

PGDip Engaged Ecology

Contents

Welcome and Introduction	3
Programme Specification	6
1 PGDip Engaged Ecology	6
2 Awarding Institution	6
3 Accrediting body(ies)	6
4 Distinctive Features of the Programme and the Student Experience	7
5 Relevant QAA Subject Benchmark Group(s)	8
6 Programme Structure	8
7 Programme Aims	9
8 Programme Intended Learning Outcomes for Postgraduate Diploma Engaged Ecologies.	10
8.1 Knowledge and understanding	10
8.2 Cognitive and intellectual skills	10
8.3 Key and transferable skills	10
8.4 Employment related skills	10
8.5 Practical skills	11
9 Admissions Criteria, including APL and Disability Service arrangements	11
10 Progression criteria for Final and Intermediate Awards	11
11 Non-Standard Regulations	11
12 Transitional Arrangements	11
Appendices	13
Module Records	16

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 Dartington!

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

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

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

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

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

Warmly



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

Dear Friends,

Welcome to the MA Engaged Ecology delivered at Dartington Learning by Schumacher College!

MA Engaged Ecology is set against, and exists to address, a dire and worsening environmental crisis: climate emergency, the sixth mass extinction event, and ecosystem breakdown. Such is the scale of human impact upon the planet that some scholars suggest we have entered an entirely new geological epoch – the Anthropocene. Certainly we are nearing, and in some cases shattering, scientifically determined planetary boundaries on human activity. These ecological and related social crises are being met with political inertia, systemic denial and in many cases a retreat into populism. MA Engaged Ecology seeks to fortify students through practice, theory and reflection so that upon graduation they are better able to engage with, and act in service of, these crises.

MA Engaged Ecology is critical, transdisciplinary and draws on leading edge research in the humanities, natural and social sciences. Thus the ‘ecology’ of the title refers to and accommodates three common, if occasionally contested, definitions of the term. First ecology in the strict scientific sense: the systematic study of organisms in relation to each other and the environment, as formulated by the zoologist Ernst Haeckel in 1866. Second, the sense that ecology has something to do with social or political change *vis-a-vis* the environment (as in the prefix ‘eco’ eco-friendly, eco-warrior, ecofeminism, ecocide etc.), and that due consideration of ecology must lead us towards an ecocentric ethical stance. Third, the oft-articulated worldview, especially within popular culture, that ecology presupposes a world that is radically interconnected and therefore replete with spiritual or even soteriological meaning (this third sense was also intended by Haeckel, who sought to promote a monistic religion based on an intellectual appreciation of the scientific laws of nature). In other words, the term points to the popular notion that beneath the current ecological crisis lies a concomitant crisis of meaning.

Throughout the programme, students on MA Engaged Ecology will engage practically and critically with these different definitions of ‘ecology’ in a variety of ways, so as to consider and reflect upon their ontological and epistemological implications; to evaluate the ways in which they unite or distance us with the world at large; to assess who or what they include, preclude or exclude; and to reflect upon their potential for action, radical or otherwise.

The ‘engaged’ of the title is also intentionally polysemic. It certainly refers to social and political engagement, though not *necessarily* to direct action, political protest or other forms of radical dissent. The programme seeks to broaden the meaning of the word ‘action’ so as to enable students to find their own way to engage, whether that be by setting up a social or ethical enterprise, developing policy, doing research, becoming more mindful in the workplace, formulating argument with greater clarity and concision, or indeed finding novel ways to protest (to give just some possible examples).

But it also refers to a distinctive pedagogical approach. MA Engaged Ecology inverts the traditional pedagogy that starts with theory and ends with practice. In MA Engaged Ecology enquiry begins with practice – with the doing of things, with engagement – only then moving rhizomatically to theory and greater levels of abstraction. So, for example, the weaving of a piece of cloth, grown and prepared from seed, might lead to a consideration of permaculture, the economics of the fashion industry, the meaning of craft, ‘weaving’ as a metaphor for community, and so on. A ‘Deep Time Walk’ might provoke discussions about symbiosis and the holobiont, the importance or not of a ‘new story’, philosophical reflections on our conceptions of time. It is this emphasis on practice and experience, in what is coming to be known as the ‘third classroom’, that differentiates MA Engaged Ecology from other similar masters, especially in the related field of Environmental Humanities, and forms one of its distinctive features.

Across its three terms, MA Engaged Ecology takes students across a clear learning trajectory, broadly asking three questions.

First, 'what is place?' Through various ecological practices of deep observation and immersive engagement, through making and theoretical reflection, students will question what is meant by place and discover the historical, economic, cultural and ecological entanglements that together create a sense of place. They will question the critical terms of the subject area (which might include: 'ecology', 'nature', 'Anthropocene', 'Gaia', 'participation', 'matter', 'craft', and 'self').

Second, 'who am I?' Students will investigate differing Western and non-Western notions of the self, especially in regard to their potential causing, maintaining or resolving the ecological crisis. Can there ever be an ecological self, or are we ordained by biology, or culture, to be atomistic individuals? By living, learning and working together in community, one of the cornerstones of the Schumacher experience, students will ask what is meant by community and consider how it could be done differently in the world.

Third, 'what can I do?' Students will be challenged to address how they can best act in the world. They will examine theories of change, movement building, and non-violent direct action to ask if there are different ways of being 'activists' that do not replicate the very structures of power they seek to change. The final project or dissertation will afford students the opportunity to dive deeply into these questions and to begin to envisage a career path after graduation.

Throughout this exciting and radical programme students will be given the space to learn experientially, to reflect on what they've done, to consider abstract theory, and to experiment with new possibilities. Students will be able to draw on and immerse themselves in the rich history of growers, makers, craftivists, radical thinkers, social entrepreneurs, pedagogues, adherents of alternative spiritualities, not to mention the land itself, that together comprise the Dartington experiment.

MA Engaged Ecology is validated by the University of Plymouth.

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:

- Dartington Learning's resources for students, including your general student handbook and your module guides
<https://www.dartington.org/about/learning/resources-for-students/>
- 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

Dartington Hall Trust, Schumacher College

6946 PGDip Engaged Ecology

6947 Part-time PGDip Engaged Ecology

Date of Approval: June 2020

Proposed Start Date: April 2021

Date of First Award: November 2021

1 PGDip Engaged Ecology

Final award title	Postgraduate Diploma Engaged Ecology
Level 7 Intermediate award title(s)	Postgraduate Certificate Engaged Ecology
UCAS code	n/a
HECOS code	100065

2 Awarding Institution

University of Plymouth

Teaching institution(s):	Dartington Arts School at 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

PG Dip Engaged Ecology is set against, and exists to address, a dire and worsening environmental crisis: climate emergency, the sixth mass extinction event, and ecosystem breakdown. PG Dip Engaged Ecology is a practice-led and transdisciplinary programme to fortify students with a critical understanding of the ecological crisis and its concomitant social, cultural and spiritual problems and entanglements. It asks of students what they can do upon graduation in service of these complex problems. Engaged Ecology sits within a diverse and emerging field of transdisciplinary and critical studies (from the humanities, natural and social sciences, as well as from other-than-Western knowledges) focusing on the complex interactions of the human, the more-than-human, and the world at large.

The programme's distinctive features are as follows:

- A transdisciplinary approach that incorporates thought from the humanities, the social and natural sciences, as well as other-than-Western epistemologies, and a purview that includes issues to do with spirituality and meaning.
- An emphasis on action, though not *necessarily* direct action, political protest or other forms of radical dissent. The programme seeks to broaden the meaning of the word 'action' so as to enable students to find their own way to engage with ecological, social, cultural and spiritual problems while enhancing their employability within these areas.
- A practice-led and experiential pedagogical approach to ecological inquiry. Each taught module begins with a suite of foundational practices, which might include: growing food, cooking, deep time walking, living in community, building shelter, spiritual practice, crafting an object. From there students will trace the rhizomatic ecological, cultural, aesthetic, social, economic, philosophical, ethical and spiritual implications and entanglements that follow. Students will be encouraged to pursue their own interests, connections and lines of enquiry. Here, students benefit from the rich history of growers, artists, makers, craftivists, radical thinkers, social entrepreneurs, pedagogues, adherents of alternative spiritualities, not to mention the land itself, that together comprise the Dartington experiment.
- The programme is founded upon, develops and extends Schumacher College's thirty year expertise in teaching ecological thought and practice. It draws upon the College's unique approach to pedagogy, in which traditional modes of learning are blended with engaged, experiential and reflective practices – what is starting to be known more widely as the 'third classroom' – that take place indoors and out. The programme is fully residential, hence students will benefit from being a vital part of the Schumacher College learning community. Learning occurs as much within as outwith the classroom, as staff, students (on this, and other programmes), volunteers and visitors live and work together to make the daily life of the College possible.
- The programme runs from January to October (commencing January 2021), so as better to align with the agricultural year and the dramatic phenological changes that occur as the seasons shift from winter into spring and then summer. This affords students the greatest possible engagement with the more-than-human world.

5 Relevant QAA Subject Benchmark Group(s)

The programme has been developed with reference to the SEEC level 7 Descriptors (2010) and QAA Code of Practice /guidance. There are no Ecology/Liberal Arts master's level subject benchmarks, but this programme has been designed with reference, where relevant, to the QAA Master's Degree Characteristics Statement (February 2020).

6 Programme Structure

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

Full-time

PGDip Engaged Ecology (120 L7 credits)	
Term 1	Term 2
<i>SCH5527</i> <i>Engaging with Ecology</i> (30 credits)	<i>SCH5528</i> <i>Living Together</i> (30 credits)
<i>SCH5501</i> <i>Making Connections</i> (30 credits)	<i>SCH5503</i> <i>The Ecological Self</i> (30 credits)
PG Cert 60 credits <i>term1</i> RQF Level 7	PG Dip 120 credits <i>term 2</i> RQF Level 7

PG Dip Engaged Ecology is a programme with 4 x 30 credit modules all at RQF Level 7.

Part-time

Part-time PG Dip students can gain their 120 L7 credits in the following ways over 24 months:

Year 1

- Term 1: Engaging with Ecology
- Term 2: Living Together

Year 2

- Term 1: Making Connections
- Term 2: The Ecological Self

Part Time PGDip Engaged Ecology Year 1	
Term 1	Term 2
<i>SCH5527</i> <i>Engaging with Ecology</i> (30 credits)	<i>SCH5503</i> <i>The Ecological Self</i> (30 credits)
30 credits <i>term1</i> RQF Level 7	60 credits <i>term 2</i> RQF Level 7

Part Time PGDip Engaged Ecology Year 2	
Term 1	Term 2
<i>SCH5501</i> <i>Making Connections</i> (30 credits)	<i>SCH5528</i> <i>Living Together</i> (30 credits)
90 credits <i>term1</i> RQF Level 7	120 credits <i>term 2</i> RQF Level 7

7 Programme Aims

1. To fortify students with a critical understanding of our current ecological crisis and its concomitant social, cultural and spiritual problems and entanglements.
2. To foster a transdisciplinary approach to these issues, one that incorporates the humanities, social and natural sciences, and other-than-Western epistemologies, and that appraises students of evolving debates and methods.
3. To centralise practice by giving students the opportunity to experiment with a range of methods for engaging with the more-than-human and the world at large, and to develop in them the ability to reflect critically upon the ecological, cultural, aesthetic, social, economic, philosophical, ethical and spiritual implications that follow.
4. To provide students with the confidence to explore and critically assess a diversity of worldviews, discourses, materials, practices and methodologies.
5. To enable students to reach a reflective and nuanced understanding of how best to act in service of the world's problems.

8 Programme Intended Learning Outcomes for Postgraduate Diploma Engaged Ecologies.

8.1 Knowledge and understanding

On successful completion graduates should have developed:

1. A nuanced understanding of the current ecological crisis and its concomitant social, cultural and spiritual problems and entanglements.
2. A knowledge of critical and evolving concepts, debates, discourses, theories and worldviews concerning human engagement with the more-than-human and the world at large.
3. A critical awareness of the social, cultural and spiritual implications that follow from different modes of engaging with the more-than-human and the world at large.
4. A knowledge of relevant techniques and research methodologies and the ability to apply these critically to student's own research and scholarship where appropriate.

8.2 Cognitive and intellectual skills

On successful completion graduates should have developed:

1. The ability to analyse, appraise, articulate and critically reflect upon a range of relevant discourses to do with ecological engagements of the human with the more-than-human and the world at large.
2. Original insight into implications and problems that stem from differing modes of ecological engagement, and to generate and test, where practicable, workable solutions to those problems.
3. The ability to analyse, evaluate, compare, contrast, synthesise and work creatively with conflicting ideas and uncertainty.
4. An ability to undertake original self-directed research on a suitable topic, to synthesize findings that have been generated within an appropriate ethical framework and using appropriate methods.

8.3 Key and transferable skills

On successful completion graduates should have developed the ability to:

1. Engage with complex issues critically and in a nuanced manner, with intellectual rigour and originality of thought.
2. Work and learn autonomously and in groups, to reflect upon, implement, and plan their own learning, and to make use of primary and secondary resources to improve personal and professional practice.
3. Use visual, verbal and written communication and other appropriate media to articulate ideas, insights, and problems, with their possible solutions, to a range of specialist and non-specialist audiences.

8.4 Employment related skills

On successful completion graduates should have developed:

1. An ability to exercise initiative and personal responsibility, and to reflect upon worldviews, values and behaviours in order to improve personal and/or professional practice.
2. An ability to make decisions in complex and unpredictable contexts and in the absence of complete information.
3. The learning skills necessary to undertake appropriate further training of a professional or equivalent nature.

8.5 Practical skills

On successful completion graduates should have developed:

1. A range of practices and techniques for engaging with the more-than-human and the world at large.
2. An ability to present in front of audiences.
3. A high level of competence in written forms of communication.

9 Admissions Criteria, including APL and Disability Service arrangements

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

10 Progression criteria for Final and Intermediate Awards

Students must successfully achieve 120 L7 credits for the award of the Postgraduate Diploma Engaged Ecologies. It should be noted that PG Diploma students who wish to be considered for Masters need to wait until their prior award is confirmed then apply to enrol the following academic session in the subsequent Award. Therefore, students who seek enrolment on the MA Awards will be counselled explicitly on this requirement prior to admission.

11 Non-Standard Regulations

None

12 Transitional Arrangements

None



Appendices

Programme Specification Mapping (PGT)

Module	Credits	Core or elective C - E	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 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
SCH5527 Engaging with Ecology RQF Level 7	30	C		X		X	X	X	X	X	X	X	X		X		X		X		N	C1 100%
SCH5501 Making Connections RQF Level 7	30	C	X	X	X	X	X	X	X	X	X		X	X	X		X	X			N	C1 100%
Learning Outcomes 60 credits																						
SCH5528 Living Together RQF Level 7	30	C	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X		Y	C1 100%
SCH5503 The Ecological Self RQF Level 7	30	C	X	X	X	X	X	X	X	X	X	X	X	X			X	X	X		Y	C1 100%
Learning Outcomes 120 credits			X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X			

Module Learning Outcomes

SCH5527 Engaging with Ecology 30 credits
1) Name, explain and critique key terms, concepts and debates concerning human engagement with the more-than-human and the world at large, placing them in their historical context. <i>K&U: 2; 4; C&I: 1, 3; K&T: 1, 3; P: 3.</i>
2) Demonstrate a critical understanding of the current ecological crisis and some of its concomitant social, cultural and spiritual problems and entanglements. <i>K&U: 2; C&I: 2, 3; K&T: 1, 3.</i>
3) Critically assess and evaluate a range of quantitative and qualitative, theoretical and experiential methods of engaging with the more than human and the world at large, including at least one drawn from field trips. <i>K&U: 4; C&I: 2, 3; K&T: 1, 3; P: 1.</i>
4) Perform an appropriate literature review using material derived from online databases. <i>K&U: 2; 4; C&I: 1, 3, 4; K&T: 2, 3; ER: 1, 3; P: 3.</i>
SCH5501 Making Connections 30 credits
1) Demonstrate an ability to engage with materials through various stages of production, from raw materials to finished products, within the context of Engaged Ecology. <i>K&U: 4; C&I: 4; K&T: 2; ER: 1, 2, 3; P: 1.</i>
2) In the light of theory, reflect critically upon and evaluate the ways in which select making practices entangle us with the world at large. <i>K&U: 2, 3; C&I: 1, 2, 3; K&T: 1.</i>
3) Articulate and appraise thought regarding the relationship between making and place, and/or making and spirituality. <i>K&U: 1, 2, 3; C&I: 1, 2; K&T: 1.</i>
4) Present a completed artefact together with a reflective rationale. <i>K&T: 2; ER: 1; P: 2.</i>
SCH5528 Living Together 30 credits
1) Appraise and reflect upon different models of community living, including at least one drawn from field visits, in regard to the themes of the module. <i>K&U: 1, 2, 4; C&I: 1, 2, 4; K&T: 2, 3; ER: 1, 2, 3; P: 3.</i>
2) Demonstrate a critical understanding of, and evaluate, the development of thought regarding the more-than-human. <i>K&U: 2; C&I: 1, 3; K&T: 1, 3; ER: 3; P: 3.</i>
3) Apply theoretical understanding to appraise the structures and rituals that bind communities, maintain boundaries and negotiate change. <i>K&U: 3; C&I: 3, 4; K&T: 1, 2; ER: 1, 3; P: 3.</i>
4) Work cooperatively in small groups to generate findings that can be presented. <i>K&T: 2, 3; ER: 1, 2; P: 2.</i>

SCH5503 The Ecological Self 30 credits

1) Evaluate, critique and locate historically different ideas of the self and how they situate the human in relation to the more-than-human

K&U: 1, 3; C&I: 1, 2, 3; K&T: 1, 3; ER: 1, 4.

2) Critically assess the notion of an ecological self and the efficacy of different practices for engendering an ecological self.

K&U: 1, 2, 3, 4; C&I: 1, 2, 3; K&T: 1, 2, 3; ER: 1, 2; P: 1, 2.

3) Evaluate the ecological self in the light of theories of change and post-activist thought.

K&U: 2, 3; C&I: 3, 4; K&T: 1, 3; ER: 1, 2, 3; P: 1, 3.

4) Present reflectively on their intended actions and ambitions upon graduation with regard to ecological selfhood.

K&U: 1, 3; C&I: 1, 2, 3; K&T: 1, 2, 3; ;P: 2.

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: SCH5527		MODULE TITLE: Engaging with Ecology			
CREDITS: 30		FHEQ LEVEL: 7		HECOS CODE: 100065 Liberal Arts	
PRE-REQUISITES: None		CO-REQUISITES: None		COMPENSATABLE: Y (if No identify programmes in notes box below)	
<p>SHORT MODULE DESCRIPTOR: (max 425 characters)</p> <p>This foundational module aims to provoke in students a greater understanding of our dire ecological predicament, its urgency and its historical and philosophical origins. Building on different practices of paying attention to and engaging with the world about us, it introduces critical terms and maps out key developments in ecological thought from various transdisciplinary perspectives.</p>					
<p>ELEMENTS OF ASSESSMENT [Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment</p>					
E1 (Examination)		C1 (Coursework)	100%	P1 (Practical)	
E2 (Clinical Examination)		A1 (Generic assessment)			
T1 (Test)					
<p>SUBJECT ASSESSMENT PANEL to which module should be linked: Engaged Ecology</p>					
<p>Professional body minimum pass mark requirement: N/A</p>					
<p>MODULE AIMS:</p> <ul style="list-style-type: none"> To develop a critical understanding of key terms, concepts, theories and ideas to do with human engagement with the more-than-human and the world at large To give direct experience of contrasting practical methods of engaging with the more-than-human To provide an opportunity to reflect upon the ontological and epistemological implications of contrasting methods of engaging with the more-than-human To place the ecological crisis, and surrounding thought, in intellectual and historical context 					

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
<ol style="list-style-type: none"> 1. Name, explain and critique key terms, concepts and debates concerning human engagement with the more-than-human and the world at large, placing them in their historical context. 2. Demonstrate a critical understanding of the current ecological crisis and some of its concomitant social, cultural and spiritual problems and entanglements. 3. Critically assess and evaluate a range of quantitative and qualitative, theoretical and experiential methods of engaging with the more than human, including at least one drawn from field trips. 4. Perform an appropriate literature review using material derived from online databases 	<p>MA Engaged Ecology <i>K&U: 2; C&I: 1, 3; K&T:1, 3;P: 3.</i></p> <p><i>K&U: 2; C&I: 2, 3; K&T: 1, 3.</i></p> <p><i>K&U: 4; C&I: 2, 3; K&T: 1, 3;P: 1.</i></p> <p><i>K&U: 2; C&I: 1, 3, 4; K&T: 2, 3 ; ER: 1, 3;P: 3.</i></p>

DATE OF APPROVAL: June 2020	FACULTY/OFFICE: Academic Partnerships
DATE OF IMPLEMENTATION: Jan 2021	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: 2020/21	NATIONAL COST CENTRE: 124
MODULE LEADER: Dr Andy Letcher	OTHER MODULE STAFF: Dr Stephan Harding, Dr Pavel Cenkl

Summary of Module Content

This module introduces students to the severity and urgency of the ecological crisis and its concomitant social, cultural and spiritual problems and entanglements. It balances practical and theoretical knowledge to create a solid foundation for study within Engaged Ecology.

Students will experiment with a range of practices or methods – Western and non-Western, orthodox and unorthodox – for engaging with the more-than-human and the world at large so as to be able to reflect critically upon their ecological, social, cultural and spiritual implications. At the same time, students will be introduced to the key terms, discourses, worldviews and debates that determine the field of study of ecological engagement so as to gain precision of thought and to explore the explicit and implicit tensions that arise between them. Students will also conduct their own search of relevant primary and secondary literature and provide critical commentary.

The module encourages students to reflect upon the sympathies and antipathies between practical and theoretical ways of knowing the world about us, and to examine how the one informs, fortifies, clarifies, annuls, distils, dispenses with, or disrespects the other. In doing so, students will gain a firm and foundational knowledge that will inform all further modules.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lectures	20	
Demonstrations	8	Library induction, engaged ecology practice workshop introductions
Practical classes and workshops	6	Essay writing skills, research methods, documenting skills
Seminars	12	
Peer to peer	8	Reading and other learning
Fieldwork	12	Two field trips
Tutorials	1	Face to face tutorials on assignments
Independent study	233	
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	Portfolio consisting of: 1 x 1000 word maximum reading response;	20%
	1 x 2500 word maximum academic reflection comparing differing ways of ecological engagement;	40%
	1 x 2500 word maximum academic assignment	40%
Practical		
Generic Assessment		

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Written exam		
Coursework (in lieu of the original assessment)	Portfolio consisting of: 1 x new 3000 word academic reflection critically comparing differing ways of engaging with the more than human;	50%
	1 x new 3000 word academic assignment	50%
Coursework		
Practical		
Generic Assessment		

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: SCH5501		MODULE TITLE: Making Connections			
CREDITS: 30		FHEQ LEVEL: 7		HECOS CODE: 100065 Liberal Arts	
PRE-REQUISITES: None		CO-REQUISITES: None		COMPENSATABLE: Y (if No identify programmes in notes box below)	
<p>SHORT MODULE DESCRIPTOR: (max 425 characters) This module examines making practices as primary ways in which humans engage with the world at large. Students will experiment with a variety of practices, where possible performing every step of production from first principles to finished product, so as to explore, and reflect upon the many ways in which making entangles us with the world. Informed by theory, students will consider aesthetics, craft, materials, place and the role, if any, of the sacred.</p>					
<p>ELEMENTS OF ASSESSMENT [Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment</p>					
E1 (Examination)		C1 (Coursework)	100%	P1 (Practical)	
E2 (Clinical Examination)		A1 (Generic assessment)			
T1 (Test)					
<p>SUBJECT ASSESSMENT PANEL to which module should be linked: Engaged Ecology</p>					
<p>Professional body minimum pass mark requirement: N/A</p>					
<p>MODULE AIMS:</p> <ul style="list-style-type: none"> • To experiment with a range of making practices, where possible from first principles to finished product • To make visible and consider critically the myriad ways in which making entangles the human with the world at large. • To evaluate diverse theories of aesthetics, craft, materials, and production, and how they situate us in relation to the world at large • To consider making as a reflective practice, to investigate how it relates us to place, and to see what role, if any, spirituality plays in the making process 					

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
<ol style="list-style-type: none"> 1. Demonstrate an ability to engage with materials through various stages of production, from raw materials to finished products, within the context of Engaged Ecology. 2. In the light of theory, reflect critically upon and evaluate the ways in which select making practices entangle us with the world at large. 3. Articulate and appraise thought regarding the relationship between making and place, and/or making and spirituality. 4. Present a completed artefact together with a reflective rationale. 	<p>MA Engaged Ecology <i>K&U: 4; C&I: 4; K&T: 2; ER: 1, 2, 3;P: 1.</i></p> <p><i>K&U: 2, 3; C&I: 1, 2, 3; K&T: 1.</i></p> <p><i>K&U: 1, 2, 3; C&I: 1, 2; K&T: 1.</i></p> <p><i>K&T: 2; ER: 1;P: 2.</i></p>

DATE OF APPROVAL: June 2020	FACULTY/OFFICE: Academic Partnerships
DATE OF IMPLEMENTATION: Jan 2021	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: 2020/21	NATIONAL COST CENTRE: 124
MODULE LEADER: TBC	OTHER MODULE STAFF: Lou Rainbow, Dr Mona Nasser

Summary of Module Content

In this largely practical and experiential module, students will creatively explore a variety of making practices, as one of the principle ways in which humans engage with the world at large. For each practice, students will follow every step of production (or as many as possible), so as to gain a full, direct and experiential understanding of the myriad ways in which making entangles us with the world. Practices are likely to vary according to feasibility but where possible will draw upon the historical legacy of both the Dartington experiment (textiles, woodwork and ceramics) and Schumacher College (growing, cooking, bread-making, lactic-fermentation, craft). Practical investigations will be augmented with theory, cross-cultural comparison, and critical reflections upon aesthetics, craft, materials, place and the role, if any, of spirituality.

As examples, students might weave and dye a small piece of linen cloth using fibres and natural dyes that they have grown and prepared on the campus. They might cut timber so as to carve themselves a cup and a spoon using traditional green wood-working techniques, that they can use for the duration of their studies. Or they might learn traditional techniques of lacto-fermentation to make sauerkraut or kefir. As well as considering these more traditional craft-based or analogue making practices, students might also examine digital technology and making.

Whatever the actual practices pursued, students will be empowered to reflect critically upon their direct experience of making and how that experience reveals entanglements with the world that are ordinarily invisible, hidden or obscured.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lecture 20		
Demonstrations and workshops	16	Creative practice demonstrations and workshops
Seminars	6	
Field trips	6	One field trip
Tutorials	1	
Peer to peer	8	Reading groups, self-assessment
Independent study	243	
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	Presentation of completed artefact(s)	50%
	Presentation of critical reflections on the making process and its significance in terms of entanglements with the world at large	50%
Presentation		
Practical		
Clinical Examination		
Generic Assessment		

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Written exam		
Coursework (in lieu of the original assessment)	Presentation of new completed artefact(s)	50%
	Presentation of critical reflections on the new making process and its significance in terms of entanglements with the world at large	50%
Coursework		
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: SCH5528		MODULE TITLE: Living Together			
CREDITS: 30		FHEQ LEVEL: 7		HECOS CODE:100065 Liberal Arts	
PRE-REQUISITES: None		CO-REQUISITES: None		COMPENSATABLE: Y (if No identify programmes in notes box below)	
<p>SHORT MODULE DESCRIPTOR: (max 425 characters)</p> <p>This module examines the social and ecological implications of living together and asks what it means to belong in community. It seeks to understand how communities at once include and exclude, through the often invisible exercise of power. It considers the implications of extending the definition of community to include the more-than-human and investigates the role of structure and ritual in maintaining community.</p>					
<p>ELEMENTS OF ASSESSMENT [Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment</p>					
E1 (Examination)		C1 (Coursework)	100%	P1 (Practical)	
E2 (Clinical Examination)		A1 (Generic assessment)			
T1 (Test)					
<p>SUBJECT ASSESSMENT PANEL to which module should be linked: Engaged Ecology</p>					
<p>Professional body minimum pass mark requirement: N/A</p>					
<p>MODULE AIMS:</p> <ul style="list-style-type: none"> • To critically evaluate different models of community and the social and ecological implications of living together • To critically reflect upon how, why, and the ways in which communities at once include and exclude • To examine worldviews that extend community to include the more-than-human • To explore the role of ritual and structure in maintaining community 					

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. Appraise and reflect upon different models of community living, including at least one drawn from field visits, in regard to the themes of the module.	MA Engaged Ecology <i>K&U: 1, 2, 4; C&I: 1, 2, 4; K&T: 2, 3; ER: 1, 2, 3;P: 3.</i>
2. Demonstrate a critical understanding of, and evaluate, the development of thought regarding the more-than-human.	<i>K&U: 2; C&I:1, 3 ; K&T:1, 3 ; ER: 3;P: 3.</i>
3. Apply theoretical understanding to appraise the structures and rituals that bind communities, maintain boundaries and negotiate change.	<i>K&U: 3; C&I: 3, 4; K&T: 1, 2; ER: 1, 3;P: 3.</i>
4. Work cooperatively in small groups to generate findings that can be presented	<i>K&T: 2, 3; ER: 1, 2;P: 2.</i>

DATE OF APPROVAL: June 2020	FACULTY/OFFICE: Academic Partnerships
DATE OF IMPLEMENTATION: Jan 2021	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: 20/21	NATIONAL COST CENTRE: 124
MODULE LEADER: TBC	OTHER MODULE STAFF: Dr Andy Letcher, Dr Pavel Cenkl

Summary of Module Content

In this module students will work in small groups to consider what it means to live together in community, with a focus on the practices of inclusion and exclusion that seem necessarily to follow and the relationship with the more-than-human. Students will reflect on their experiences of living together in the Schumacher learning community, and will consider a range of communities, some of which they will visit on study trips. Online communities may also be considered.

Students will identify and reflect upon the explicit or implicit rituals, or ritual-like practices, that maintain structure, community cohesion and boundaries, address conflict, and negotiate change, in the light of relevant theory.

At the same time, they will consider how and why groups deliberately or unintentionally exclude, for example on the basis of race, gender, sexuality, age, ability, or species. Students will explore theory and controversies in these areas with a focus on structures and discourses of power and the role of affect.

Finally, students will investigate how community relations with the more-than-human might be done differently in the light of emerging thought within the field of New Animism.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lecture 20		
Practical classes and workshops	4	
Seminars	12	
Fieldwork	18	Visits to other communities
Tutorials	1	
Peer to peer	8	
Independent study	237	
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	Portfolio consisting of:	30%
	1 x group presentation	40%
	1 x 2500 word maximum academic reflection	30%
1 x poster		
Practical		
Clinical Examination		
Generic Assessment		

REFERRAL ASSESSMENTS

Element Category	Component Name	Component Weighting
Written exam		
Coursework (in lieu of the original assessment)	Portfolio consisting of:	20%
	1 x new individual presentation, based upon group work conducted previously within the module	40%
	1 x new 2000 word maximum academic essay	40%
1 x new 2000 word maximum academic reflection		
Coursework		
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: SCH5503		MODULE TITLE: The Ecological Self			
CREDITS: 30		FHEQ LEVEL: 7		HECOS CODE:100065 Liberal Arts	
PRE-REQUISITES: None		CO-REQUISITES: None		COMPENSATABLE: Y (<i>if No identify programmes in notes box below</i>)	
<p>SHORT MODULE DESCRIPTOR: (<i>max 425 characters</i>) This module considers the significance of the self in creating, maintaining or resolving the ecological crisis. It critiques Western notions of the self and experiments with and evaluates practices that may engender a more ecological self. In the light of theories of change and the post-activist critique, it then asks students to reflect on how they might best go on to act as ecological selves in service of a just world.</p>					
<p>ELEMENTS OF ASSESSMENT [<i>Use HESA KIS definitions</i>] – see <i>Definitions of Elements and Components of Assessment</i></p>					
E1 (Examination)		C1 (Coursework)	100%	P1 (Practical)	
E2 (Clinical Examination)		A1 (Generic assessment)			
T1 (Test)					
<p>SUBJECT ASSESSMENT PANEL to which module should be linked: Engaged Ecology</p>					
<p>Professional body minimum pass mark requirement: N/A</p>					
<p>MODULE AIMS:</p> <ul style="list-style-type: none"> • To critically investigate differing Western and non-Western notions of the self, especially in regard to their to causing, maintaining or resolving the ecological crisis • To experiment with and evaluate a range of practices that might engender an ecological self • To reflect critically on ways to act as ecological selves in service of a more just world • To reflect critically upon the ecological self in the light of theories of change (including activism, quietism and non-violent direct action) • To evaluate the ecological self in the light of thought regarding post-activism, delicate activism and sacred activism 					

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
<ol style="list-style-type: none"> 1. Evaluate, critique and locate historically different ideas of the self and how they situate the human in relation to the more-than-human 2. Critically assess the notion of an ecological self and the efficacy of different practices for engendering an ecological self 3. Evaluate the ecological self in the light of theories of change and post-activist thought 4. Present reflectively on their intended actions and ambitions upon graduation with regard to ecological selfhood 	<p><i>MA Engaged Ecology</i> <i>K&U: 1, 3; C&I: 1, 2, 3; K&T: 1, 3; ER: 1,</i></p> <p><i>K&U:1, 2, 3, 4; C&I: 1, 2, 3; K&T: 1, 2, 3; ER: 1, 2; P: 1, 2.</i></p> <p><i>K&U: 2, 3; C&I: 3, 4; K&T: 1, 3; ER: 1, 2, 3;P: 1, 3.</i></p> <p><i>K&U: 1, 3; C&I: 1, 2, 3; K&T: 1, 2, 3; P: 2.</i></p>

DATE OF APPROVAL: June 2020	FACULTY/OFFICE: Academic Partnerships
DATE OF IMPLEMENTATION: Jan 2021	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: 2020	NATIONAL COST CENTRE: 124
MODULE LEADER: Dr Andy Letcher	OTHER MODULE STAFF: TBC

Summary of Module Content

Various thinkers have suggested that the roots of our ecological crisis lie within Western conceptions of the self, and that we need therefore to cultivate an ecological self. In this module students will engage in, and evaluate, a variety of practices to consider what is meant by the self, how differing notions of the self lend us to different modes of engagement with the more-than-human, to question the idea of an ecological self, and to ask whether it is indeed possible to achieve an ecological self. Practices will vary but might include: yoga; Tai Chi; meditation; mindfulness; silence; chanting; pilgrimage; neo-shamanic journeying; ritual and ceremony; magic(k); vigil; steam-ritual; dance; breathwork; gift-exchange and offerings; immersive VR; and discussion of plant medicine. Through direct experience and critical reflection, students will be able to consider the consonances and dissonances between thought and practice in regards to the ecological self.

Students will also be asked to consider how they might act in service of a more just world. Their reflections will be situated within a consideration of theories of change, activism, quietism and non-violent direct action. The module will examine ideas of an ecological self in the light of post-activist critiques, including delicate activism and sacred activism. The module will ask students to reflect upon, consider and critique their own experiences of activism, and to consider what form ecological selfhood might take for them upon graduation.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lecture	30	
Demonstrations and practical workshops	14	Introductions to different practices of the self
Seminars	12	
Tutorials	1	Face to face tutorials on assignments
Peer to peer	8	
Guided independent study	235	
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	Portfolio consisting of:	40%
	1 x 2000 word maximum essay	40%
	1 X 2000 word maximum academic reflection	20%
1 x presentation or video		
Practical		
Clinical Examination		
Generic Assessment		

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Written exam		
Coursework (in lieu of the original assessment)	Two new written submissions each of 2000 words maximum, in lieu of assignments, plus one new audio or video presentation	40%
		40%
		20%
Coursework		
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