in this country.

There are two deeply interwoven strands of the MSc:

The first part concentrates on **ecology**, the second on **economy**, each setting up the discourse between principle and practice, according to various philosophies that will be developed in the Masters dissertation/project.

### Ecology

*Students will:*

- Explore a diversity of ecological systems in the soil.
- Study how hosts of various organisms work together.
- Examine 'soil health' that looks to develop 'health' as way of showing soils' wellbeing, with indicators to measure and monitor 'soil health'.
- Find ways, through new investigative techniques, to look into soils – something few others will experience.
- Empower students to consider the role, of soils and how they can play an essential and pivotal role in evolving social and political responses to climate change.
- Develop greater understanding of the wider soil ecology dynamics and possible human interaction.
- Assess soil erosion and its role today and in the decline of many famous civilisations – including Greek, Roman and Mayan.
- Value soil biodiversity in order to challenge reductionism in much agricultural /horticultural work.

## Economy

### *Students will:*

- Consider whether the present 'market' based economics can provide for these new opportunities at local or national level.
- Find possible funding avenues, based on ecosystems services – particularly soil ecosystems.
- Investigate the relationships of soil ecology and dominant 'free market' economic approaches.
- Analyse various models of 'pluralistic' economies – i.e. those better fitted with society, to determine those best fitted to promote regenerative methods.
- Investigate rewards for improving Natural Capital and eco-system services that soils provide.
- Scrutinise new funding schemes and investment routes. Examine existing examples of enterprises based on regenerative food and farming. Improve understanding of how new regenerative products impact consumer and community responses. Develop and demonstrate ways to count costs of cheap food and the costs it puts on health, livelihoods and earth.

As part of developing their understanding of the principles, philosophies and practices underpinning this degree, students will:

- Demonstrate how their proposed regenerative policies and practices may fit with a philosophy of their own choosing.
- Work together and with outside partners to determine the best ways to implement regenerative practices in various circumstances.
- Suggest possible improvement in regenerative practices, explaining the reasons and assessing their impact.
- Visit various plots of land to explore and assess diverse ways to further soil life.
- Inquire into various philosophies of scientific methods to determine most appropriate for regenerative methods.
- Develop new ways of looking at soils, that are not reductionist, but more holistic.
- Discover older philosophies of the earth, that promote better understanding of relationships between humans and earth.
- Consider newer philosophies of the earth that 'see humanity as part of the larger cosmic and terrestrial drama of mobility and flow'.
- Promote a new culture, as 'culture' means 'to tend to the earth and grow', and we need new ways to tend the earth.

Additionally, the MSc will be part of the framework of:

- A deeply integrative approach that brings many previously disparate disciplines together for study.
- An emphasis on working together as a principal form of engagement.
- The programme seeks to enable students to find their own way to engage with ecological, social, and cultural problems so enhancing their skills and hence employability within these areas.
- A practice-led and experiential pedagogical approach to ecological and embodied inquiry. Students will benefit from the rich history of growers, agricultural scientists, radical thinkers, social entrepreneurs, pedagogues, on the land itself, and the many partners outside, that together comprise the Dartington experiment.
- The programme is founded upon, develops, and extends Schumacher College's thirty-year expertise in teaching ecological thought and practice.
- Online learning will now be part of any programme, and this provide novel forms of learning which we will explore
- During residential periods, students will benefit from being a vital part of the Schumacher College learning community, whilst between residential sessions, students will draw on experience, place, and expertise from other communities.

## 5 Relevant QAA Subject Benchmark Group(s)

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The programme has been developed with reference to the SEEC level 7 Descriptors (2010) and QAA code of practice/guidance. This programme has been designed with reference, where relevant, to the QAA Master's Degree Characteristics Statement (February 2020).

## 6 Programme Structure

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Students can take the MSc course full-time over one year, or part-time over two years.

### Full-time

MSc/PgDip/PgCert Regenerative Food, Farming and Enterprise (180 L7 credits)		
Term 1	Term 2	Term 3
<i>SCH5550</i> <i>Soil Health</i> <i>(30 credits)</i>	<i>SCH5552</i> <i>Food Economy</i> <i>(30 credits)</i>	<i>SCH5554</i> <i>Dissertation/Project</i> <i>(60 credits)</i>
<i>SCH5551</i> <i>Regenerative Practices</i> <i>(30 credits)</i>	<i>SCH5553</i> <i>Establish Enterprise</i> <i>(30 credits)</i>	
PG Cert 60 credits <i>term1</i> RQF Level 7	PG Dip 120credits <i>term 2</i> RQF Level 7	MA 180 credits <i>term 3</i> RQF Level 7

MSc/PgDip/PgCert Regenerative Food, Farming and Enterprise programme with 4 x 30 credit modules and 1 x 60 credit (Major Project/Dissertation) module, all RQF Level 7.

### Part-time

Part-time MSc students can gain their 180 M credits in two possible ways. Both part time courses operate over 24 months:

#### Model 1:

Students complete all modules SCH5550/5551/5552/5553 (120 credits) in Academic Year 1 and then the dissertation (SCH5554, 60 credits) in Academic Year 2 all at FHEQ Level 7.

#### Model 2:

Students complete the Soil Health (SCH550) and Food Economy (SCH5552) modules in Academic Year 1 (30 credits each). In Academic Year 2, students complete the Regenerative Practices (SCH5551) and Establish Enterprise (SCH5553) modules (30 credits each), as well as the dissertation (60 credits). See the diagram below.

<b>Part Time MSc Regenerative Food, Farming and Enterprise</b> Year 1 (60 L7 credits)		
<b>Term 1</b>	<b>Term 2</b>	
<i>SCH5550</i> <i>Soil Health</i> <i>(30 credits)</i>	<i>SCH5552</i> <i>Food Economy</i> <i>(30 credits)</i>	
30 credits <i>term1</i> FHEQ Level 7	30credits <i>term 2</i> FHEQ Level 7	

<b>Part Time MSc Regenerative Food, Farming and Enterprise</b> Year 2 (120 L7 credits)		
		<b>Term 3</b>
		<i>Dissertation/Project</i> <i>SCHU5554</i> <i>(60 credits)</i>
<i>SCH5551</i> <i>Regenerative Practices</i> <i>(30 credits)</i>	<i>SCH5553</i> <i>Establish Enterprise</i> <i>(30 credits)</i>	
30 credits <i>term1</i> FHEQ Level 7	30credits <i>term 2</i> FHEQ Level 7	MSc60 credits <i>term 3</i> FHEQ Level 7



## 7 Programme Aims

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1. To provide students with a critical understanding of our current ecological challenges in the context of an earth-based approach to our shared socio- ecological system.
2. To foster a creative and scientific approach to issues affecting our food and farming system that interweaves with climate change, good nutrition, and food security.
3. To encourage students to experiment with a range of methods for exploring how improving soil health can improve both the health of people and the planet, in a wide manner of social, economic and ecological ways.
4. To provide students with the skills to carry out and evaluate investigations into practical ways to improve soil health, in order to bring wider social and environmental improvements
5. To enable students to establish an enterprise based on various models that helps build natural and community capital
6. To develop in students' research, team working, writing, presentation, and time-management skills, as well as a sense of critical judgment and communication to produce high quality work.
7. To facilitate students to put their plans, based on underlying principles and a philosophy of their choosing into practice.

## 8 Programme Intended Learning Outcomes

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### 8.1 Knowledge and understanding

On successful completion postgraduates should have developed:

1. A knowledge of the components of the soil web of life, how they interact, the factors affecting them and the consequences on soil health.
2. A knowledge of the various regenerative practices across the world
3. An understanding of how various economic programmes can support regenerative practices.
4. A sound understanding of the various models of enterprises in order to be able to choose most appropriate in a given set of circumstances

### 8.2 Cognitive and intellectual skills

On successful completion postgraduates should have developed:

1. The ability to analyse, appraise, articulate and critically reflect upon a range of regenerative farming and food practices in terms of ecology, economics and socially.
2. The potentiality to analyse, evaluate and compare available data, and assess conflicting ideas and uncertainty.
3. The faculty to apply knowledge of research methodologies to one's own research and undertake original self-directed research on a suitable topic.
4. The capacity to situate any proposals within an appropriate ideational framework.

### **8.3 Key and transferable skills**

On successful completion postgraduates should have developed the ability to:

1. Engage with complex issues critically and in a scientific manner, with intellectual rigour in the evaluation of results.
2. Work and communicate in groups, both face to face and online, and to organise their own learning regime.
3. Initiate individual and collective practices within a learning environment.
4. Use visual, verbal and written communication and other online tools and social media to articulate ideas, insights, and problems, with their possible solutions, to a range of specialist and non-specialist audiences.

### **8.4 Employment related skills**

On successful completion postgraduates should have developed:

1. A facility to exercise personal responsibility and to reflect on behaviours in order to improve professional practice and work with other students, colleagues and key community stakeholders.
2. Ability to problem-solve and make decisions in complex and unpredictable contexts and often in the absence of complete information.
3. Reliability in organising work in a diverse range of circumstances and dedicated to its satisfactory completion.
4. Creative strategies for promoting ecological solutions to a range of problems, employing and articulating specialist knowledge where appropriate.

### **8.5 Practical skills**

On successful completion postgraduates should have developed:

1. Ways of translating ideas for promoting regenerative principles into practices and techniques.
2. Capability to investigate regenerative issues with design, plan, and data collection, then analysis and evaluation of it.
3. Propensity to present to audiences, both direct and virtual, key regenerative practices, policies and philosophies.
4. A high level of competence in communication, in a variety of ways and variety of circumstances and appropriate to the situation

## 9 Admissions Criteria, Including APL and Disability Service Arrangements

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Qualification(s) required for entry to the MSc	Comments
Degree	A first degree of at least 2.2. Where the first degree is not a 2.1 further support of the application or experience may be required
Other non-standard awards or experience	A willingness to engage with the field of Regenerative Practices. Candidates will be considered with appropriate APL (UoP Regs) subject to interview.
Interview requirements	All applicants are required to attend an interview, either at the College or online.
IELTS or equivalent to an average score of 6.5	All overseas students requiring a Tier 4 visa who normally do not have an undergraduate degree awarded in English will require written confirmation.
Independent Safeguarding Agency (ISA) or Criminal Record Bureau (CRB) clearance required.	May be required depending on the type of projects engaged with.

## 10 Progression Criteria for Final and Intermediate Awards

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Students must:

- successfully achieve 60 credits at L7 for the PgCert **Regenerative Food, Farming and Enterprise**
- successfully achieve 120 credits at L7 for the PgDip **Regenerative Food, Farming and Enterprise**
- successfully achieve 180 credits at L7 for the award of MSc **Regenerative Food, Farming and Enterprise**

## 11 Non-Standard Regulations

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None

## 12 Transitional Arrangements

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None



# Appendices

## Appendix 1: Programme Specification Mapping (PGT)

Module	Credits	C = core E = elective	Award Learning Outcomes contributed to (for more information see Section 8)																Compensation Y/N	Assessment element(s) and weightings [use KIS definition] E1 - exam E2 - clinalexam T1 - test C1 - coursework A1 - generic assessment P1 - practical				
			Knowledge & understanding				Cognitive & intellectual skills				Key & transferable skills				Employment related skills						Practical skills			
			1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4			1	2	3	4
Soil Health	30	C	X	X	X		X	X			X	X	X	X		X						X		C1
Resilience	30	C	X	X	X	X	X	X	X	X	X	X		X	X	X		X	X	X	X	X	Y	C1
<b>Learning Outcomes 60 credits</b>			Y	Y	Y	Y	Y	Y	X	X	Y	Y	Y	Y	Y	Y	Y		Y		Y	Y		
Food Economy	30	C	X		X	X	X	X			X	X	X	X	X	X	X	X	X	X			Y	C1
Enterprise	30	C		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	Y	C1
<b>Learning Outcomes 120 credits</b>			X	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		
Dissertation	60	C	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	N	C1
<b>Learning Outcomes 180 credits</b>			Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		
<b>Confirmed Award Los</b>																								

## Appendix 2: Module Learning Outcomes

SCH5550 Soil Health 30 credits
1. Identify and explain key terms and concepts concerning soil health. 8.1.1, 8.1.2, 8.2.1, 8.3.1, 8.3.2
2. Demonstrate a critical understanding of the role of soil web in soil health and the part that plays in key life cycles. 8.1.1, 8.1.2, 8.2.1, 8.2.2, 8.3.1
3. Develop ways to determine how soil health is measured and improved. 8.2.1, 8.2.2, 8.3.1, 8.5.1
4. Pinpoint key ways of improving soil health and how that may improve resilience and mitigate climate change by appropriate literature review. 8.1.2, 8.2.1, 8.2.2, 8.3.1, 8.3.3, 8.4.2, 8.5.2

**SCH5551 Regenerative Practices 30 credits**

1. Explain a range of regenerative practices from across the world.

*8.1.2, 8.2.2, 8.3.1, 8.3.2, 8.4.2*

2. Demonstrate an ability to determine most appropriate regenerative practices

*8.1.1, 8.1.2, 8.2.1, 8.2.2, 8.3.1, 8.4.1, 8.4.2, 8.5.1, 8.5.2*

3. Identify how regenerative practices relate with other land and local practices.

*8.1.2, 8.2.1, 8.2.2, 8.3.1, 8.4.2, 8.5.1*

4. Complete piece of work implementing regenerative practice and explain how to measure impact on soil health in front of an audience, either f2f or virtual.

*8.1.2, 8.2.1, 8.4.1, 8.4.3, 8.5.2*

**SCH5552 Food Economy 30 credits**

1. Analyse, reflect and explain the interaction of the food and farm production with existing economic system.

*8.2.1, 8.2.2, 8.2.3, 8.3.1, 8.3.2; 8.4.2*

2. Identify novel investment opportunities from private and public sources

*8.1.3, 8.2.1, 8.3.1, 8.3.2, 8.5.1*

3. Determine and describe where regenerative practices have been introduced successfully to the benefit of local economy.

*8.1.4, 8.2.1, 8.2.2, 8.3.1, 8.3.2, 8.4.2, 8.5.1*

4. Work cooperatively in small groups to agree and present findings in front of an audience, either face to face or virtual.

*8.2.2, 8.3.2, 8.3.3, 8.4.1, 8.4.3, 8.5.1*

**SCH5553 Establish Enterprise 30 credits**

1. Propose a regenerative enterprise, that demonstrates how ecological improvements can bring economic rewards.

*8.1.2, 8.1.3, 8.2.1, 8.2.2, 8.3.1, 8.3.3, 8.4.2, 8.5.1*

2. Reflect upon, review, and critically evaluate the effectiveness of a regenerative enterprise.

*8.1.2, 8.1.4, 8.2.1, 8.2.2; 8.3.1, 8.4.1, 8.4.3, 8.5.1*

3. Explore various models to help design a regenerative enterprise that benefits environment.

*8.1.3; 8.2.1, 8.2.2, 8.3.1, 8.4.1, 8.4.2, 8.5.1*

4. Design a regenerative enterprise, appropriate to given set of circumstances

*8.1.3, 8.2.1, 8.2.2, 8.2.3, 8.3.1, 8.3.2, 8.3.3, 8.3.4, 8.4.3, 8.5.1, 8.5.2*

**SCH5554 Dissertation/Project 60 credits**

1. Identify, research and investigate critically a defined research topic within the purview of Regenerative Farming Food & Enterprise

*8.1.1, 8.1.2, 8.1.3, 8.1.4, 8.2.3, 8.2.4, 8.3.3, 8.4.1, 8.4.3, 8.4.4*

2. Analyse data and evidence, in order to plan and organise proposals to promote regenerative food or farm practices.

*8.1.3, 8.1.4, 8.2.3, 8.3.3; 8.4.1, 8.4.3, 8.5.1*

3. Demonstrate the ability to identify problems and propose improvements within particular philosophical perspective.

*8.1.2, 8.1.3, 8.1.4, 8.2.4, 8.4.3*

4. Present proposal, either verbal or video, that communicates the ideas, problems, solutions and results in a clear and accessible manner.

*8.1.2, 8.1.3, 8.2.3, 8.2.4, 8.3.3, 8.3.4, 8.4.4, 8.5.1, 8.5.3, 8.5.4*

# Module Records

## UNIVERSITY OF PLYMOUTH MODULE RECORD

### SECTION A: DEFINITIVE MODULE RECORD.

<b>MODULE CODE: SCH5550</b>		<b>MODULE TITLE: Soil Health</b>		
<b>CREDITS: 30</b>		<b>FHEQLEVEL: 7</b>	<b>HECOS CODE: 100517 Agriculture</b>	
<b>PRE-REQUISITES: None</b>		<b>CO-REQUISITES: None</b>	<b>COMPENSATABLE: Y (MSc/PgDip), N (PgCert)</b>	
<b>SHORT MODULE DESCRIPTOR:</b>				
<p>This module explores how soils work and promotes a thorough understanding of the relations in the web of soil life that the programme builds on. It shows how improving the biodiversity of plants, fungi, fauna, and microorganisms can produce healthier soil structures, now called 'soil health' This benefits water, nutrients and carbon cycles. The module evaluates factors affecting soil health, and indicators of improvement, to judge the wider impacts on the environment, climate change, erosion and flooding.</p>				
<b>ELEMENTS OF ASSESSMENT</b>				
<b>C1</b> (Coursework)	50%	<b>P1</b> (Practical)	50%	
<b>SUBJECT ASSESSMENT PANEL to which module should be linked:</b> Regenerative Food, Farming and Enterprise				
<b>Professional body minimum pass mark requirement:</b> N/A				
<b>MODULE AIMS:</b>				
<ul style="list-style-type: none"> <li>• To find out how soil food webs, consisting of flora, macro- and meso-fauna, fungi, and microorganisms, work so as to improve soil functions.</li> <li>• To identify the importance of soil health in crop growth, animal welfare, water holding and healthier diets.</li> <li>• To demonstrate how increasing the biodiversity of life in soils helps drive biogeochemical processes, like water, carbon and nutrient cycles, that make life on earth possible.</li> <li>• To evaluate factors that affect good soil health and best indicators of soil life.</li> <li>• To determine how improving soil health can contribute to resilience and help mitigate climate change.</li> </ul>				

**ASSESSED LEARNING OUTCOMES:**

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes	PgCert Award/ Programme Learning Outcomes contributed to	PgDip Award/ Programme Learning Outcomes contributed to	MSc Award/ Programme Learning Outcomes contributed to
1. Identify and explain key terms and concepts concerning soil health.	8.1.1, 8.1.2, 8.2.1, 8.3.1, 8.3.2	8.1.1, 8.1.2, 8.2.1, 8.3.1, 8.3.2	8.1.1, 8.1.2, 8.2.1, 8.3.1, 8.3.2
2. Demonstrate a critical understanding of the role of soil web in soil health and the part that plays in key life cycles.	8.1.1, 8.1.2, 8.2.1, 8.2.2, 8.3.1	8.1.1, 8.1.2, 8.2.1, 8.2.2, 8.3.1	8.1.1, 8.1.2, 8.2.1, 8.2.2, 8.3.1
3. Develop ways to determine how soil health is measured and improved.	8.2.1, 8.2.2, 8.3.1, 8.5.1	8.2.1, 8.2.2, 8.3.1, 8.5.1	8.2.1, 8.2.2, 8.3.1, 8.5.1
4. Pinpoint key ways of improving soil health and how that may improve resilience and mitigate climate change.	8.1.2, 8.2.1, 8.2.2, 8.3.1, 8.3.3, 8.4.2, 8.5.2	8.1.2, 8.2.1, 8.2.2, 8.3.1, 8.3.3, 8.4.2, 8.5.2	8.1.2, 8.2.1, 8.2.2, 8.3.1, 8.3.3, 8.4.2, 8.5.2

<b>DATE OF APPROVAL:</b> 04/05/2021	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> 01/01/22	<b>SCHOOL/PARTNER:</b> Dartington Trust
<b>DATE(S) OF APPROVED CHANGE:</b>	<b>SEMESTER:</b> Term 1
Notes:	

**SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

<b>ACADEMIC YEAR:</b> 2022	<b>NATIONAL COST CENTRE:</b> 124
<b>MODULE LEADER:</b> Nathan Einbinder	<b>OTHER MODULE STAFF:</b> Colum Pawson

**Summary of Module Content**

This module lays the foundation for Regenerative Food, Farming and Enterprise. The rigorous intellectual and scientific inquiry sets the tone for the entire programme. In this module, students will investigate soils, examining the various components and characters, and recognising that soil only functions properly when all the parts work together. Being a hidden world, new ways to find out what is going on and how the web of life ensures soil functions, will be explored.

This module also introduces students to modes of enquiry and documentation of practice appropriate in an integrative and trans-disciplinary approach. They will be encouraged to develop scientific methods to evaluate factors affecting soil health and indicators to demonstrate how soil health can be improved.

Students will be encouraged to extrapolate from what goes in underground to how that affects what goes on above ground. Often overlooked in environmental assessments, the importance of soils will be emphasised. Workshops will help students make connections between the soil and the world around us. This will include examining how soils impact on the wider world including climate change, resilience, erosion, and flooding.

The foundational framing practice in this module, grounded in the earth, will help direct the rest of the programme from the ground up.

Students will be empowered to experiment and explore soils in order to find how ecological systems and the relation of species, will enhance their own experience with the earth. They will consider how this reveals broader relationships and wider cultural connections with our food and farming practices.

<b>SUMMARY OF TEACHING AND LEARNING</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b>
Lectures	10	Soil Web functions
Demonstrations	8	Library induction,
Practical classes and workshops	15	Essay writing skills, research methods, documenting skills.
Seminars	12	Key soil characters
Peer to peer	8	Reading and other learning
Field trips	6	One field trip
Tutorials	1	Face to face tutorials on assignments
Independent study	240	
<b>Total</b>	<b>300</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

#### **SUMMATIVE ASSESSMENT**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Written exam		
Test		
Coursework	1 x 2,500-word reflective essay on soil health (MLOs 1 & 2)	100%
Practical	1 x video presentation of project improving soil health (MLOs 3&4)	100%
Generic Assessment		

#### **REFERRAL ASSESSMENT**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Written exam		
Coursework (in lieu of the original assessment)	Portfolio consisting of: 1 x video (or other appropriate artefact) demonstration of soil web	50%
	1 x <b>new</b> 2,500-word academic reflection critically exploring soil health	50%
		Total 100%
Coursework		
Practical		
Generic Assessment		

UNIVERSITY OF PLYMOUTH MODULE RECORD

**SECTION A: DEFINITIVE MODULE RECORD.**

<b>MODULE CODE: SCH5551</b>		<b>MODULE TITLE: Regenerative Practices</b>		
<b>CREDITS: 30</b>		<b>FHEQLEVEL: 7</b>		<b>HECOS CODE: 100517 Agriculture</b>
<b>PRE-REQUISITES: None</b>		<b>CO-REQUISITES: None</b>		<b>COMPENSATABLE: Y (MSc/PgDip), N (PgCert)</b>
<b>SHORT MODULE DESCRIPTOR:</b>				
<p>This module investigates a wide range of regenerative practices around the world, that include cover crops, no-till, animal grazing and promoting biodiversity. Students will liaise with College partners in a discourse about the most appropriate agricultural approach for any situation, taking in related concerns like seed sharing, organic, community growing and local food processing. Students will put techniques into practice and monitor their performance, with soil health indicators.</p>				
<b>ELEMENTS OF ASSESSMENT:</b>				
<b>C1</b> (Coursework)	50%	<b>P1</b> (Practical)	50%	
<b>SUBJECT ASSESSMENT PANEL to which module should be linked:</b> Regenerative Food, Farming and Enterprise				
<b>Professional body minimum pass mark requirement:</b> N/A				
<b>MODULE AIMS:</b>				
<ul style="list-style-type: none"> <li>• To investigate various examples of regenerative practices, and compare with other land management approaches, from around the world</li> <li>• To determine those regenerative practices most relevant to any given land.</li> <li>• To evaluate the most appropriate techniques.</li> <li>• To discuss introduction of possible practices with partners in wider social and technical context.</li> <li>• To identify practices to improve soil health in a given piece of land and measure improvements</li> </ul>				

**ASSESSED LEARNING OUTCOMES:**

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes	PgCert Award/ Programme Learning Outcomes contributed to	PgDip Award/ Programme Learning Outcomes contributed to	MSc Award/ Programme Learning Outcomes contributed to
1. Demonstrate a critical understanding of Regenerative practices from across the world.	8.1.2, 8.2.2, 8.3.1, 8.3.2, 8.4.2	8.1.2, 8.2.2, 8.3.1, 8.3.2, 8.4.2	8.1.2, 8.2.2, 8.3.1, 8.3.2, 8.4.2
2. Demonstrate an ability to determine most appropriate regenerative practices.	8.1.1, 8.1.2, 8.2.1, 8.2.2, 8.3.1, 8.4.1, 8.4.2, 8.5.1, 8.5.2	8.1.1, 8.1.2, 8.2.1, 8.2.2, 8.3.1, 8.4.1, 8.4.2, 8.5.1, 8.5.2	8.1.1, 8.1.2, 8.2.1, 8.2.2, 8.3.1, 8.4.1, 8.4.2, 8.5.1, 8.5.2
3. Identify how regenerative practices relate with other land and local practices.	8.1.2, 8.2.1, 8.2.2, 8.3.1, 8.4.2, 8.5.1	8.1.2, 8.2.1, 8.2.2, 8.3.1, 8.4.2, 8.5.1	8.1.2, 8.2.1, 8.2.2, 8.3.1, 8.4.2, 8.5.1
4. Complete piece of work implementing regenerative practice and explain how to measure impact on soil health.	8.1.2, 8.2.1, 8.4.1, 8.4.3, 8.5.2	8.1.2, 8.2.1, 8.4.1, 8.4.3, 8.5.2	8.1.2, 8.2.1, 8.4.1, 8.4.3, 8.5.2

**DATE OF APPROVAL:** 04/05/2021

**FACULTY/OFFICE:** Academic Partnerships

**DATE OF IMPLEMENTATION:** 01/01/2022

**SCHOOL/PARTNER:** Dartington Trust

**DATE(S) OF APPROVED CHANGE:**

**SEMESTER:** Term 1

Notes:

**SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

<b>ACADEMIC YEAR:</b> 2022	<b>NATIONAL COST CENTRE:</b> 124
<b>MODULE LEADER:</b> Nathan Einbinder	<b>OTHER MODULE STAFF:</b> Colum Pawson

**Summary of Module Content**

This module studies the various regenerative practices from all over the world. Students will engage in exploration and discussion with others about the most appropriate practices and how which would be most appropriate in the local environment and economy. They will identify regenerative practices that can be introduced to a particular plot of land, and measure improvements over time. This may contribute to their final dissertation later.

Students will use their understanding of soil ecology and range of possible regenerative practices to determine the best ones for any given area of land and circumstances. This will require the students to discuss among themselves, and with partners, regenerative practices in relation with other aspects of innovation, such as seed saving, pesticides, genetic engineering, drones and local food hubs.

The guided individual project, throughout the module, will start with determining an appropriate regenerative practice for a particular piece of land, use that practice and try to determine whether it has improved soil health.



**SUMMARY OF TEACHING AND LEARNING**

Scheduled Activities	Hours	Comments/Additional Information
Lecture	12	
Demonstrations and workshops	15	Regenerative Practices
Seminars	12	Measuring improvements
Field trips	6	One field trip
Tutorials	4	Cover crops, no-till, animal grazing and promoting biodiversity
Peer to peer	8	Reading groups, self-assessment
Independent study	243	
<b>Total</b>	<b>300</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

**SUMMATIVE ASSESSMENT**

Element Category	Component Name	Component Weighting
Written exam		
Test		
Coursework	1 x Portfolio with journal of regenerative practices (MLOs 2&4)	100%
Presentation	Graphic presentation with discussion and reflection (MLOs 1&3)	100%
Practical		
Clinical Examination		
Generic Assessment		

**REFERRAL ASSESSMENT**

Element Category	Component Name	Component Weighting
Written exam		
Coursework (in lieu of the original assessment)	Portfolio of <b>new</b> written submission of 2500 words maximum and video (or other appropriate artefact) demonstration of practical project	100%
Coursework		
Practical		
Clinical Examination		
Generic Assessment		
Test		

**SECTION A: DEFINITIVE MODULE RECORD.**

<b>MODULE CODE: SCH5552</b>	<b>MODULE TITLE: Food Economy</b>		
<b>CREDITS: 30</b>	<b>FHEQLEVEL: 7</b>	<b>HECOS CODE: 100517</b> Agriculture	
<b>PRE-REQUISITES: None</b>	<b>CO-REQUISITES: None</b>	<b>COMPENSATABLE: Y</b>	
<b>SHORT MODULE DESCRIPTOR:</b>			
New food economies pose a challenge to existing conventional food systems that deliver 'cheap' food while ignoring environmental, health and social costs. Students will explore alternative economic models and see how food systems can contribute to that and improve health. This module explores how much of our wealth comes ultimately from the soil and that, by nurturing soils, we can provide more resilient and sustainable food systems, healthier food, and regenerate local economies.			
<b>ELEMENTS OF ASSESSMENT:</b>			
<b>C1 (Coursework)</b>	50%	<b>P1 (Practical)</b>	50%
<b>SUBJECT ASSESSMENT PANEL to which module should be linked:</b> Regenerative Food, Farming and Enterprise			
<b>MODULE AIMS:</b>			
<ul style="list-style-type: none"> <li>• To analyse the present food system throughout the world, particularly the UK's role, and why it delivers under-priced food that makes us ill.</li> <li>• To explore how in a circular economy, economic activity builds and rebuilds system health, including eco-systems and human health.</li> <li>• To investigate how improving the soil eco-system can enhance natural capital for benefit of communities.</li> <li>• To evaluate how shorter food chains benefit both farm producers and food consumers</li> <li>• To create new avenues of funding, public and private, to introduce innovative approaches, including regenerative food and farm practices, which enhance soil, water, biodiversity and human health.</li> </ul>			

**ASSESSED LEARNING OUTCOMES:**

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes	PgDip Award/ Programme Learning Outcomes contributed to	MSc Award/ Programme Learning Outcomes
1. Analyse the relationship between food and farm production with the existing economic system.	8.2.1, 8.2.2, 8.2.3, 8.3.1, 8.3.2, 8.4.2	8.2.1, 8.2.2, 8.2.3, 8.3.1, 8.3.2, 8.4.2
2. Explain how a circular economy works and helps build ecosystems and health.	8.1.3, 8.2.1, 8.3.1, 8.3.2, 8.5.1	8.1.3, 8.2.1, 8.3.1, 8.3.2, 8.5.1
3. Describe how improving soil ecosystem services can build natural and social capital.	8.1.4, 8.2.1, 8.2.2, 8.3.1, 8.3.2, 8.4.2, 8.5.1	8.1.4, 8.2.1, 8.2.2, 8.3.1, 8.3.2, 8.4.2, 8.5.1
4. Work cooperatively in small groups to identify possible sources of funding for future RA related projects.	8.2.2, 8.3.2, 8.3.3, 8.4.1, 8.4.3, 8.5.1	8.2.2, 8.3.2, 8.3.3, 8.4.1, 8.4.3, 8.5.1

**DATE OF APPROVAL:** 04/05/2021

**FACULTY/OFFICE:** Academic Partnerships

**DATE OF IMPLEMENTATION:** 01/01/2022

**SCHOOL/PARTNER:** Dartington Trust

**DATE(S) OF APPROVED CHANGE:**

**SEMESTER:** Term 2

Notes:

**SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

**ACADEMIC YEAR:** 2022

**NATIONAL COST CENTRE:** 124

**MODULE LEADER:** Nathan Einbinder

**OTHER MODULE STAFF:** Colum Pawson

**Summary of Module Content**

This module focuses on the moves to bring economics back into the service of society – more ‘pluralistic’. They will discover and evaluate various models, based around the broad concept of ‘circular’ economies, rather than linear ‘take – make – waste’ model.

They will predict developments in the future economic discourse where there will be increasing attempts to monetise eco-services, both here in the UK but also across the world. They will develop critical facilities to work out how to make sure improving ecosystem services builds natural and community capital, rather than just finance capital.

The focus of the module on exploring and challenging economic boundaries asks students to develop ‘real world’ solutions. Students will be encouraged and empowered to engage in the emerging food and farming discourse, as the UK separates from the EU market with its ramifications across the globe.

They will work together to find investment opportunities from novel funding sources for soil improvement. These may be from local traders, utility organisations and financial backers who can see the benefits of regenerative practices in helping reduce flooding, erosion, improving carbon sequestration and peoples’ livelihoods.

A field trip (whether local or international or virtual!!) is an important component of this module and will enable students to experience a local economy priding itself on improved environmental and social aspects. Students will explore community relationships in order to situate any plans they may have to implement regenerate practices in a wider economic – but ‘real world’ - perspective.

<b>SUMMARY OF TEACHING AND LEARNING</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b>
Lecture	15	Marketisation of Eco-system services
Practical classes and workshops	18	practical workshops
Seminars	12	Natural Capital
Fieldwork	30	Local Food Economy
Tutorials	1	Circular Economy
Peer to peer	8	
Independent study	216	
<b>Total</b>	<b>300</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

### **SUMMATIVE ASSESSMENT**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Written exam		
Test		
Coursework	1 x 2500 word max academic reflection (MLO 1&2)	100%
Practical	1 x group presentation (MLOs 3&4)	100%
Clinical Examination		
Generic Assessment		

### **REFERRAL ASSESSMENTS**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Written exam		
Coursework (in lieu of the original assessment)	Portfolio consisting of: 1 x <b>new</b> group presentation 1 x <b>new</b> 2500 word maximum academic essay	50% 50% Total = 100%
Coursework		
Practical		
Clinical Examination		

UNIVERSITY OF PLYMOUTH MODULE RECORD

**SECTION A: DEFINITIVE MODULE RECORD.**

<b>MODULE CODE: SCH5553</b>		<b>MODULE TITLE: Establish Enterprise</b>		
<b>CREDITS: 30</b>		<b>FHEQLEVEL: 7</b>		<b>HECOS CODE: 100517 Agriculture</b>
<b>PRE-REQUISITES: None</b>		<b>CO-REQUISITES: None</b>		<b>COMPENSATABLE: Y</b>
<b>SHORT MODULE DESCRIPTOR:</b>				
<p>This module examines the design and development of a regenerative food/farm enterprise, as a food producer-led activity. It will show how value can be added with innovation when production systems can be linked more directly with consumers. It will explore different models of social/ecological/regenerative enterprises and the process of enterprise design. This is to provide a framework to go on and design an enterprise, whether starting or scaling up, using market research, networks and social media.</p>				
<b>ELEMENTS OF ASSESSMENT:</b>				
<b>C1 (Coursework)</b>	50%	<b>P1 (Practical)</b>	50%	
<b>SUBJECT ASSESSMENT PANEL to which module should be linked:</b> Regenerative Food, Farming and Enterprise				
<b>Professional body minimum pass mark requirement: N/A</b>				
<b>MODULE AIMS:</b>				
<ul style="list-style-type: none"> <li>• To identify the economic and political feasibility of setting up a regenerative enterprise, and barriers to investment.</li> <li>• To develop an understanding of the structure and content of 'new' enterprises, and their application to local and food production systems further afield.</li> <li>• To evaluate different models of social/ecological/cooperative/company regenerative enterprises</li> <li>• To create an enterprise, whether starting or scaling up, taking in funding, marketing and networks.</li> <li>• To work with partners to innovate ways of funding sources that can help invest in an enterprise.</li> </ul>				

**ASSESSED LEARNING OUTCOMES:**

At the end of the module the learner will be expected to be able to:

<b>Assessed Module Learning Outcomes</b>	<b>PgDip Award/ Programme Learning Outcomes contributed to</b>	<b>MSc Award/ Programme Learning Outcomes</b>
1. Propose a regenerative enterprise, that demonstrates how ecological improvements can bring economic rewards.	8.1.2, 8.1.3, 8.2.1, 8.2.2, 8.3.1, 8.3.3, 8.4.2, 8.5.1	8.1.2, 8.1.3, 8.2.1, 8.2.2, 8.3.1, 8.3.3, 8.4.2, 8.5.1
2. Reflect upon, review, and critically evaluate the effectiveness of a regenerative enterprise.	8.1.2, 8.1.4, 8.2.1, 8.2.2; 8.3.1, 8.4.1, 8.4.3, 8.5.1	8.1.2, 8.1.4, 8.2.1, 8.2.2; 8.3.1, 8.4.1, 8.4.3, 8.5.1
3. Explore various models to help design a regenerative enterprise that benefits environment and economy.	8.1.3; 8.2.1, 8.2.2, 8.3.1, 8.4.1, 8.4.2, 8.5.1	8.1.3; 8.2.1, 8.2.2, 8.3.1, 8.4.1, 8.4.2, 8.5.1
4. Design a regenerative enterprise, appropriate to given set of circumstances.	8.1.3, 8.2.1, 8.2.2, 8.2.3, 8.3.1, 8.3.2, 8.3.3, 8.3.4, 8.4.3, 8.5.1, 8.5.2	8.1.3, 8.2.1, 8.2.2, 8.2.3, 8.3.1, 8.3.2, 8.3.3, 8.3.4, 8.4.3, 8.5.1, 8.5.2

**DATE OF APPROVAL:** 04/05/2021

**FACULTY/OFFICE:** Academic Partnerships

**DATE OF IMPLEMENTATION:** 01/01/2022

**SCHOOL/PARTNER:** Dartington Trust

**DATE(S) OF APPROVED CHANGE:**

**SEMESTER:** Term 2

Notes:

**SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

ACADEMIC YEAR: 2022	NATIONAL COST CENTRE: 124
MODULE LEADER: Nathan Einbinder	OTHER MODULE STAFF: Colum Pawson

**Summary of Module Content**

In this module, students will design their own regenerative enterprise. This could be land based, anywhere in the food chain or a consultancy, that can be used to help communities embrace their own connections with food, the land and the local economy. It could be a start-up or scale up, social or private. They will explore the various enterprise models, like social, cooperative, regenerative or private to find the one most appropriate for their ideas.

Examples could include redesigning people's plots, setting up own small land-based enterprise, food business, consultancy advising farmers how to access funding for improving soils health, advising public bodies on investment, scale up local growing enterprise, or creating community food hub. This module achieves a balance between educational value, practical design, and engaging with community, identity and development.

In this practical module, students will work with partners, either colleagues or members of a community, thus improving their team working and communication skills, and learning from others' experiences, to develop a model enterprise.

As examples, students may choose to work alongside one of the participating associate lecturers or partner organisations to design a non-competitive enterprise in which participants are challenged to integrate ecological understanding with economic realities.

Full list of possible partners for course/students in the Programme Specification.

<b>SUMMARY OF TEACHING AND LEARNING</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b>
Lecture	20	Setting up a business or social enterprise
Demonstrations and practical workshops	6	Introductions to different social and community enterprises
Seminars	12	Business models
Tutorials	2	Face to face tutorials on assignments
Peer to peer	8	
Guided independent study	252	
<b>Total</b>	<b>300</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

#### **SUMMATIVE ASSESSMENT**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Written exam		
Test		
Coursework	Portfolio with journal of regenerative enterprises: (MLOs 1&2)	100%
Practical	1 X practical project of design, development, prototype and delivery of enterprise (MLOs 3&4)	100%
Clinical Examination		
Generic Assessment		

#### **REFERRAL ASSESSMENT**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Written exam		
Coursework (in lieu of the original assessment)	One <b>new</b> written submission of 2500 words maximum	100%
Coursework		
Practical	Video (or other appropriate artefact) demonstration of practical proposed business	100%
Clinical Examination		
Generic Assessment		
Test		

**SECTION A: DEFINITIVE MODULE RECORD.**

<b>MODULE CODE: SCH5554</b>	<b>MODULE TITLE: Dissertation/Project</b>		
<b>CREDITS: 60</b>	<b>FHEQLEVEL: 7</b>	100517 Agriculture	
<b>PRE-REQUISITES:</b>	<b>CO-REQUISITES: None</b>	<b>COMPENSATABLE: N</b>	
<p><b>SHORT MODULE DESCRIPTOR:</b>  This module encourages students to demonstrate their capacity for independent research study and practical application by using their knowledge of regenerative practices to a topic appropriate to the degree, such as soil health indicators, consultancy tools, nutrition measurement, local food initiatives, government policies, and consumer choices. Students are expected to submit their plans, practices and policies in a political context, and a wider philosophy about how we treat our earth.</p>			
<b>ELEMENTS OF ASSESSMENT:</b>			
<b>C1 (Coursework)</b>	100%		
<p><b>SUBJECT ASSESSMENT PANEL to which module should be linked:</b> Regenerative Food, Farming and Enterprise</p>			
<b>Professional body minimum pass mark requirement: N/A</b>			
<p><b>MODULE AIMS:</b></p> <ul style="list-style-type: none"> <li>• To provide an opportunity for the student to pursue in depth a topic of their own choosing</li> <li>• To develop the skills and confidence necessary to explore original research including statistical design and analysis of results.</li> <li>• To innovate new proposals that help regenerate the surrounding economy of the food system</li> <li>• Evaluate various philosophies of scientific methods to determine most appropriate to apply to regenerative practices.</li> <li>• Discover older philosophies of the earth, that promote better understanding of relationships between humans and earth and consider newer philosophies of the earth, that 'see humanity as part of the larger cosmic and terrestrial drama of mobility and flow'</li> <li>• Create a new culture, as 'culture' means 'to tend to the earth and grow', and we need new ways to tend the earth.</li> </ul>			



**ASSESSED LEARNING OUTCOMES:**

At the end of the module the learner will be expected to be able to:

<b>Assessed Module Learning Outcomes</b>	<b>MSc Award/ Programme Learning Outcomes</b>
1. Identify, research and investigate critically a defined research topic within the purview of Regenerative Farming, Food and Enterprise.	8.1.1, 8.1.2, 8.1.3, 8.1.4, 8.2.3, 8.2.4, 8.3.3, 8.4.1, 8.4.3, 8.4.4
2. Analyse data and evidence, in order to plan and organise proposals to promote Regenerative food or farm practices or policies.	8.1.3, 8.1.4, 8.2.3, 8.3.3; 8.4.1, 8.4.3, 8.5.1
3. Demonstrate the ability to identify problems and propose improvements within chosen philosophical perspective.	8.1.2, 8.1.3, 8.1.4, 8.2.4, 8.4.3
4. Present proposal, either verbal or video, that communicates the ideas, problems, solutions and results in a clear and accessible manner.	8.1.2, 8.1.3, 8.2.3, 8.2.4, 8.3.3, 8.3.4, 8.4.4, 8.5.1, 8.5.3, 8.5.4

<b>DATE OF APPROVAL:</b> 04/05/2021	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> 01/01/2022	<b>SCHOOL/PARTNER:</b> Dartington Trust
<b>DATE(S) OF APPROVED CHANGE:</b>	<b>SEMESTER:</b> Term 3

**SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

<b>ACADEMIC YEAR:</b> 2020/21	<b>NATIONAL COST CENTRE:</b> 124
<b>MODULE LEADER:</b> Nathan Einbinder	<b>OTHER MODULE STAFF:</b> Colum Pawson

**Summary of Module Content**

In this module, the student chooses a topic of special interest within the purview of Regenerative Food, Farming and Enterprise and conducts research into this area of interest, via reading, private study and field work, using their own experiences of regenerative practices.

Under the guidance of the supervisor, and working with partners, students assess the prospects of introducing chosen regenerative farming and food practices or policies in a given area where the economic and social consequences are taken into account.

They will make proposals for improving regenerative practices or policies at any level they consider appropriate - individual, enterprise, community, local, authority, regional, national or beyond. This proposal once confirmed forms the basis of a piece of written work, organised in chapters/sections in the manner of professional and published work, or a structured project with a reflective and critical commentary demonstrating how this may align with their chosen philosophies. They may accompany a dissertation with a video of their research findings and proposals.

<b>SUMMARY OF TEACHING AND LEARNING</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b>
Lecture	10	Research methods in support of dissertation/structured project
Demonstrations and practical workshops	10	Introductions to different community regenerative practices
Seminars	10	Making a video and using social media
Tutorials	10	Face to face tutorials at different stages of research/development
Peer to peer learning	10	Selective intermediate student discussions/presentations
Independent study	550	
<b>Total</b>	<b>600</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

### **SUMMATIVE ASSESSMENT**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Written exam		
Test		
Coursework	1 x dissertation of 15,000 words, with literary references and presentation OR 10,000 words + 10 min project video (MLOs 1,2,3,4)	100%
Practical		
Clinical Examination		
Generic Assessment		

### **REFERRAL ASSESSMENT**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Written exam		
Coursework (in lieu of the original assessment)	<b>New</b> written dissertation of 15000 words. (or 10,000 + video)	100%
Coursework		
Practical		
Clinical Examination		
Generic Assessment		
Test		