

Regenerative Economics Programme Quality Handbook

2023 - 2024



Regenerative Economics

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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 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

A warm welcome the Regenerative Economics programme!

This is the world's only postgraduate economics programme that begins with an immersion in Traditional Ecological Knowledge, Gaian Science and complexity theory, asking how we can re-make our economies to align with the design principles of healthy living systems. This is an enormously exciting and innovative field of enquiry, arguably amongst the most important questions facing our species at this moment in our planetary journey.

In the face of multiple converging crises including climate change, biodiversity loss, financial instability, unprecedented levels of inequality, enduring racism and the global pandemic, there has never been a more important time for a new approach to economics. Over the past two decades, key thinkers and practitioners have been developing alternative ways once dismissed as radical and marginal, but now are fast moving centre stage.

E.F. Schumacher was one of these foresighted pioneers who in 1973 laid out a new approach to economics that put values and compassion, people and planet at the centre of the ideal economic system. His work, drawing on the Buddhist tradition, and transformed by time spent in India and Myanmar has inspired generations of economists, environmental and social activists ever since. As the challenges of climate change, resource depletion, inequality and financial meltdown converge, now is the time to make visible these achievements, learn from what works and what doesn't, re-write economic theory from the bottom up and accelerate the great transition towards low carbon, high well-being and resilient economies.

For over 30 years, Schumacher College has pioneered radical new thinking in economics, attracting participants and inspirational teachers from around the globe. Now through Academic Partnerships we have strong links with The University of Plymouth to offer a postgraduate programme in Regenerative Economics. We aim to inspire, equip and support a new generation of leaders and activists to drive the creation of an economy fit for the challenges of the 21st century.

Regenerative Economics is taught by a core college faculty, complemented by a large and distinguished faculty of guest lecturers. We will be there to support your learning journey 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.

Ruth Potts and Jay Tompt, Regenerative Economics programme

Distinctive Features and the Student Experience

- The Schumacher College low-residency learning model features regular and 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 approaches are 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 College short courses keep our learning environment lively and enables cross-disciplinary collaborations.
- The Regenerative Economics programme draws from a wide international audience and broad demographic. Our low residency model is also designed to appeal a domestic audience who are in a position to commit to short residential periods away from their day-to-day activities.
- The low-residency model allows for remote access to the programme and 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 Regenerative Economics programme aims to cultivate new-paradigm thinking through a radical interrogation of dominant assumptions, modes and practices. The programme is focused on the development of constructive solutions based on deep ecological insights.
- Students are invited to question the co-relation between economic growth and individual, societal and ecological wellbeing.
- The programme is transdisciplinary drawing for example on insights from anthropology, psychology, biology and living system design.
- The course explores the entire length of the ethical economics 'value chain' including the theory and practice of values-led business and organisations.
- There is a rigorous integration of the narratives, frames, metaphors and vocabulary of the currently dominant systems in order to develop effective and powerful communication for transition to new thinking and practice.
- The course provides a focus on tangible and practical transitional pathways at all levels, from the global (including climate change and biodiversity loss) to local, sector-specific contexts.
- The programme features internationally recognised thought-leaders who engage students in teaching and research activities.
- The course benefits from a distinctive pedagogy with a blend of intensive community-based residential learning supported by dynamic online learning and networking.

Programme Management Team

This comprises of:

- **Head of College** responsible for developing, implementing, and leading the strategic direction of the College.
- **Head of Programmes, Schumacher College** responsible for the integration of programmes, and ensuring the continuation of innovation and excellence.
- **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 Regenerative Economics 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 Coordinator 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 Regenerative Economics 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 periods 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.

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://www.schumachercollege.org.uk/handbook-library>
- Your Module Guides available at:
<https://www.schumachercollege.org.uk/handbook-library>
- 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 Trust

Programme Specification

MA Regenerative Economics FT 6889 PT 6889

March 2020

1 MA Regenerative Economics

Final award title: MA Regenerative Economics

Level 7 Intermediate award title(s)

- PG Diploma Regenerative Economics (Upon successful achievement of 120 M level credits)
- PG Certificate Regenerative Economics (Upon successful achievement of 60 M level credits)

UCAS code: N/A

HECOS code: 100450 Economics

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 A Low-Residential Learning Approach

A core rationale for the creation of this revised programme is to offer a course that is accessible to a wider target group than most other comparable offerings in UK institutes of higher education, enabling the student to potentially remain in work and in their home place (whether following the full-time or part-time route).

Each of the first four modules will last six weeks, comprising two residential and four non-residential weeks. These will be structured over two 13-week terms (Autumn/Spring). The dissertation period will last 18 weeks from after Easter and over the summer period and is non-residential throughout.

The residential weeks are the first two weeks for the first four modules, with the Technology Enhanced Learning and support (non-residential periods) operating between them (see Fig. 1 below for indicative pattern).

Term 1			
Week 1-2	W 3 – 6	W 7 – 8	W 9 -13
Res	N-Res	Res	N-Res
SCH517 Ecology & Economy	SCH517 Ecology & Economy	SCH518 Beyond Growth	SCH518 Beyond Growth
Christmas Break			
Term 2			
Week 1-2	W 3 – 6	W 7 – 8	W 9 -13
Res	N-Res	Res	N-Res
SCH519 Regenerative Enterprise	SCH519 Regenerative Enterprise	SCH520 Changing the Frame	SCH520 Changing the Frame
Easter Break			
Term 3/Summer			
Week 1 – W 15			
N-Res			
SCH516 Dissertation			

Fig. 1

The part time version of MA Regenerative Economics is illustrated in Fig. 2. This features the first two modules as an entirety in order to introduce students to the distinctive ethos of the Schumacher programmes.

Year 1			
Term 1			
Week 1-2	W 3 – 6	W 7- 8	W 9-13
Res	N-Res	Res	N-Res
SCH512 Ecology & Economy	SCH512 Ecology & Economy	SCH513 Beyond Growth	SCH513 Beyond Growth
Christmas Break			
Term 2			
Week 1-2	W 3 – 6		
Res	N-Res		
SCH514 Regenerative Enterprise	SCH514 Regenerative Enterprise		
Year 2			
Term 5			
		Week 7-8	W 9-13
		Res	N- Res
		SCH515 Changing the Frame	SCH515 Changing the Frame
Easter Break			
Term 6			
Week 1-18			
N-Res			
SCH516 Dissertation			

Fig. 2

The organisation of curricular content between residential and the technology enhanced learning and support (non-residential elements) of the course will be as follows:

Residential elements

SCH517 Ecology and Economy

In the first two weeks of the module, strong emphasis will be placed on the creation of the learning community and the development of personal and group inquiry practices. Introductory sessions will be held on the key areas of holistic science to be covered in more depth during the home study period along with initial individual and group enquiries into how these may translate into the socio-economic sphere.

Throughout the module there are opportunities for students to work collaboratively or individually, with faculty support, on their enquiries. There will be a strong emphasis on peer-support, with students offered the opportunity to critically appraise the work of their fellows.

SCH518 Beyond Growth

In the first two weeks of the module, we will provide an overview of both the history of economic thought and of heterodox approaches to the discipline from various different traditions. An introductory overview will be provided to the growth dynamics within our current economic deign. Sessions will be given on future scenarios planning.

Throughout the module there are opportunities for students to work collaboratively or individually, with faculty support, on their enquiries. There will be a strong emphasis on peer-support, with students offered the opportunity to critically appraise the work of their fellows.



SCH519 Regenerative Enterprise

Teaching in weeks one and two will be focused on

- i) Identification of research projects on which students will work collaboratively during the remainder of this module. It is likely that some of these projects will emerge from initiatives in which the students are already engaged and others will be proposed and co-created by college faculty;
- ii) Presentations on relevant new economy case study material from around the world, tailored to the needs and passions of the students;
- iii) Introduction to relevant research orientations and methodologies

Throughout the module there are opportunities for students to work collaboratively or individually, with faculty support, on their enquiries. There will be a strong emphasis on peer-support, with students offered the opportunity to critically appraise the work of their fellows.

SCH520 Changing the Frame

Week one and two of the module begins with an introduction to the psychological foundations of our cognitive processes. The power of verbal and visual metaphors and narrative frames will be explored, with case study reference to both effective and ineffective communication strategies. Special emphasis will be laid on the use of language to radically change individual, group and societal understanding at an ontological level. Project groups will be created around sector/context-specific areas of exploration and intervention.

Throughout the module there are opportunities for students to work collaboratively or individually, with faculty support, on their enquiries. There will be a strong emphasis on peer-support, with students offered the opportunity to critically appraise the work of their fellows.

Non-residential elements

Students will be supported in diving deeper into the module material through a combination of webinars (hosted by college faculty and guest presenters), individual mentoring and group forum discussions. Where possible and appropriate, peer-support groups will be created among clusters of students studying similar or related specialisations. Though use of the technology enhanced learning and support the students will be encouraged, where appropriate, to embark on enquiries that are related to projects and initiatives that they are already engaged in.

SCH516 Dissertation/Project

Each student will have a designated dissertation supervisor, with supervisory support focusing on clarifying the enquiry, the research methodology and literature review. Throughout the module there are opportunities for students to work collaboratively or individually, with faculty support, on their enquiries. There will be a strong emphasis on peer-support, with students offered the opportunity to critically appraise the work of their fellows online.

5 Relevant QAA Subject Benchmark Group(s)

The programme design has been informed by the QAA Masters Degree Characteristics statement (Feb 20) and the SEEC level descriptors for study at level 7.

6 Programme Structure

The programme comprises four 30-credit Level-7 modules and one 60-credit Level-7 module. Therefore the MA = 180 masters level credits.

The following diagrams show the sequence and timing for full and part time mode, please see above for module sequencing. Students following the part time mode may take the taught modules in any order beginning with module one (i.e. for the PG Dip, this could mean taking modules one and two in year one and modules three and four in year two, or modules one and three in year one, and module two and four in year two, etc. For the MA students must complete 90 credits in each year of study to include Module one in year one, and the dissertation in year two.)

MA Regenerative Economics (Low Residency programme)									
Term 1					Term 2				Term 3
<i>SCH517 Ecology and Economy</i>		<i>SCH518 Beyond Growth</i>			<i>SCH519 Regenerative Enterprise</i>		<i>SCH520 Changing the Frame</i>		<i>SCH516 Dissertation/Project</i>
The Ecological Paradigm and its Application to Socio-Economic Systems		Creating a Green Macroeconomics; Unhooking from Growth			Emergence of the New Economy		The Art and Science of Communication for Transition		
(30 credits)		(30 credits)			(30 credits)		(30 credits)		(60 credits)
R	Non-res	R	Non-res		R	Non-res	R	Non-res	Non-res

This is a Low Residency programme with 4 x 30 credit modules 517/8/9/520 and 1 x 60 credit 516 (final major project/dissertation) module.

Successful completion of the four 30 credit level-7 modules together with the 60- credit dissertation (180 credits) results in the award of a Masters' degree.

Successful completion of the four 30 credit level-7 modules 517/8/9/20 (120 credits) results in the award of a PG Diploma.

Successful completion of two 30 credit level-7 modules 517/518 (60 credits) results in the award of a PG Certificate.

Students may choose to spread their studies over a one (full-time) or two-year (part-time) period.

7 Programme Aims - MA Regenerative Economics

1. To enhance students' understanding of the systemic nature of the crises converging on our civilisation, and their roots in currently dominant economic worldviews, ideologies, structures, norms and behaviours.
2. To develop students' knowledge and reflective understanding of transitional pathways to low carbon, high well-being, post-growth, resilient economies.
3. To acknowledge and develop the whole person as a participant in co-creating these transitional pathways.
4. To develop and enhance the individual's cognitive/intellectual skills; key transferable skills; and practical skills for sustainable living, working and ecological citizenship.
5. To develop and enhance the individual's skills in the presentation of complex ideas, including the use of oral communication.
6. To enable students to apply the principles of economics for transition in a wide variety of contexts and to use transdisciplinary research methodologies within a dissertation project.

8 Programme Intended Learning Outcomes for MARegenerative Economics

8.1 Knowledge and understanding

On successful completion of the master's postgraduates should have developed:

- 1) a theoretical and experiential understanding of an ecological world view (ecology, systems thinking, complexity science, Gaia Theory) and socio-economic applications
- 2) a theoretical and experiential understanding of critiques of the neoclassical economic model from alternative schools of economic thought
- 3) an ability to identify, select and use sources of knowledge and evidence of market, policy and institutional failures that give rise to systemic crisis in our economic, social, ethical and ecological systems
- 4) an ability to demonstrate knowledge of theoretical frameworks, main debates, tools, methods, policies and case studies related to selected topics in the transition to new economics in practice

8.2 Cognitive and intellectual skills

On successful completion graduates should have developed:

- 1) critical engagement with the theoretical literature demonstrating an ability to analyse, evaluate, compare and contrast, synthesise and work creatively with conflicting ideas and uncertainty
- 2) insight into dominant and alternative cultural narratives and socio-economic behaviours through reflective processes
- 3) ability to identify a suitable research topic, plan and develop project design, analyse the issue using an appropriate methodology, synthesise findings, appreciate the ethical dimensions of the project

8.3 Key and transferable skills

On successful completion graduates should have developed the ability to:

- 1) manage their own learning, and to make use of scholarly reviews and primary resources (e.g. refereed research articles and/or original materials appropriate to the discipline)
- 2) communicate information, ideas, problems and solutions to both specialist and non-specialist audiences
- 3) self-evaluate and reflect on own values and behaviours in order to improve personal and/or professional practice and team work
- 4) co-create theoretical principles for a new approach to economics for the transition to low carbon, high well-being, post-growth, resilient economies

8.4 Employment related skills

On successful completion graduates should have developed:

- 1) the exercise of initiative and personal responsibility
- 2) decision making in complex and unpredictable contexts
- 3) the learning ability needed to undertake appropriate further training of a professional or equivalent nature
- 4) A capacity to draw on specialist knowledge to advance innovative approaches to the application of economics

8.5 Practical skills

On successful completion graduates should have developed:

- 1) experiential practice in the application of selected new economics tools, methods and policies to real world case studies
- 2) an understanding of practical steps towards the transition to low carbon, high well-being, post-growth, resilient economies across selected sectors/themes
- 3) the capacity to work and learn autonomously and with others in team work
- 4) communication and presentation skills, enabling them to engage confidently in academic and professional communication and to prepare clear, well-presented written and oral work



9 Admissions Criteria, including APL and Disability Service arrangements

The responsibility for selecting participants lies with Schumacher College, although all candidates will conform to University of Plymouth's minimum entry requirements for Postgraduate Certificate/Diploma and Masters level students. The RE Programme Leader may exercise his/her own discretion when minimum academic entry requirements are not met.

Qualification(s) required for entry to the MA	Comments
BA/BSc (Honours) Degree or equivalent qualification	A statement will be required in support of the application
Other non-standard awards or experience	A willingness to play a part in the interrogating and co-creating of Regenerative Economics as an evolving discipline. Candidates will be considered with appropriate APL subject to interview.
Interview requirements	All applicants are required to attend an interview, either at the college, or by Skype/phone.
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 need to provide written confirmation of score.
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.

Candidates will receive a personal interview to assess their suitability, both academic and social, with interviews carried out at the College, or, as appropriate, by telephone or Skype. At this stage, prospective students will be introduced to the philosophy and ethos and expectations of their intended programme.

Applicants complete an application form, and, as part of this procedure, write a supporting statement giving the reasons for applying to their programme of choice and giving examples of relevant previous work. In addition to this, applicants should submit one reference from a suitable professional or academic, and one personal reference. Applications should reach Schumacher College by the specified application deadline preceding entry. To sum up, students applying to Dartington Learning courses at Schumacher College need to:

- Complete an application form and write a personal statement
- Supply two references, one academic one professional or personal
- Be interviewed at the College or by telephone/Skype
- Satisfy the prior qualification requirements and provide all requested supporting documentation.
- Satisfy Schumacher College that their full course fees can be paid
- Complete student registration forms

Places will be offered on condition that the students can pay the full course fees and where applicable, can meet all UKVI (UK Visas and Immigration) conditions of entry. A full introduction to the philosophy and ethos of the programme is an integral part of the induction process.

10 Progression criteria for Final and Intermediate Awards

Upon successful achievement of 60 level-7 credits, students can achieve a Postgraduate Certificate (PGCert) award in Regenerative Economics.

Upon successful achievement of 120 level-7 credits, students can achieve a Postgraduate Diploma (PGDip) award in Regenerative Economics.

Upon successful achievement of 180 level-7 credits, students can achieve an award in MA Regenerative Economics.

To achieve a 'Pass' award, students must achieve an average of between 50-59% on aggregate and, additionally, in the case of MA awards, for the Dissertation module.

To achieve an award with 'Merit', students must achieve an average of between 60-69% on aggregate and, additionally, in the case of MA awards, for the Dissertation module.

To achieve an award with 'Distinction', students must achieve an average of between 70%+ on aggregate and, additionally, in the case of MA awards, for the Dissertation module.

11 Non-Standard Regulations

none

Appendices

Appendix 1: Programme Specification Mapping (PGT): module contribution to the meeting of Programme Learning Outcomes

Core Modules		Programme 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 examT1- 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	4	1	2	3	4	1	2	3	4		
Level 7	SCH517 Ecology and Economy (30cr)	X	X	X	X	X	X	X	X			X		X				X				N	C1
	SCH518 Beyond Growth (30cr)	X	X	X	X	X	X	X		X	X	X	X		X	X	X		X	X		N	C1
	SCH519 Regenerative Enterprise (30cr)	X	X		X	X		X		X	X	X	X	X	X			X		X	X	Y	C1
	SCH520 Changing the Frame (30cr)	X			X	X	X			X	X	X		X	X			X		X	X	Y	C1
	SCH516 Dissertation (60cr)	X	X	X	X	X	X			X	X	X	X	X	X	X			X	X	X	N	C1
	Pilo’s met	Y	Y	Y	Y	Y	Y	Y		Y	Y	Y	Y	Y	Y	Y		Y	Y	Y	Y		

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: SCH517		MODULE TITLE: Ecology and Economy		
CREDITS: 30		FHEQ LEVEL: 7		HECOS CODE: 100450 Economics
PRE-REQUISITES: None		CO-REQUISITES: None		COMPENSATABLE: No
<p>SHORT MODULE DESCRIPTOR: <i>(max 425 characters)</i></p> <p>This module identifies the roots of today's converging crises in currently dominant worldviews, norms, institutions and behaviours. It then explores ecological design principles emerging from holistic science and enquires into their relevance or transferability to the socio-economic domain. Students are encouraged to develop personal & group inquiry practices to raise awareness of the interdependent relationship between the individual, society and nature.</p>				
<p>ELEMENTS OF ASSESSMENT <i>[Use HESA KIS definitions]</i> – see Definitions of Elements and Components of Assessment</p>				
E1 (Examination)		C1 (Coursework)	100%	
<p>SUBJECT ASSESSMENT PANEL to which module should be linked: Regenerative Economics</p>				
<p>Professional body minimum pass mark requirement: N/A</p>				
<p>MODULE AIMS:</p> <p>This module aims to:</p> <ol style="list-style-type: none"> 1) Explore the systemic roots of the multiple crises converging on our civilisation; 2) Describe the design principles emerging from a study of diverse fields of holistic science; 3) Critically analyse the degree to which such principles may throw light on the design of more just, resilient and sustainable socio-economic systems; 4) Develop personal & group inquiry practices to raise awareness of the interdependent relationship between the individual, society and nature & between theory, experience & 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) Students will demonstrate an understanding of the systemic roots of the multiple crises converging on our civilisation; 2) Students will critically appraise an ecological world view drawing on all or some of the following: Traditional Ecological Knowledge (TEK), ecology and systems thinking, chaos and complexity science, Gaia Theory and/or phenomenology; 3) Students will apply some or all of the epistemologies explored in this module to real world phenomena in the socio-economic domain; 4) Students will self evaluate and reflect on own values and behaviours in order to improve professional and personal awareness, practice and team work	Knowledge and Understanding 1,2,3,4 Cognitive and intellectual skills 1,2,3,4 Key transferable skills 3 Employment-related skills 1 Practical skills 1
DATE OF APPROVAL: 11/03/2020	FACULTY/OFFICE: Academic Partnerships
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: 2023/24	NATIONAL COST CENTRE: 124
MODULE LEADER: Ruth Potts	OTHER MODULE STAFF: Jay Tompt, Pat McCabe, Jason Singh, Troy Vine, Dr Andy Letcher
Summary of Module Content Overview of current sustainability challenges and their systemic roots in currently dominant worldviews, norms, institutions and behaviours; Key principles of the ecological paradigm drawn from ecology and systems thinking, chaos and complexity science, Traditional Ecological Knowledge, Gaia Theory and phenomenology; Applications and limitations of applying principles from whole systems science to the socio-economic domain; Personal and group inquiry practices to explore the Inter-dependence between self, society and nature.	

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information
Lecture	20	A blend of face to face and online lectures
Seminar	20	Delivered via face to face and online
Tutorial	4	
Demonstration	0	
Practical classes and workshops	10	Group sessions featuring peer learning
External visit	8	
Guided independent study	238	Preparation for scheduled activities using Digital Learning Environment, module reading list and class materials; preparation for assignments. Detailed formative assessment will be given to students on a one to one basis.
Total	<u>300</u>	(NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Written exam		
Test		
Coursework	The assessment will comprise either a 4,000-word essay or a cultural/artistic project (to be agreed in advance with the module leader) together with a 1,500-word academic commentary (MLOs 1-4)	100%
Practical		
Clinical Examination		
Generic Assessment		

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Written exam		
Coursework (in lieu of the original assessment)		
Coursework	The assessment will comprise either a 4,000-word essay or a cultural/artistic project (to be agreed in advance with the module leader) together with a 1,500-word academic commentary (MLOs 1-4)	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: 24/02/2023

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: SCH518		MODULE TITLE: Beyond Growth		
CREDITS: 30		FHEQ LEVEL: 7	HECOS CODE: 100450 Economics	
PRE-REQUISITES: None		CO-REQUISITES: None	COMPENSATABLE: No	
<p>SHORT MODULE DESCRIPTOR: <i>(max 425 characters)</i></p> <p>This module explores what we can learn from natural system design to inform the design of social and economic systems fit for the needs and purposes of the 21st century. A particular focus is directed towards the centrality of economic growth in currently dominant narratives and economic policy-making. We explore the degree to which growth is possible, desirable and necessary and explore ways in which we could create steady-state or degrowth economies. Students are given the opportunity to co-create transitional scenarios for a sustainable future at various scales and in diverse contexts.</p>				
<p>ELEMENTS OF ASSESSMENT <i>[Use HESA KIS definitions]</i> – see Definitions of Elements and Components of Assessment</p>				
E1 (Examination)		C1 (Coursework)	100%	
<p>SUBJECT ASSESSMENT PANEL to which module should be linked: Economics</p>				
<p>Professional body minimum pass mark requirement: N/A</p>				
<p>MODULE AIMS:</p> <ol style="list-style-type: none"> 1) Develop systemic understanding of the economic underpinnings of the various sustainability crises and how these are playing out in different regions of the world; 2) Examine and critique the neoclassical underpinnings of the global economy from an historical perspective and through the lens of alternative schools of thought; 3) Derive pluralistic principles for a new economic approach; 4) Co-create scenarios for the transition to low carbon, post-growth, high wellbeing and resilient economies in various contexts, North and South; 5) Use reflective inquiry to relate learning to personal and group 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) Students will identify and analyse sources of economic policy and institutional failures that give rise to systemic crises in our economic, social, and ecological systems; 2) Students will critically appraise economic schools of thought in the dominant economic paradigm from the perspective of alternative schools of economic thought; 3) Students will co-create theoretical principles for a new approach to economics for the transition to low carbon, post growth, high well-being, post-growth, resilient economies; 4) Students will construct future scenarios & critical policy pathways for government or other economic actors for selected economic sectors. 5) Students will show insight into cultural narratives & economic behaviours through reflective and reflexive processes.	Knowledge and Understanding 1,2,3,4 Cognitive and intellectual skills 1,2,3 Key Transferable Skills 1,2,3,4 Employment-related skills 2,3,4 Practical skills 2,3

DATE OF APPROVAL: 11/03/202	FACULTY/OFFICE: Academic Partnerships
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: 2023/24	NATIONAL COST CENTRE: 124
MODULE LEADER: Ruth Potts	OTHER MODULE STAFF: Jay Tompt, Jayati Ghosh, Juliet Schor, Tony Greenham, Katherine Trebeck, Ashish Kothari
Summary of Module Content History of economic thought. Theoretical critique of the neoclassical economics paradigm from alternative schools of thought. Interrogation of whether economic growth is possible, necessary and/or desirable. An exploration of ways in which our economies are hooked into growth and how they could be unhooked. Critical analysis of pluralistic principles for a new economic approach. Creation of pathways to a high-wellbeing, post-growth, low-carbon future in diverse sectors and contexts.	

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information
Lecture	20	A blend of face to face and online lectures
Seminar	20	Delivered via face to face and online
Tutorial	4	
Demonstration	0	
Practical classes and workshops	10	Group sessions featuring peer learning
External visit	8	
Guided independent study	238	Preparation for scheduled activities using Digital Learning Environment, module reading list and class materials; preparation for assignments. Detailed formative assessment will be given to students on a one to one basis.
Total	<u>300</u>	(NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc)

SUMMATIVE ASSESSMENT

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Written exam	E			
	T			
Coursework	C1 C2	Portfolio	100%	<p>The assessment will comprise either a 4,000-word essay or a cultural/artistic project (to be agreed in advance with the module leader) together with a 1,500-word academic commentary (MLOs 1-4); plus a learning journal summary (MLO5).</p> <p>There is also potential for undertaking a jointly assessed group project with a split of marks between group and individual performance (to be agreed with the module leader) together with a 1,500- word academic commentary (MLOs 1-4); plus a learning journal summary (MLO5).</p>
Practice	P1 P2 P2			

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Written exam		
Coursework	<p>The assessment will comprise either a 4,000-word essay or a cultural/artistic project (to be agreed in advance with the module leader) together with a 1,500-word academic commentary (MLOs 1-4); plus a learning journal summary (MLO5).</p> <p>There is also potential for undertaking a jointly assessed group project with a split of marks between group and individual performance (to be agreed with the module leader) together with a 1,500- word academic commentary (MLOs 1-4); plus a learning journal summary (MLO5).</p>	100%
Practical		

Clinical Examination		
Generic Assessment		
Test		

To be completed when presented for Minor Change approval and/or annually updated		
Updated by: XX/XX/XXXX	Date:	Approved by: Date: 24/02/2023

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: SCH519		MODULE TITLE: Regenerative Enterprise		
CREDITS: 30		FHEQ LEVEL: 7		HECOS CODE: 100450 Economics
PRE-REQUISITES: None		CO-REQUISITES: None		COMPENSATABLE: Yes
<p>SHORT MODULE DESCRIPTOR: <i>(max 425 characters)</i></p> <p>How are we going to make the transition to low carbon, high well-being and resilient economies from the bottom up? This module explores various tools for local economic activism and empowerment and provides students with the opportunity to apply these in real-world contexts collaboratively in projects of their choice. The experience of case studies that throw light on local economic empowerment from around the globe is studied and analysed.</p>				
<p>ELEMENTS OF ASSESSMENT <i>[Use HESA KIS definitions]</i> – see Definitions of Elements and Components of Assessment</p>				
E1 (Examination)		C1 (Coursework)	100%	
<p>SUBJECT ASSESSMENT PANEL to which module should be linked: Regenerative Economics</p>				
<p>Professional body minimum pass mark requirement: N/A</p>				
<p>MODULE AIMS:</p> <ol style="list-style-type: none"> 1) Apply theoretical frameworks, principles and practical applications across key topics in the new economy; 2) Engage in debate and discussion from different perspectives to gain knowledge and understanding of the key debates in new economics across selected themes; 3) Introduce tools, methods and policy interventions of the new economy in practice using case studies, exercises and assignments; 4) Develop practical and experimental steps towards the transition to low carbon, high well-being, post-growth, resilient economies; 5) Develop skills in reflective inquiry to apply learning to student's own experience. 				

ASSESSED LEARNING OUTCOMES:

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

Assessed Module Learning Outcomes	Programme Learning Outcomes contributed to
1) Students will demonstrate understanding of, and categorise, different types of new economic enterprise and organisational types. 2) Students will apply tools, methods and policy interventions designed to advance regenerative enterprise in practical projects of the students' choosing. 3) Students will synthesise practical steps towards the transition to low carbon, high wellbeing, post- growth, resilient economies across selected sectors/themes. 4) Students will use reflective inquiry to apply learning to improve professional practice	Knowledge and Understanding 1,2,4 Cognitive and intellectual skills 1,3 Key Transferable Skills 1,2,3,4 Employment-related skills 1,2 Practical skills 1,3,4
DATE OF APPROVAL: 11/03/2020	FACULTY/OFFICE: Academic Partnerships
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

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: 2023/24	NATIONAL COST CENTRE: 124
MODULE LEADER: Jay Tompt	OTHER MODULE STAFF: Ruth Potts, Sarah McInlay, Stacey Michell, Tony Greenham
Summary of Module Content The module explores the application of new economic thinking, practical tools, methods and policy interventions in various contexts, using relevant case studies from around the globe and drawing on the students' own experience. Case study material – that may be drawn from diverse areas of innovation, including community banking; complementary currencies; new forms of social enterprise; fair trade, cooperatives, open source, distributed organisational forms; co-production etc. – will be tailored to the needs and interests of the students. There will also be experiential and theoretical sessions on working methods, with a special emphasis on participatory, citizen-led design processes. At the heart of the module will be a project-based inquiry in which students in collaborative teams (with support from Schumacher College and guest faculty) will apply the insights garnered during the current and previous modules in the context of their choice. The project teams may be built around an existing project in which the student is already engaged or a new project on which a number of students may wish to work.	

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information
Lecture	16	A blend of face to face and online lectures
Seminar	16	Delivered via face to face and online
Tutorial	4	
Demonstration	0	
Practical classes and workshops	10	Group sessions featuring peer learning
External visit	16	
Guided independent study	238	Preparation for scheduled activities using Digital Learning Environment, module reading list and class materials; preparation for assignments. Detailed formative assessment will be given to students on a one to one basis.
Total	<u>300</u>	(NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc)

SUMMATIVE ASSESSMENT

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Written exam	E			
	T			
Coursework	C1 C2	Portfolio	100%	The assessment will comprise a jointly assessed group project, together with a 1,500 word academic commentary (MLO1-4) and a 1,000 word learning journal summary (MLO5), with a split of marks between group and individual performance (to be agreed with the module leader).
Practice	P1 P2 P2			

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Written exam		
Coursework	The assessment will comprise a 4,000-word essay, (MLOs 1-4); plus a learning journal summary (MLO5). There is also potential for undertaking a jointly assessed group project, together with a 1,500- word academic commentary (MLOs 1-4); plus a learning journal summary (MLO5), with a split of marks between group and individual performance (to be agreed with the module leader).	100%
Practical		
Clinical Examination		
Generic Assessment		
Test		

To be completed when presented for Minor Change approval and/or annually updated		
Updated by: XX/XX/XXXX	Date:	Approved by: Date: 24/02/2023

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: SCH520		MODULE TITLE: Changing the Frame		
CREDITS: 30		FHEQ LEVEL: 7	HECOS CODE: 100450 Economics	
PRE-REQUISITES: None		CO-REQUISITES: None	COMPENSATABLE: Yes	
<p>SHORT MODULE DESCRIPTOR: <i>(max 425 characters)</i></p> <p>This module examines the importance of the use of language, narratives and framing in communicating messages relating to sustainability and new economics, drawing on recent findings to emerge from disciplines including neurolinguistics and psychology. The module provides the students with an opportunity to explore both the policy implications of shift in guiding societal narratives as well as their own internal frames and how these influence their own personal and professional practice. Students work collaboratively in creating communication strategies and projects aimed at catalysing the transition to a high-wellbeing, low-carbon society.</p>				
<p>ELEMENTS OF ASSESSMENT <i>[Use HESA KIS definitions]</i> – see Definitions of Elements and Components of Assessment</p>				
E1 (Examination)		C1 (Coursework)	100%	
<p>SUBJECT ASSESSMENT PANEL to which module should be linked: Regenerative Economics</p>				
<p>Professional body minimum pass mark requirement: N/A</p>				
<p>MODULE AIMS:</p> <ol style="list-style-type: none"> 1) Explore and critique the hegemonic neoliberal worldview and practice; 2) Explore how we make sense of the world, where stories come from, the power of language, narratives and framing; 3) Translate these insights into communication strategies in the field of new economics and sustainability more generally; 4) Enable students to experiment with different forms and styles of narrative development aimed at shifting or reinforcing the worldviews of different audiences for different purposes and to test their effectiveness 5) Analyse the relationship between inner, internal and outer, external frames. 				

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) Students will critically analyse language, frames and metaphors and their role in reflecting and reinforcing worldviews, norms, institutions and behaviours; 2) Students will translate enhanced epistemological understanding into the design of strategies for effective communication strategies; 3) Students will write reflexively on the student's own inner frames and how they are constructed / maintained by internal narrative	Knowledge and Understanding 1,4 Cognitive and intellectual skills 1,2,3 Key Transferable Skills 1,2,3 Employment-related skills 1,2 Practical skills 1,3,4
DATE OF APPROVAL: 11/03/2020	FACULTY/OFFICE: Academic Partnerships
DATE OF IMPLEMENTATION: 01/09/1010	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

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: 2023/24	NATIONAL COST CENTRE: 124
MODULE LEADER: Jay Tompt	OTHER MODULE STAFF: Ruth Potts, Anasuya Sengupta, Anne Price, Nigel Topping
Summary of Module Content Exploration of neuroscience including the physiology of language, how worldviews are formed and belief structures maintained, with a specific focus on behavioural economics. Delineation of the over-arching frames of the neoliberal free-market model and what language is used to sustain it. Exploration of modern vehicles of mythology: television, film, internet memes - and how these maintain existing societal frameworks. Examination of language and its role in the construction of frames and the cultivation of extrinsic and intrinsic values Multi-modal creative expression including writing, painting, working with clay, etc. Reflexive/subjective examination of methods by which internal frames may be loosened/altered/extended consciously and at will as a necessary prelude to outer change.	

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information
Lecture	20	A blend of face to face and online lectures
Seminar	20	Delivered via face to face and online
Tutorial	4	
Demonstration	0	
Practical classes and workshops	10	Group sessions featuring peer learning
External visit	8	
Guided independent study	238	Preparation for scheduled activities using Digital Learning Environment, module reading list and class materials; preparation for assignments. Detailed formative assessment will be given to students on a one to one basis.
Total	<u>300</u>	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)

SUMMATIVE ASSESSMENT

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Written exam	E			
	T			
Coursework	C1 C2	Portfolio	100%	The assessment will comprise either a 4,000-word essay or a cultural/artistic project (to be agreed in advance with the module leader) together with a 1,500-word academic commentary (MLOs 1-2); plus a learning journal summary (MLO3). There is also potential for undertaking a jointly assessed group project, together with a 1,500- word academic commentary (MLOs 1-4); plus a learning journal summary (MLO5), with a split of marks between group and individual performance (to be agreed with the module leader).
Practice	P1 P2 P2			

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Written exam		
Coursework	<u>Portfolio</u> The assessment will comprise either a new 4,000- word essay or a cultural/artistic project (to be agreed in advance with the module leader) together with a 1,500-word academic commentary (MLOs 1-2); plus a learning journal summary (MLO3). There is also potential for undertaking a jointly assessed group project, together with a 1,500- word academic commentary (MLOs 1-4); plus a learning journal summary (MLO5), with a split of marks between group and individual performance (to be agreed with the module leader).	100%
Practical		
Clinical Examination		
Generic Assessment		
Test		

To be completed when presented for Minor Change approval and/or annually updated		
Updated by: XX/XX/XXXX	Date:	Approved by: Date: 24/02/2023

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: SCH516		MODULE TITLE: Dissertation/Project		
CREDITS: 60		FHEQ LEVEL: 7		HECOS CODE: 100450 Economics
PRE-REQUISITES: None		CO-REQUISITES:		COMPENSATABLE: No
<p>SHORT MODULE DESCRIPTOR: <i>(max 425 characters)</i></p> <p>This module provides students with the opportunity to develop and demonstrate their capacity for independent study in the application of research skills to a topic appropriate to the degree. It will include a research methods workshop, including sessions on action research, phenomenology and a selection of qualitative and quantitative research methods. Students will be supported to identify research topics and to select appropriate research orientations and methodologies.</p>				
<p>ELEMENTS OF ASSESSMENT <i>[Use HESA KIS definitions]</i> – see Definitions of Elements and Components of Assessment</p>				
E1 (Examination)		C1 (Coursework)	100%	
<p>SUBJECT ASSESSMENT PANEL to which module should be linked: Regenerative Economics</p>				
<p>Professional body minimum pass mark requirement: N/A</p>				
<p>MODULE AIMS:</p> <ol style="list-style-type: none"> 1) Introduce students to a range of research methodologies in the social sciences; 2) Provide an opportunity for students to pursue in depth a topic of their own interest; 3) 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; 				

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) Identify a suitable research topic, formulate research questions and develop a research design; make use of scholarly reviews and primary resources appropriate to the discipline;	Knowledge and Understanding 1,2,3,4 Cognitive and intellectual skills 1,2 Key Transferable Skills 1,2,3,4
2) Plan and execute an investigation making use of an appropriate methodology;	Employment-related skills 1,2,3
3) Prepare a clear, well presented report or project which communicates the ideas, problems, solutions and results in an accessible manner	Practical skills 2,3,4

DATE OF APPROVAL: 11/03/2020	FACULTY/OFFICE: Academic Partnerships
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

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: 2023/24	NATIONAL COST CENTRE: 124
MODULE LEADER: Ruth Potts	OTHER MODULE STAFF: Schumacher and external supervisory team.
Summary of Module Content As part of this module, there will be a short unaccredited research methods workshop to prepare students for their dissertation research and writing. This will cover both logistical and methodological dimensions of the assignment. Supervisors will support students through the development of literature reviews and draft concepts, through to final write up and realisation.	

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information
Lecture	0	
Seminar	0	
Tutorial	12	Individual supervision including feedback on topic focus/ research method/drafts etc.
Demonstration	0	
Practical classes and workshops	0	
Guided independent study	588	Preparation for scheduled activities using Digital Learning Environment, module reading list and class materials; preparation for assignments. Detailed formative assessment will be given to students on a one to one basis.
Total	<u>600</u>	(NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Written exam		
Test		
Coursework	The assessment will comprise the submission of a dissertation. This will conventionally take the form of a written piece of work of between 12,000 and 15,000 words. However, alternative forms of assignment accompanied by a shorter academic commentary may be submitted, subject to agreement with the module leader.	100%
Practical		
Clinical Examination		
Generic Assessment		

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Written exam		
Coursework	The referral assessment will comprise the submission of a dissertation. This will conventionally take the form of a written piece of work of between 12,000 and 15,000 words. However, alternative forms of fresh assignment accompanied by a shorter academic commentary may be submitted, subject to agreement with the module leader.	100%
Practical		
Clinical Examination		
Generic Assessment		
Test		

To be completed when presented for Minor Change approval and/or annually updated		
Updated by: XX/XX/XXXX	Date:	Approved by: Date: 24/02/2023