

**Regenerative Enterprise**

**Module Code: SCH514**

**Regenerative Economics 2020-2021**

Module Leader: **Jay Tompt**

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## Welcome and Introduction

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### SCH514: Regenerative Enterprise

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 good practice case studies of local economic empowerment from around the globe is studied and analysed.

# Teaching and Assessment Team

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Programme Leader:	Jonathan Dawson
Location:	Schumacher College
Email:	Jonathan.dawson@schumachercollege.org.uk
Phone number:	01803 847216
Student meeting times:	Informal, by negotiation. Formal tutorial in study week at the end of the module
Module leader:	Jay Tompt
Location:	Schumacher College
Email:	jay.tompt@schumachercollege.org.uk
Phone number:	07989 155410
Student meeting times:	Informal, by negotiation. Formal tutorial in study week at the end of the module

## Module Aims

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This module aims to:

1. Apply theoretical frameworks and principles to practical application across key topics in the new economy;
2. Engage students 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, resilient economies;
5. Develop skills in reflective inquiry to apply learning to students own experience.

## Assessed Learning Outcomes

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- Understand and categorise different types of new economic enterprise and organisational types
- Apply tools, methods and policy interventions of the new economy in practical projects of the students' choosing
- Synthesise practical steps towards the transition to low carbon, high wellbeing, resilient economies across selected sectors/themes
- Reflective inquiry to apply learning to improve personal and professional practice and team work

# Teaching and Learning Strategy

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SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information
Lecture	16	
Seminar	16	
Tutorial	12	
Demonstration	0	
Practical classes and workshops	10	
External visit	16	
Guided independent study	230	Preparation for scheduled activities using Virtual 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.
<b>Total</b>	<b>300</b>	(NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc)

Students are expected to take full responsibility for their learning, **attend all** scheduled sessions, read appropriate indicated readings, and work on set exercises (formative and summative assessment).

Based on previous experience; students who failed to attend sessions are likely to be unsuccessful or show poor performance. Please ensure that you are engaging with the content and learning activities relating to this module.

## Scheme of Work

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**This module will be assessed by:**

Element of Assessment	Module Weighting	Component	Link to Assessed Learning Outcomes
Project work and presentations (shared mark for all group members)	35%		LO1, LO2, LO3
3,000-word academic commentary	40%		LO1, LO2, LO3
1,000-word reflective journal summary	25%		LO4

**The submission, marking and feedback schedule is as follows**

Drafts/outlines	12 noon UK-time on Friday, 12/2/2021
Formative feedback	12 noon UK-time on Monday, 15/2/2021
Assignment submission	12 noon UK-time on Friday, 19/2/2021
Feedback and provisional marks	12 noon UK time on Friday, 19/3/2021

## Marking Rubric

LO1: • Understand and categorise different types of new economic enterprise and organisational types			
Fail: 0 – 49%	Pass: 50 – 59%	Merit: 60 – 69%	Distinction: 70 – 100%
Does not demonstrate an understanding of and ability to categorise different types of new economic enterprise and organisational types	Demonstrates a partial understanding of and ability to categorise different types of new economic enterprise and organisational types.	Demonstrates a sound understanding of and ability to categorise different types of new economic enterprise and organisational types.	Demonstrates a comprehensive understanding of and ability to categorise different types of new economic enterprise and organisational types.
LO2: • Apply tools, methods and policy interventions of the new economy in practical projects of the students' choosing.			
Fail: 0 – 49%	Pass: 50 – 59%	Merit: 60 – 69%	Distinction: 70 – 100%
Fails to apply tools, methods and policy interventions of the new economy in practical projects of the students' choosing.	Demonstrates in some measure the ability to apply tools, methods and policy interventions of the new economy in practical projects of the students' choosing.	Demonstrates in good measure the ability to apply tools, methods and policy interventions of the new economy in practical projects of the students' choosing.	Demonstrates a thorough and rigorous ability to apply tools, methods and policy interventions of the new economy in practical projects of the students' choosing.
LO3: • Synthesise practical steps towards the transition to low carbon, high wellbeing, resilient economies across selected sectors/themes			
Fail: 0 – 49%	Pass: 50 – 59%	Merit: 60 – 69%	Distinction: 70 – 100%
Does not demonstrate the ability to synthesise practical steps towards a low carbon, high well-being economy.	Limited use of case studies, scenario planning or other relevant techniques to demonstrate application of alternative economic approaches to the socio-economic domain.	Successful use of case studies, scenario planning or other relevant techniques to demonstrate application of alternative economic approaches to the socio-economic domain.	Excellent use of case studies, scenario planning or other relevant techniques to demonstrate application of alternative economic approaches to the socio-economic domain.

LO4: • Reflective inquiry to apply learning to improve personal and professional practice and team work.

Fail: 0 – 49%	Pass: 50 – 59%	Merit: 60 – 69%	Distinction: 70 – 100%
Lacks evidence of reflection on own practice and lacks descriptions of how practice and team work have changed as a result.	Limited evidence of reflection on own practice and limited descriptions of how practice and team work have changed as a result.	Clear evidence of reflection on own practice, some evidence of reflexive awareness and good descriptions of how practice and team work have changed as a result.	Extensive evidence of reflection on own practice and excellent, reflexively-rich, descriptions of how practice and team work have changed as a result.
This is assessed against evidence of:	This is assessed against evidence of:	This is assessed against evidence of:	This is assessed against evidence of:
Evaluating own individual practice, in terms of feelings, behaviours and actions.	Evaluating own individual practice, in terms of feelings, behaviours and actions.	Evaluating own individual practice, in terms of feelings, behaviours and actions.	Evaluating own individual practice, in terms of feelings, behaviours and actions.
Evaluating one's interaction with others from an inter-personal perspective.	Evaluating one's interaction with others from an inter-personal perspective.	Evaluating one's interaction with others from an inter-personal perspective.	Evaluating one's interaction with others from an inter-personal perspective.
Demonstrating an understanding of reflexivity and how it manifests in your own work.	Demonstrating an understanding of reflexivity and how it manifests in your own work.	Demonstrating an understanding of reflexivity and how it manifests in your own work.	Demonstrating an understanding of reflexivity and how it manifests in your own work.
Noting the emergence of new understandings and practices in a relational, dialogic sense.	Noting the emergence of new understandings and practices in a relational, dialogic sense.	Noting the emergence of new understandings and practices in a relational, dialogic sense.	Noting the emergence of new understandings and practices in a relational, dialogic sense.
Identifying areas for improvement and showing changes in practice.	Identifying areas for improvement and showing changes in practice.	Identifying areas for improvement and showing changes in practice.	Identifying areas for improvement and showing changes in practice.

Outline of module sessions

Semester Week	Week Beginning	Provisional Activities
1	11/1/21	Regenerative enterprises: cases
2	18/1/21	Models, networks, innovation and local economies
3	25/1/21	Mapping the regenerative economy: the case of South Devon
4	1/4/21	Local and complementary currencies
5	8/2/21	The role of local authorities
6	15/2/21	Study week

Please note that this schedule may be subject to alteration; you are advised to use this link:

<https://open.schumachercollege.org.uk/course/view.php?id=183>

### Hand in Process and Submission of Assessed Work

All assessment assignments must be submitted via an electronic 'drop box' on the Virtual Learning Environment to meet the date and time as published in your Teaching, Learning and Assessment Handbook. Where CDs, DVDs or other project materials are submitted as part of the project, these should, where possible, be submitted in triplicate, enabling both of the main markers and the External Examiner to receive copies. These must be presented by the specified date and time to the postgraduate administration office. In the event the Postgraduate administration team are unavailable a member of faculty will be nominated to accept submissions in advance of each deadline date.

### Turnitin

Turnitin (<http://www.turnitinuk.com/>) is an Internet-based 'originality checking tool' which allows documents to be compared with content on the Internet, in journals and in an archive of previously submitted works. It can help to detect unintentional or deliberate plagiarism.

It is a formative tool that makes it easy for students to review their citations and referencing as an aid to learning good academic practice. Turnitin produces an 'originality report' which may be necessary to be attached to your coursework and your tutors will advise you on how to access and use Turnitin where required for your studies. To learn more about Turnitin go to: <https://help.turnitin.com/Home.htm>

### Key teaching materials

These will comprise pre-class readings, follow-up resources, videos, podcasts, digital presentations etc. All these will be posted on our digital resource bank, the Virtual Learning Environment (VLE).

Full details on the module together with information on assessment and feedback can be found here <https://open.schumachercollege.org.uk/course/view.php?id=185>

## Late Work/Extenuating Circumstances

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If your participation in an examination or assessment has been affected by an extenuating circumstance, then you can ask the University to take this into consideration. You can submit a claim for extenuating circumstances to cover late submission of work, non-submission of work or non-attendance at a time specific assessment, such as an examination, test presentation or performance, or field class.

Information regarding the Extenuating Circumstances policy and how and where to submit Extenuating Circumstance Claims are available here: <https://www.plymouth.ac.uk/student-life/your-studies/essential-information/exams/exam-rules-and-regulations/extenuating-circumstances>

Where there are no valid extenuating circumstances, the following regulations will automatically apply:

- Work submitted after the deadline date/time but within 24 hours of it, will be capped at the pass mark 50%
- Work submitted 24 hours after the deadline will receive a mark of zero.

Students must notify the programme & module leader of any extenuating circumstances as soon as possible.

# Sources of Guidance and Support

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In the intimate context of Schumacher College where class sizes are small, opportunities for conversations and informal tutorials with staff happen on a daily basis both within and beyond the classroom. In addition, a formal 45-minute tutorial is provided in the study week at the end of each module.

## Referencing Protocols and Academic Offences

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When writing a report or an essay you are expected to fully reference the materials you have used. The report or essay should be your own work, in your own words.

Plagiarism is an offence under the University regulations on examination and assessment offences. It is important that you familiarise yourself with what constitutes plagiarism, and academic offences. Further information can be found:

<https://www.plymouth.ac.uk/student-life/your-studies/essential-information/regulations/plagiarism>

And <https://www.plymouth.ac.uk/student-life/your-studies/essential-information/exams/exam-rules-and-regulations/examination-offences>

# Reading List; Recommended Texts/Support Materials

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## Key resource list

- Anielski, M. (2009) *The Economics of Happiness*, New Society Publishers, BC
- Benello, C. and Morehouse, W. (1997). *Building sustainable communities*. New York: Bootstrap Press
- Boyle D. and Simms A. (2009) *The New Economics: A Bigger Picture*, Earthscan
- Cahn E. (2000) *No More Throw Away People*, Essential Books, Washington
- Douthwaite R. (1996) *Short Circuit: Strengthening Local Economies for Security in an Unstable World*, Green Books, Totnes
- Gallie E.D. (2007) *Employment Regimes and the Quality of Work*, OUP
- Green Fiscal Commission (2009) *The Case for Green Fiscal Reform*, [on-line] [http://www.greenfiscalcommission.org.uk/images/uploads/GFC\\_FinalReport.pdf](http://www.greenfiscalcommission.org.uk/images/uploads/GFC_FinalReport.pdf)
- Hopkins, R. (2011). *The transition companion*. Totnes: Transition Books.
- Jackson T. (2009) *Prosperity Without Growth*, Earthscan, London.
- Jacobs, J. (2000). *The nature of economies*. Toronto: Random House Canada.
- Kelly, M. (2012). *Owning our future: The emerging ownership revolution*. San Francisco, CA: Berrett-Koehler
- Lewis, M. and Conaty, P. (2012). *The resilience imperative*. Gabriola, BC: New Society Publishers.
- Lietaer, B. (2002). *The future of money*. London: Random House Business.
- McDonough W. And Braungart M. (2002) *Cradle to Cradle*, North Point Press, NY
- Murray R., Caulier-Grice J. Mulgan G. (2010), *The Open Book of Social Innovation*, [on-line] [www.nesta.org.uk](http://www.nesta.org.uk)
- nef (2008) *A Green New Deal*, [on-line] <http://www.neweconomics.org/publications/green-new-deal>
- nef (2009) *Public Services Inside Out*, [on-line] [www.neweconomics.org/publications/public-services-inside-out](http://www.neweconomics.org/publications/public-services-inside-out)
- Nef (2009) *Happy Planet Index 2.0*, [on-line] <http://www.happyplanetindex.org/public-data/files/happy-planet-index-2-0.pdf>
- nef (2010), *21 Hours*, nef (2000) *Plugging the Leaks*; nef (2002) *The Money Trail*; nef (2006) [on-line] <http://www.neweconomics.org/publications>
- Osterwalder, A., Pigneur, Y. and Clark, T. (2010). *Business model generation*. Hoboken, NJ: Wiley.
- Pauli G. (2010), *The Blue Economy*, Paradigm Publications, Taos, NM
- Restakis, J. (2010). *Humanizing the economy: Co-operatives in the age of capital*. Gabriola, B.C: New Society Publishers.

## Module Feedback

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We value what our students say: you share your feedback we act upon it. Part of the feedback process includes Module Evaluation. A link to the form and details of where to submit can be found here:

<https://open.schumachercollege.org.uk/course/view.php?id=179>