Schumacher College

Ecological Design Thinking

Programme Quality Handbook

2021-22

UNIVERSITY OF PLYMOUTH

Ecological Design Thinking

Contents

Welcome

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

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.

Welcome to Ecological Design Thinking programme delivered by Schumacher College.

We are starting the eighth year of our programme and very excited to embark on this journey with you. The ability to design, and then create, is one of humanities' greatest innovations but it needs to be directed at the challenges we collectively face. Work with natural patterns, embracing all living systems, nurturing the conditions in which all can live well on a finite planet, and design really could change all of our lives for good.

As passive 'consumers' we have become increasingly disconnected from our own abilities, from one another, and the ecosystem we are part of. It has long been understood that gross consumption generally leads to more waste production and pollution, while disproportionately benefitting those who already have most. A focus on economic growth tends to increase the problems of poverty and social inequality and does not necessarily lead to more happiness or enhance those factors which add to the quality of our lives. It is time to do something about it, and ecological design thinking can help catalyse that process. This is the world's only postgraduate design thinking programme that begins with an immersion in Gaian science, phenomenology and complexity theory, asking how we can re-imagine the way that we live and organise to be in alignment with the design principles of healthy living systems. We are very much looking forward to working with you, our cohort of students, and a wide range of innovative thinkers and practitioners to meet this challenge. You will learn collaboratively through seminars, workshops, and conversations, outdoors, in studios with local partners and around the coffee table. Over the course of our journey together, we will focus on the skills and approaches you will need to encourage and facilitate others in groups and collectives, to address problems through a new ecological and social lens. Much of the work will be carried out in groups exploring problems of a wide range of types, large and small, current and future oriented, ranging from food production to urban transformation and even the finance system. For over 29 years, Schumacher College has been pioneering radical new thinking in design, attracting participants and inspirational teachers from around the globe.

Our aim is to inspire, skill and support a new generation of design activists and thinkers to catalyse the transition to a future where we live a harmonious life with nature, and where all can flourish. Together, we will guide the programme, inviting in a range of experts, artists, activists and academics as visiting teachers. We will be there to support your learning journey, collectively and individually, and will be working with you to ensure this pioneering programme meets your aspirations and helps create a platform for your ongoing life journey as an effective and empowered change agent. Good luck and we very much look forward to sharing this learning journey with you.

Roberto Fraquelli and Mona Nasseri,
Core Faculty of the Ecological Design Thinking programme

Distinctive Features of the Ecological Design Thinking MA Programme and the Student Experience

- The Schumacher learning low-residency model features regular intensive periods of residential experiences for each of the first four modules. This is augmented by a virtual community where students will be encouraged to further develop their Ecosophy (deep experience, critical questioning and authentic commitment)
- Short intensive teaching and learning approach is provided within a living and working community enclaved within the Dartington estate, Devon.
- The synergetic relationship between the postgraduate programmes, the Horticulture programme and participants enrolled on Schumacher short courses keep our learning environment lively and enable cross-disciplinary collaborations.
- Ecological Design Thinking programme draws from a very wide international audience and broad demographic. These major changes intend to also appeal a domestic audience who are in a position to commit to short residential periods away from their day-to-day activities.
- The pedagogy blends immersive, embodied, in-community experiences with specially developed on-line modes of delivery to form a low-residency experience. This will include and leverage Penoptical systems (webcam) that will allow for interaction (live shared experiences) and peer-to-peer learning. Students work in a virtual studio environment where interactive, emergent, synchronistic and 'live' encounters are encouraged and give rise to the (first person), deep, experiential learning that Schumacher College is renowned for.
- Our Ecological Design Thinking is a trans-disciplinary programme in the context of complex environments and systems. It is universal in its application and pragmatic and integrative in its operation.
- Access to some of the world's leading ecological design practitioners and thinkers and experts in the fields of Gaia theory, complexity theory, climate science, systems thinking, new economics and social change ensures that the programme is up-to date and relevant to the time.
- The programme is committed to the vision of social and ecological well-being for all and advocates regenerative, rather than sustainable solutions to socio-ecological problems.
- Our programme draws from leading-edge research and brings together theoretical and practical discourses in ecology, design and socio-political economics. It aims to create a novel ground for change-makers to model and foster a transition to regenerative societies.
- The low residency model allowing remote access to the programme creates opportunities for students to connect with their local places as a way of embedding the value and experience of the programme into their local community settings.
- The programme applies design thinking and design research to catalyse imaginative, community-led and practical approaches towards regenerative systems.
- The programme provides students with opportunities to develop both a theoretical and experimental understanding of holistic ways of responding to the complex social and ecological issues and concerns.
- This programme prepares students to take an active role in moving towards regenerative practices by integrating co-designing processes and deep ecological understanding.

Programme Management Team

This comprises:

- **Head of College** responsible for developing, implementing, and leading the strategic direction of the College.
- **Programme Lead** responsible for the conduct and administration of the course and for overseeing its academic standard.
- **Module Leaders** responsible for the academic quality and standards of the module and the day-to-day running of them.
- **Personal Tutors** who have a pastoral responsibility for a selection of students, and offer support and guidance on individual matters.
- **Admissions Tutor** responsible for admissions procedures specific to the programmes.

The EDT Programme Lead is responsible for the vision and delivery of a high-quality student learning experience through the coordination, academic leadership, operational and day to day management of the programme of study at Schumacher College. The Programme Lead liaises with internal college and external bodies, for example, external examiners, the University ALP, staff/student committees, academic and professional staff, admissions and student support services, and the library.
The Programme Lead works with the Head of College and the Quality and Standards Co-ordinator to ensure the delivery of the Annual Programme Action Plan. The Programme Lead chairs a staff student liaison committee and leads the personal tutor system for the students taking the MA. The Programme Lead is responsible for feeding information to Academic Quality and Standards, Teaching and Learning and Research and Enterprise sub-committees, which report to the Dartington Learning Academic Board alongside the UoP Academic Partnership structure of Joint Board of Studies and Planning and Review meetings.

Module Leaders for EDT are responsible for all aspects of leading and delivering the design, teaching, assessment, quality, updating and enhancement of the module and the student experience. Module Leaders compile module reviews and action planning, liaising with the Programme Lead to respond to external examiners as appropriate, taking account of student feedback, NSS and SPQ comments.

Programme Modes of Delivery

Modes of delivery are included but not limited to:

- **Lecture (face to face)**:Presentations and workshops by faculty during residential provide students with knowledge, theories and methodologies from experts in the field
- **Lecture /Workshops (online):** Live interactive webcasts and pre-recorded videos by faculty and guest lecturers to provide students with knowledge, theories and methodologies from experts in the field
- **Online and in person tutorials**: Each student will receive two tutorials over the course of each module
- **Practical classes**: Encourages proactive, hands-on experience
- **Flipped learning** (flipped classroom):
  Students are introduced to the learning material before class, with classroom time then being used to deepen understanding through discussion with peers and problem-solving activities facilitated by teachers.

- **Project-based learning**: Engages students in solving a real-world problem or answering a complex question.
- **Guided independent study**: Students will be expected to spend significant time during the module, and in the development of their project studying independently either individually or as part of a project group
- **Online forums/ discussion**: Students will be invited to actively participate in online and classroom discussion sessions. This will allow for stimulation and exchange of students' critical thinking.
- **Field trips/visits**: In keeping with Schumacher College's holistic approach to learning field trips will include visits to urban, peri-urban and rural landscapes to better understand the influence of design on processes of change and dynamic systems.

Programme Timetable

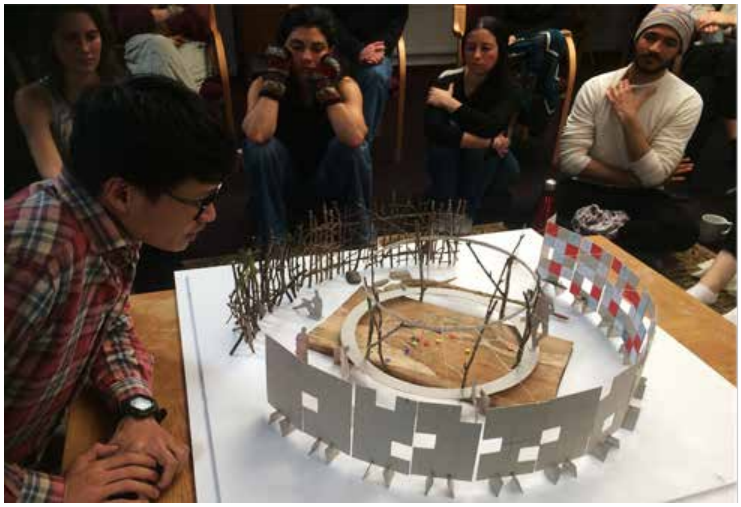
Full-time pathway

Term 1				
Week 1-2	W 3-6	W 7	W 8-9	W 10-13
Residential	Non-Residential		Residential	Non-Residential
SCH5529 **Design and Ecology**	**SCH5529** **Design and Ecology**	Break	**SCH5530** **Design and Society**	**SCH5530** **Design and Society**
Christmas Break				
Term 2				
Week 1-2	W 3-6	W 7	W 8-9	W 10-13
Residential	Non-Residential		Residential	Non-Residential
SCH5451 **Design and Place**	**SCH5451** **Design and Place**	**Break**	**SCH5452** **Design in Practice**	**SCH5452** **Design in Practice**
Easter Break				
Term 3/Summer				
Week 1 – W 16				
N-Res				
SCH5453 **Dissertation**				

Part-time pathway

Year 1				
Term 1				
Week 1-2	W 3-6	W 7	W 8-9	W 10-13
Residential	Non-Residential		Residential	Non-Residential
SCH5529 **Design and Ecology**	**SCH5529** **Design and Ecology**	Break	**SCH5530** **Design and Society**	**SCH5530** **Design and Society**
Christmas Break				
Term 2				
Week 1-2	W 3-6	W 7		
Residential	Non-Residential			
SCH5451 **Design and Place**	**SCH5451** **Design and Place**	Break		
Year 2				
Term 5				
			W 8-9	W 10-13
			Residential	Non-Residential
			SCH5452 **Design in Practice**	**SCH5452** **Design in Practice**
Easter Break				
Term 6				
Week 1-16				
Non-Residential				
SCH5453 **Dissertation/Major Project**				

Student Experience and Testimonials



Julian Lang

Julian has moved to Brazil to take up an apprenticeship at TIBA (Institute for Intuitive Technology and Architecture) launched by sustainability pioneer Johan van Lenghen.

"My studies reignited an interest in pursuing natural architecture but with a new lens and desire to explore wholeness in design through collaborative and participatory design processes."

Jerome Peyronnet

Jerome worked as a sales representative in pharmaceutical industries and climbed up the ladder, becoming a store director and managing teams in the luxury field. After seeing the documentary "Tomorrow" in 2016, he turned his life around and decided to become the change he wished to see in the world. He joined Ecologicocal Design Thinking programme in 2018.

"Studying and living in community at the College was indeed an extraordinary adventure. This deep experience allowed me to question myself, changed my perception of the world."

Jerome now works for French Green Energy company **Enercoop** , an innovative coorperative working on ecological transition through energetic transition. Its aim is to provide 100% green electricity from producer to consumer with energy purchased from independent energy producers.

Ahmed Buasallay

Ahmed works with the United Nations Development Programme in Bahrain, as part of the Youth Leadership Programme team.

"I am excited to apply the design-thinking, process facilitation, and community engagement skills I learnt at College within an international organisation, to help future generations develop innovative and regenerative responses to our emerging social and ecological challenges in Bahrain and the Arab Region."

Regina Ganem

Regina had spent 15 years working in the field of social justice and human rights before coming to the College. She is now working with a small scale farming cooperative to help them build a sustainable future.

"Studying Ecological Design Thinking gave me an opportunity of growing back into myself, of coming closer to my nature. From this, a sense of possibility sprouted and I regained the hope that I had lost along my path."



Camila Fava Pestana

Camlia is now working at On Purpose as a Marketing and Community Manager, a London-based not-for-profit organisation that supports people changing their careers to jobs that bring positive impact to society and the planet.

"More than learning different tools and frameworks to bring about change, I learned a different way of approaching wicked problems that brings the process of self-reflective enquiry to its core."

She co-created an **award winning** animation with On Purpose CEO, Tom Rippin, called '**From Business Case to Systems Case**', as part of the 'Rethinking Economics and Doughnut Economics 8th Way of Thinking like a 21st-Century Economist' competition . She was also invited to be part of the Unleash Lab in China to work in the SDG 13 – Climate Action around the regeneration of the Amazon with colleagues from around the world.

Samantha Colli Sulu

Before College Samantha had been working in the field of international human rights law but had become disillusioned with legal solutions to the challenges we face. She is now developing Telar de Maya, a digital platform and podcast in Spanish. In many of the Spanish-speaking countries the regenerative voices are far from each other and Telar aims to connect them, proving a network to facilitate growth of the new ecological paradigm.

"As a result of my research I became deeply aware of the systemic link of our ecological, economic and social crises, and how they are the consequence of a collective narrative of separation, from ourselves, our communities, and the Earth."

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

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

- Your University Student Institution 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 Module Guide 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
The Dartington Hall Trust

Programme Specification

MA Ecological Design Thinking 6872 (ft) 6875 (pt)

7th February 2020

1 MA Ecological Design Thinking

Final award title	MA Ecological Design Thinking
Level 7 Intermediate award title(s)	PGDip Ecological Design Thinking
Level 7 Intermediate award title(s)	PGCert Ecological Design Thinking
UCAS code	N/A
HECOS code	100048 Design

2 Awarding Institution

University of Plymouth

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(ies)

None

4 Distinctive Features of the Programme and the Student Experience

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5 Relevant QAA Subject Benchmark Group(s)

The programme has been developed with reference to the SEEC level 7 Descriptors (2010) and QAA guidance. There are no directly applicable QAA subject benchmarks for this programme. However, we have considered and built on a number of attributes listed in QAA benchmark statements for Art & Design (2017) and Architecture (2010), and QAA Characteristic Statement for Master's degree (Sept 2015) that describes: the purpose of master degrees, characteristics of students, and for our specific programme professional practice.

6 Programme Structure

New proposed structure:

<table>
<tr><td colspan="8">MA Ecological Design Thinking - Level 7

(Low-Res) Full Time 1-year</td></tr>
<tr><td colspan="2">Core Theoretical Modules
Autumn Term</td><td></td><td colspan="2">Core studio Modules
Spring Term</td><td></td><td>Major Project
Summer Term</td></tr>
<tr><td>SCH5529
Design & ecology

Eco systems, deep ecology and the re-enchantment of the world.

(30 credits)</td><td>SCH5530
Design & society

Social change and art of making.

(30 credits)</td><td></td><td>SCH5451
Design & place

The context of location and deep empathy.

(30 credits)</td><td>SCH5452
Design in practice

Impact and transformation.

(30 credits)</td><td></td><td>SCH5453
Major Project - Dissertation

(60 credits)</td></tr>
<tr><td>R E - learning</td><td>R E - learning</td><td></td><td>R E – learning</td><td>R E - learning</td><td></td><td>E – learning</td></tr>
<tr><td colspan="2">PG Cert. 60 credits term1</td><td></td><td colspan="2">PG Dip. 120 credits term 2</td><td></td><td>MA. 180 credits term 3</td></tr>
</table>

MA Ecological Design Thinking is a low residency programme with 4 x 30 credit modules and 1 x 60 credit (dissertation) module.

The first four (30 credit) modules will include:

- 1 or 2-week intensive/residential element at Schumacher College followed by,
- 4 weeks supported e-learning.

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

Part-time students would gain their 180 MA credits by completing modules SCH5529 (30 credits), SCH5450 (30 credits) and SCH5451 (30 credits) alongside full-time students in Academic Year 1. They will join the cohort in the following year to complete modules SCH5452 (30 credits) and SCH5453 (60 credits) in Academic Year 2. Please see diagram below:

MA Ecological Design Thinking – Level 7 (low res) Part Time Year 1									
Core Theoretical Modules Autumn Term					Core studio Modules Spring Term				
SCH5529 *Design & ecology* *(30 credits)*		SCH5530 *Design & society* *(30 credits)*			SCH5451 *Design & place* *(30 credits)*				
R	E - learning	R	E - learning		R	E - learning			
PG Cert. 60 credits *term1*					PG Dip. 120 credits *term 2*				

MA Ecological Design Thinking- Level 7 (low res) Part Time Year 2									
					Core studio Modules Spring Term			Major Project Summer Term	
						SCH5452 *Design in practice* *(30 credits)*		SCH5453 *Major Project - Dissertation* *(60 credits)*	
						R	E - learning	E – learning	
					PG Dip. 120 credits *term 2*			MA. 180 credits *term 3*	

7 Programme Aims

- To develop knowledge and understanding of different ways of engaging with social and ecological systems.
- To acknowledge and develop the whole person as a participant in the co-creation of pathways to ecological and socially just cultures.
- To provide students with the opportunity to evaluate and critically reflect on the relationship between self, others and the environment.
- To provide theoretical knowledge of the Ecological Design Thinking principles and practical skills for

implementing socially and environmentally just strategies.

- To enhance students' skills and confidence to engage with groups and facilitate collaborative processes to reach/achieve results.
- To enhance students' critical thinking, systemic thinking and ethical thinking in any given situation
- To enable students to design systemic approaches to navigate through complex socio-cultural and ecological situations
- To develop and enhance students' cognitive and intellectual skills; key transferable skills; and practice skills for sustainable living, livelihood and engaged ecological citizenship.

8 Programme Intended Learning Outcomes MA

(see appendix 1 for programme Intended learning outcomes MA mapping table.)

8.1 Knowledge and Understanding

On successful completion graduates will have developed:

8.1.1. An ability to critically describe the theoretical and experiential understanding of an ecological world view (ecology, systems thinking, complexity, and Gaia theory) and its application to the design of systems, objects, social interventions and places.

8.1.2. An ability to critically appraise quantitative and qualitative frameworks, tools, methods and case studies related to ecological design thinking and their application to socio-cultural, environmental and economic contexts.

8.1.3. An ability to identify, select and apply alternative sources of knowledge and processes that can be employed to address the current crises and interconnectedness of our economic, social, ethical and ecological systems.

8.1.4. An ability to build on existing research and develop in-depth critical analysis within a specific Ecological Design context.

8.2 Cognitive and intellectual skills

On successful completion graduates will have developed:

8.2.1. An ability to critically engage with the theoretical literature demonstrating the ability to analyse, evaluate, compare and contrast, synthesise and work creatively with conflicting ideas and uncertainty.

8.2.2. An ability to develop original insight into cultural narratives and socio-economic behaviours through both active and reflective processes and to creatively apply resolutions towards a regenerative ecological paradigm.

8.2.3. An ability to critically develop and systematically test, analyse and appraise design options drawing original conclusions and displaying methodological and theoretical rigour.

8.2.4. An ability to identify a suitable research topic, plan and develop a project design, analyse the issue using an appropriate methodology, synthesise findings, reflect on the process and display an appreciation of the ethical dimensions of the project.

8.3 Key and transferable skills

On successful completion graduates will have developed:

8.3.1. An ability to work and learn autonomously, to implement and plan their own learning and make use of scholarly reviews and primary resources to improve personal and professional practice.

8.3.2. An ability to develop empathic ethnographic inquiries and reflective practices.

8.3.3. An ability to represent the testing, analysis and critical appraisal of complex design proposals and their resolution to a range of specialist and non-specialist audiences.

8.4 Employment related skills

On successful completion graduates will have developed:

8.4.1. An ability to self-evaluate and reflect on own values and behaviours in order to improve personal and/or professional practice.

8.4.2 .An ability to use visual, verbal and written communication and appropriate media, including: sketching, scenario modelling and digital presentation techniques.

8.4.3. An ability to critically evaluate the ethical implications of individual and group work and proactively formulate solutions.

8.4.4. An ability to make a contribution to the advancement of professional knowledge.

8.5 Practical skills

On successful completion graduates will have developed:

8.5.1. An ability to engage with interdisciplinary team work and develop interpersonal skills to proactively formulate solutions.

8.5.2. An ability to formulate theoretical principles for a new approach to design for the transition to low carbon, high well-being and resilient economies and communities.

8.5.3. An ability to engage in co-creative participatory practices for new approaches to the ecological design process that include a range of stakeholders in the full lifecycle of projects.

8.5.4. An ability to critique and build alternative strategies that address a particular context, organisation or community.









9 Admissions Criteria, including APCL, APEL and Disability Service arrangements

Qualification(s) required for entry to the MA	Comments
BA/BSc (Honours) Degree	A first degree in design related subjects, or social or natural sciences. Where the first degree is not design-related, a portfolio of work will be required in support of the application or experience that is equivalent.
Other non-standard awards or experience	A willingness to play a part in the interrogating and co-creating of Ecological Design Thinking as an evolving discipline. Candidates will be considered with appropriate APCL and APEL subject to interview.
Interview requirements	All applicants are required to attend an interview, either at the college, or by Skype.
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.
Independent Safeguarding Agency (ISA) or Criminal Record Bureau (CRB) clearance required.	Not required.

Candidates who declare a disability upon admission will be referred to disability support for assessment and further recommendations regarding study support.

10 Progression criteria for Final and Intermediate Awards

PGCert Ecological Design Thinking: successful completion of modules:

- SCH5529 Design and Ecology (30 credits) +
- SCH5530 Design and Society (30 credits).

PGDip Ecological Design Thinking: successful completion of modules:

- SCH5529 Design and Ecology (30 credits) +
- SCH5530 Design and Society (30 credits) +
- SCH5451 Design and Place (30 credits) +
- SCH5452 Design in Practice (30 credits).

MA Ecological Design Thinking: successful completion of modules:

- SCH5529 Design and Ecology (30 credits) +
- SCH5530 Design and Society (30 credits) +
- SCH5451 Design and Place (30 credits) +
- SCH5452 Design in Practice (30 credits) +
- SCH5453 Major Project/Dissertation (60 credits).

11 Non Standard Regulations

None

11 Transitional Arrangements

Students from 2019/2020 cohort who are unable to complete successfully any modules from January to August 2020 will be able (subject to all normal regulations) transition to 2021 in the following manner:

2019/20 Cohort modules	**2020/21 onwards**
SCH5443 Transforming the story of place	SCH5451 Design and Place
SCH5444 Transformation in action	SCH5452 Design in Practice
SCH5445 Dissertation	Major project/Dissertation

Appendices

Programme Specification Mapping (PGT)

Appendix 1
Programme Specification Mapping: module contribution to the meeting of Award Learning Outcomes

Module	**Credits**	Core orelective **C - E**	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 - clinical exam T1 – test C1 - coursework A1 - generic assessment P1 – practical
			8.1 Knowledge & understanding				8.2 Cognitive & intellectual skills				8.3 Key & transferable skills			8.4 Employment related skills				8.5 Practical skills				
			1	2	3	4	1	2	3	4	1	2	3	1	2	3	4	1	2	3	4	
SCH5529	30	C	X				X				X			X	X							N	C1 100%
SCH5530	30	C		X			X	X				X			X			X	X			N	C1 100%
SCH5451	30	C		X	X				X		X	X		X		X		X	X			N	C1 100%
SCH5452	30	C	X	X			X	X	X			X	X			X			X	X		N	C1 100%
SCH5453	60	C	X	X	X	X	X	X	X	X	X					X	X			X	X	N	C1 100%
Confirmed Award LOs			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		

Module Records

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. ***Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.***

MODULE CODE: SCH5529	**MODULE TITLE:** Design and Ecology	
CREDITS: 30	**FHEQ LEVEL:** 7	**HECOS CODE:** 100048 Design
PRE-REQUISITES: No	**CO-REQUISITES:** No	**COMPENSATABLE: No**

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

This module will explore the behaviour of ecosystems, critical ecological thresholds and resilience. Students will critique, explore and begin to propose solutions from ecology, nature, human behaviours and systems. They will develop personal and group enquiry practices drawing on observation and phenomenology and reflective enquiry, learning journals and other research methods to raise awareness of the interdependent relationship between the individual, society and nature.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment*

E1 (Examination)	-	**C1** (Coursework)	100%	**P1** (Practical)	-
E2 (Clinical Examination)	-	**A1** (Generic assessment)			
T1 (Test)	-				

SUBJECT ASSESSMENT PANEL to which module should be linked: MA Ecological Design Thinking

Professional body minimum pass mark requirement: Not applicable

MODULE AIMS:

- Apply principles from ecology and Gaia theory, dynamic systems thinking, planetary boundaries and complexity theory to socio-cultural systems, and advance the transition towards low-carbon and planetary well-being futures:
- Differentiate between different concepts of sustainable design practice, and critically evaluate existing approaches to develop a personal ecological design philosophy (Ecosophy);
- Develop personal and group enquiry practices to raise awareness of the interdependent relationship between the individual, society and nature & between theory, experience and practice.

ASSESSED LEARNING OUTCOMES: additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

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

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
1) Explore and synthesize conceptual and practical implications of eco-literacy for ecological design thinking practitioners.	8.1.1 , 8.2.1, 8.3.1, 8.4.2
2) Self-evaluate and reflect on their own values and behaviours in order to improve professional and personal awareness and practice;	8.4.1 , 8.4.2
3) Critically and creatively analyse contemporary challenges through theoretical and experiential understanding of ecological worldviews. This can be drawn from one or more of the following: ecology and systems thinking; holism, phenomenology and Goethean approaches; chaos and complexity science; and Gaia theory.	8.1.1

DATE OF APPROVAL: 07/02/2020	**FACULTY/OFFICE:** Academic Partnership
DATE OF IMPLEMENTATION: 01/09/2020	**SCHOOL/PARTNER:** Dartington Hall Trust
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	**SEMESTER:** Term 1
Notes:	

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications
  http://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf
- Subject benchmark statements
  https://www.qaa.ac.uk/quality-code/subject-benchmark-statements
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code **https://www.qaa.ac.uk/quality-code**

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2020/2021	**NATIONAL COST CENTRE:** 124
MODULE LEADER: Mona Nasseri	**OTHER MODULE STAFF:** Stephan Harding, Andrew Letcher, Roberto Fraquelli

Summary of Module Content

This foundational module will explore the history and evolution of understanding of the Earth's ecosystem, the latest understanding of critical ecological thresholds and theories of resilience, and their applications to, and implications for, design thinking.

Students will apply key principles of the ecological paradigm drawn from ecology and systems thinking, chaos and complexity science, and Gaia theory. They will explore applications (and the limitations) of applying principles from whole systems science to the built environment and the socio-cultural domain, exploring and critiquing existing frameworks and developing innovative approaches. The module will include deep ecology, personal and group enquiry practices to explore the interdependence between self, society, structure and nature. Students will map elements of the ecosystem of a given settlement applying and testing their understanding in the context of a particular place.

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*		
Scheduled Activities	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Schumacher residential (Lecture- based session)	20	Students will attend teaching sessions which include lectures, discussions, and practical exercises during the residential time in Schumacher college.
Schumacher Residential (Practical session)	10	In keeping with Schumacher College's holistic approach to pro-active learning, activities will include a selection of immersive experiences in nature to better understand natural systems and cycles.
On-line lectures	8	Students will explore a selection of subject content relating to design and ecology.
Online tutorials and supervision	2	Students will form learning groups to promote peer-to-peer learning and project work. Students will also receive group or individual tutorials.
Guided independent study	260	Students will be expected to spend significant time during the module, and in the completion of their projects studying independently, either individually or as part of a project group.
Total	**300**	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Written exam		-
Test		-
Coursework	**Creative essay** (this is a written document drawing from literature and personal reflection) ALO 1, ALO2, ALO3	100%
Practical		-
Clinical Examination		-
Generic Assessment		

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Written exam		-
Coursework (in lieu of the original assessment)		-
Coursework	**Creative essay** (this is a written document drawing from literature and personal reflection) ALO 1, ALO2, ALO3	100%
Practical		-
Clinical Examination		-
Generic Assessment		
Test		-

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Date: XX/XX/XXXX	**Approved by**: Date: XX/XX/XXXX

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. ***Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.***

MODULE CODE: SCH5530	**MODULE TITLE:** Design and Society	
CREDITS: 30	**FHEQ LEVEL:** 7	**HECOS CODE:** 100048 Design
PRE-REQUISITES: No	**CO-REQUISITES:** No	**COMPENSATABLE: No**

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

This module examines Design as an approach that works with ecological and human systems, exploring the evolution of dominant socio-cultural systems and emerging alternatives from around the world. Participants will develop and enhance communication and facilitation skills and explore collaboration as a method of inquiry. Students will begin to develop their own theories, methodologies and ecological ways of practice.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment*

E1 (Examination)	**-**	**C1** (Coursework)	100%	**P1** (Practical**)**	-
E2 (Clinical Examination)	-			**A1** (Generic assessment)	-
T1 (Test)	-				

SUBJECT ASSESSMENT PANEL to which module should be linked: MA Ecological Design Thinking

Professional body minimum pass mark requirement: Not applicable

MODULE AIMS:

a) Critically assess the history and emergence of the practice of Design and engage students in debate and discussion from different perspectives to gain knowledge and understanding of the key debates in design across selected themes;

b) Introduce tools, methods and facilitation practices including co-creative principles for innovative approaches to design that could catalyse and support the transition to low-carbon, high well-being and resilient communities and societies;

c) Develop and enhance communication and facilitation skills and in support of communities of place and interest.

ASSESSED LEARNING OUTCOMES: additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

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

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
1)Critically engage theoretical literature and evidence of practice to co-create theoretical principles for an innovative approach to social and economic systems that could catalyse and support the transition to low carbon, high well-being and resilient societies and communities;	8.1.2 , 8.2.1 ,8.5.2
2) Identify, frame and communicate systemic socio-ecological problems using innovative approaches, transdisciplinary frameworks and participatory practices	8.3.2 , 8.5.1 , 8.4.2
3) Autonomously implement and evaluate improvements to practice drawing on theoretical and experiential understanding of models of change through multi-disciplinary frameworks, tools and methods;	8.5.2, 8.2.1
4) Creatively identify, select and analyse evidence of culture, market, policy and institutional failures that give rise to crises in our economic, social and ecological systems.	8.2.2, 8.5.2.

DATE OF APPROVAL: 07/02/2020	**FACULTY/OFFICE:** Academic partnerships
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Notes:	

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications
  http://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf
- Subject benchmark statements
  https://www.qaa.ac.uk/quality-code/subject-benchmark-statements
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code **https://www.qaa.ac.uk/quality-code**

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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ACADEMIC YEAR: 2020/2021	**NATIONAL COST CENTRE:** 124
MODULE LEADER: Mona Nasseri	**OTHER MODULE STAFF:** Roberto Fraquelli,

Summary of Module Content

This module will also explore tensions between the act of design (in which interventions are often about imposing form/order) ecological principles (emergence, self-organization etc.) and social, political and economic power dynamics. Participants will be encouraged to explore a number of design methodologies and develop approaches that might help to overcome these tensions, and to begin to discover what emergent 'ecological design thinking' looks like in practice.

Studies of theoretical texts will deepen theoretical and critical understanding of a broad range of issues affecting communities such as the process of urbanisation, mobility, technology, socio-cultural patterns, political and economic dynamics, and emergent consequences locally, nationally and globally.

SUMMARY OF TEACHING AND LEARNING ***[Use HESA KIS definitions]***		
Scheduled Activities	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Schumacher residential (lecture- based session)	15	Students will attend teaching sessions which include lectures, discussions, and practical exercises during the residential time in Schumacher college.
Schumacher Residential (Practical sessions)	15	In keeping with Schumacher College's holistic approach to learning will include immersive experiences to explore ecological design methodologies and processes. The teaching will include research methods. Students will be introduced to a range of research methods including team working, Learning Journals and Participative Enquiry.
On-line lectures	8	Presentations and workshops by faculty and visiting teachers provide students with knowledge, theories and methodologies from experts in the field.
Online tutorials and supervision	2	Students will form learning groups to promote peer-to-peer learning and project development and will receive group or individual tutorials
Guided independent study	260	Students will be expected to spend significant time during the module, and in the completion of their projects studying independently either individually or as part of a project group.
Total	**300**	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Written exam		-
Test		-
Coursework	**Project OUTPUT** (This is a document mapping a systemic problem in a project context) LOA2, ALO4 **Academic essay** (This is a solid, debatable piece of writing) LO1,LOA3,LOA4	40% 60% **Total 100%**
Practical		-
Clinical Examination		-
Generic Assessment		-

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Written exam		-
Coursework (in lieu of the original assessment)		-
Coursework	**Project OUTPUT** (This is a document mapping a systemic problem in a project context) LOA2, ALO4 **Academic essay** (This is a solid, debatable piece of writing) LO1,LOA3,LOA4	40% 60% **Total 100%**
Practical		-
Clinical Examination		-
Generic Assessment		-
Test		-

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Date: XX/XX/XXXX	**Approved by**: Date: XX/XX/XXXX

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. ***Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.***

MODULE CODE: SCH5451	**MODULE TITLE:** Design and Place	
CREDITS: 30	**FHEQ LEVEL:** 7	**HECOS CODE:** 100048 Design
PRE-REQUISITES: Design & Ecology; Design & Society	**CO-REQUISITES:** No	**COMPENSATABLE: No**

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

This module explores the principles, processes and practices of ecological design thinking in the context of a given place. Students will pursue group investigations that include the study of precedents and the identification of issues to develop project briefs and designs in response to particular contexts that increase the resilience of social and ecological systems.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment*

E1 (Examination)	**-**	**C1** (Coursework)	100%	**P1** (Practical**)**	-
E2 (Clinical Examination)	-			**A1** (Generic assessment)	-
T1 (Test)	-				

SUBJECT ASSESSMENT PANEL to which module should be linked: MA Ecological Design Thinking

Professional body minimum pass mark requirement: Not applicable

MODULE AIMS:

a) Provide participants with the theoretical and practical skills to work with models of ecological design thinking as a response to current sustainability challenges at a range of scales from local to global and apply them flexibly and innovatively to a particular context, generating transformative solutions;

b) Develop and enhance design, communication, facilitation and charrette skills in support of communities of place and interest.

c) Analyse complex, incomplete and contradictory evidence in a given context and develop a creative brief in response to the identified challenges, judging the appropriateness of methodologies used and developing alternative approaches.

d) Synthesise theoretical and practical understanding and practices to co-develop transformative approaches to sustainable communities.

ASSESSED LEARNING OUTCOMES: additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

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

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
1) Self-evaluate and reflect on their own values and behaviours to improve professional and personal awareness, practice and teamwork, autonomously implementing and evaluating improvements to performance drawing on innovative best practice;	8.3.1 , 8.4.1
2) Undertake substantial investigations into the relationship between the environment the community;	8.1.2 , 8.1.3 , 8.3.2 , 8.5.1
3) Critically evaluate a range of ecological design-based strategies to respond to the complex needs of a particular context, organisation or community;	8.2.3 , 8,5,2 , 8.4.3

DATE OF APPROVAL: 07/02/2020	**FACULTY/OFFICE:** Academic Partnership
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Notes:	

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications
  http://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf
- Subject benchmark statements
  https://www.qaa.ac.uk/quality-code/subject-benchmark-statements
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code **https://www.qaa.ac.uk/quality-code**

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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ACADEMIC YEAR: 2020/2021	**NATIONAL COST CENTRE:** 124
MODULE LEADER: Roberto Fraquelli	**OTHER MODULE STAFF:** Mona Nasseri,

Summary of Module Content

This module applies the understanding and practices developed in modules: 'Design and Ecology', and 'Design and Society' to a particular design context. Students will develop briefs and undertake precedent analysis in developing their projects.
They will critically examine the ecological, social, economic and cultural context of the given project and systematically test design solutions through a range of communication methods that address the identified issues.
Assessments will be made of the students' ability to critically reflect on the theoretical context of their project drawn from the knowledge and practices gained in the first three modules, and to apply that knowledge in innovative and practical ways, and their ability to facilitate diverse groups and engage in collaborative processes of enquiry.

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*		
Scheduled Activities	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Schumacher residential (field trip)	10	In keeping with Schumacher College's holistic approach to learning will include immersive experiences to explore ecological design in context with a specific location.
Schumacher Residential (Practical session)	20	Encourages active/pro-active learning through experience – emphasis will be placed on exercises and scenario development.
On-line lectures	4	Presentations and workshops by faculty and visiting teachers provide students with knowledge, theories and methodologies from experts in the field.
Tutorials and supervision	4	Students will receive individual and group tutorials during the residential and non-residential time
Guided independent study	262	Students will be expected to spend significant time during the module, and in the completion of their projects studying independently either individually or as part of a project group.
Total	**300**	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Written exam		-
Test		-
Coursework	1) **Reflective commentary** (This is a written document complementary to the project report. It includes personal reflections and insights) ALO1 2) **Project report** (This is a document providing detailed information on the context, process and outcome) ALO2,ALO3	20% 80% **Total 100%**
Practical		-
Clinical Examination		-
Generic Assessment		-

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Written exam		-
Coursework (in lieu of the original assessment)		-
Coursework	1) **Reflective commentary** (This is a written document complementary to the project report. It includes personal reflections and insights) ALO1 2) **Project Report** (This is a document providing detailed information on the context, process and outcome) ALO2,ALO3	20% 80% **Total 100%**
Practical		-
Clinical Examination		-
Generic Assessment		-
Test		-

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Date: XX/XX/XXXX	**Approved by**: Date: XX/XX/XXXX

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. ***Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.***

MODULE CODE: SCH5452	**MODULE TITLE:** Design in Practice	
CREDITS: 30	**FHEQ LEVEL:** 7	**HECOS CODE:** 100048 Design
PRE-REQUISITES: Design & Ecology; Design & Society	**CO-REQUISITES:** No	**COMPENSATABLE: No**

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

This module further explores and develops the principles, processes and practices of ecological design thinking with either in the context of a placements or research project. Students will explore the challenges, dynamics and response of working on live projects from theoretical, ethical and professional contexts.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment*

E1 (Examination)	**-**	**C1** (Coursework)	100%	**P1** (Practical**)**	-
E2 (Clinical Examination)	-	**A1** (Generic assessment)	-		
T1 (Test)	-				

SUBJECT ASSESSMENT PANEL to which module should be linked: MA Ecological Design Thinking

Professional body minimum pass mark requirement: Not applicable

MODULE AIMS:

a) Provide participants with the theoretical and practical skills to work with models of ecological design thinking as a response to current sustainability challenges at a range of scales from local to global;

b) Apply the principles and methods of ecological design thinking to a variety of contexts;

c) Develop participants' theoretical knowledge and experiential understanding of different models of individual and social change and the role of design in supporting transformation;

d) Develop participants' communication skills in presenting complex information, engaging diverse audiences and different perspectives.

ASSESSED LEARNING OUTCOMES: additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

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

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
1) Co-create participatory practices for innovative approaches to ecological design that include a range of stakeholders in the full lifecycle of projects;	8.3.2 , 8.3.3 , 8.4.3 , 8.5.3
2) Critically develop, deliver and evaluate design proposals which demonstrate methodological and theoretical rigour;	8.1.2 , 8.2.3 , 8.2.1
3) Demonstrate an understanding of, and a response to, the nature of the 'wicked problem' with respect to ecological design thinking in practice;	8.1.1, 8.2.2 , 8.3.3 , 8.5.2

DATE OF APPROVAL: 07/02/2020	**FACULTY/OFFICE:** Academic Partnership
DATE OF IMPLEMENTATION: 01/09/2020	**SCHOOL/PARTNER:** Dartington Hall Trust
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	**SEMESTER:** Term 2
Notes:	

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications
  http://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf
- Subject benchmark statements
  https://www.qaa.ac.uk/quality-code/subject-benchmark-statements
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code **https://www.qaa.ac.uk/quality-code**

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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ACADEMIC YEAR: 2020/2021	**NATIONAL COST CENTRE:** 124
MODULE LEADER: Roberto Fraquelli	**OTHER MODULE STAFF:** Mona Nasseri,
Summary of Module Content The fourth module applies the understanding and practices developed in the first three modules with either short project placement developed in collaboration with a range of partner organisations or a research project into 'live' practice. Assessments will be made of the students' ability to build on knowledge and practices gained in the first three modules, and to apply that knowledge in innovative and practical ways in a dynamic live context. They will explore the complexity and challenges of maintaining a sustainable business within an ecological framework and an opportunity to test and evolve a personal ecosophy.	

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*		
Scheduled Activities	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Schumacher residential (field trip)	10	In keeping with Schumacher College's holistic approach to learning will include immersive experiences to explore the complexity and dynamics of sustainable practice
Schumacher Residential (Practical session)	10	Encourages active/pro-active learning through experience – emphasis will be placed on, exercises and scenario development.
Schumacher residential (lecture- based session)	10	Students will attend teaching sessions which include lectures, discussions, and practical exercises during the residential time in Schumacher college. The teaching will include research methods. Students will be introduced to a range of research methods including team working, Learning Journals and Participative Enquiry.
On-line lectures	4	Presentations and workshops by faculty and visiting teachers provide students with knowledge, theories and methodologies from experts in the field.
Tutorials and supervision	2	Students will receive individual and group tutorials during the residential and non-residential time
Guided independent study and field work	264	Students will be expected to spend significant time during the module, and in the completion of their projects studying independently either individually or as part of a project group. Fieldwork/research will involve visiting and collecting data with the project partner including interviewing individuals and recording contextual information.
Total	**300**	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Written exam		-
Test		-
Coursework	**Project report** (This is a document providing detailed information on the context, process and outcome) ALO1, ALO2,ALO3	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Written exam		-
Coursework (in lieu of the original assessment)		-
Coursework	**Project report** (This is a document providing detailed information on the context, process and outcome) ALO1, ALO2,ALO3	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Date: XX/XX/XXXX	**Approved by**: Date: XX/XX/XXXX

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. ***Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.***

MODULE CODE: SCH5453	**MODULE TITLE:** Major Project - Dissertation	
CREDITS: 60	**FHEQ LEVEL:** 7	**HECOS CODE:** 100048 Design
PRE-REQUISITES: Design in Practice, Design & Place	**CO-REQUISITES:** No	**COMPENSATABLE: No**

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

The Major Project - Dissertation enables students to pursue an Ecological Design Thinking project of their own interest, or an academic essay interrogating the further evolution of Ecological Design Thinking and practice.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment*

E1 (Examination)	**-**	**C1** (Coursework)	100%	**P1** (Practical**)**	-
E2 (Clinical Examination)	-	**A1** (Generic assessment)	-		
T1 (Test)	-				

SUBJECT ASSESSMENT PANEL to which module should be linked: MA Ecological Design Thinking

Professional body minimum pass mark requirement: Not applicable

MODULE AIMS:

a) Enable students to undertake a substantial investigation that addresses significant areas of Ecological Design Thinking and practice;

b) Extend students' powers of critical evaluation drawing on, and synthesising a range of ideas and information in innovative ways in a substantial investigation addressing a significant area of theory and/or practice;

c) Further develop students' ability to facilitate diverse groups in uncertain and changing circumstances, respond to dynamic and changing circumstances, and co-develop holistic solutions to complex problems;

d) Develop the skills and confidence necessary to carry out innovative Ecological Design Thinking projects in other areas once the taught elements of the degree have been completed.

ASSESSED LEARNING OUTCOMES: additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

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

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
1) Make a significant contribution to the development of ecological design thinking;	8.1.4 , 8.2.3 , 8.2.4 , 8.4.4
2) Critically develop and systematically test, analyse and appraise their own inquiries, drawing original conclusions and displaying methodological and theoretical rigour;	8.2.3 , 8.2.1 , 8.2.2 , 8.2.4 , 8.3.1
3) Critically evaluate and develop Ecological Design Thinking-based strategies that respond to the needs of a particular context, organisation or community;	8.1.2 , 8.1.3 , 8.4.3 , 8.5.3 , 8.5.4
4) Critically engage with the theoretical literature relevant to the context they are working in, demonstrating the ability to analyse, evaluate, compare and contrast, synthesise solutions for the given context.	8.1.1 , 8.2.1 , 8.3.1

DATE OF APPROVAL: 07/02/2020	**FACULTY/OFFICE:** Academic Partnership
DATE OF IMPLEMENTATION: 01/09/2020	**SCHOOL/PARTNER:** Dartington Hall Trust
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	**SEMESTER:** Term 3
Notes:	

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications **http://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf**
- Subject benchmark statements **https://www.qaa.ac.uk/quality-code/subject-benchmark-statements**
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code **https://www.qaa.ac.uk/quality-code**

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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ACADEMIC YEAR: 2020/2021	**NATIONAL COST CENTRE:** 124
MODULE LEADER: Mona Nasseri	**OTHER MODULE STAFF:** Roberto Fraquelli & Schumacher academic team.

Summary of Module Content

The dissertation module enables students to undertake a substantial investigation that addresses significant areas of Ecological Design Thinking and practice.
Assessments will be made of the students' ability to apply knowledge gained over the course of the taught elements of the Masters in innovative and practical ways in a dynamic live, or exploratory, context.
Students may work in small groups on a design project, or independently. They may also produce an academic dissertation relating to the evolution of Ecological Design Thinking. Students will be provided with a list of potential titles and projects or are free to develop their own in consultation with the Primary Dissertation Supervisor.
A one-day seminar on research methodology will be provided in term one, and on practical approaches to design project management at the start of semester two.

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*		
Scheduled Activities	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Research skills and methods	12	The programme lead for Ecological Design Thinking in consultation with the Programme Tutor will design and deliver a day-long workshop on appropriate research methods in term 1, and a follow-on day-long workshop in term 2. Research methods and methodologies will be revisited in relation to research ethics, risk assessment, etc.
Online lectures	6	Presentations and workshops by faculty and visiting teachers provide students with knowledge, theories and methodologies from experts in the field.
Tutorial and supervision	8	The Dissertation Supervisor will provide 8 hours of support and advice over the course of the dissertation or dissertation project.
Peer-to-peer learning	10	Students will be encouraged to participate in regular self-organised peer-to-peer learning workshops over the course of the dissertation or dissertation project.
Guided independent study	564	Students will be expected the capacity to devise, develop and deliver an Ecological Design Thinking project, or academic dissertation that advances Ecological Design Thinking, managing their time and the dissertation process, critically analysing both the discipline and their own practice. They are expected to demonstrate innovative and independent practice at this stage, either individually or working as part of a small group.
Total	**600**	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Written exam		-
Test		-
Coursework	**Major Project/ Dissertation** ALO1, ALO2,ALO3,ALO4	100%
Practical		-
Clinical Examination		-
Generic Assessment		-

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Written exam		-
Coursework (in lieu of the original assessment)		-
Coursework	**Major Project/ Dissertation** ALO1, ALO2, ALO3,ALO4	100%
Practical		-
Clinical Examination		-
Generic Assessment		-
Test		-

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Date: XX/XX/XXXX	**Approved by**: Date: XX/XX/XXXX