

Schumacher College

ECONOMICS FOR TRANSITION

Achieving Low-Carbon, High Wellbeing, Resilient Economies

2017 - 2018

Teaching, Learning and Assessment Handbook

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1.0 Welcome and Introduction to MA / PG Cert Economics for Transition: Achieving low carbon, high well-being, resilient economies.

Welcome to the seventh year of our postgraduate programme, *Economics for Transition: Achieving low carbon, high well-being, resilient economies*. This is the world's only postgraduate economics programme that begins with an immersion in Gaian science and complexity theory, asking how we can re-make our economies so as to be in alignment with the design principles of healthy living systems. This is an enormously exciting and innovative field of enquiry, arguably the most important single research question facing our species at this remarkable moment in our planetary journey.

As the world struggles to recover from the most severe downturn since the Great Depression, never has there 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 forward that once were dismissed as radical and marginal, but now are fast moving centre stage.

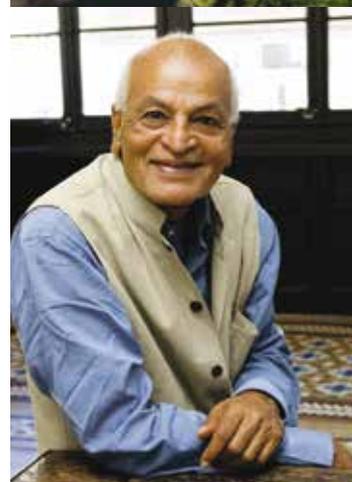
E.F. Schumacher was one of these foresighted pioneers who in 1973 laid out a new approach to economics that put values and compassion, people and planet at the centre of the ideal economic system. To this day, Schumacher is known as the grandfather of new economics and his work has inspired a whole generation of practising economists and environmental and social activists ever since. As the triple crises of climate change, resource depletion 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 25 years, Schumacher College has been pioneering radical new thinking in economics, attracting participants and inspirational teachers from around the globe. Now we are collaborating with the Plymouth Graduate School of Management to offer a postgraduate programme in Economics. The aim is no less than 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.

The three of us will teach the programme and invite a wide range of experts, activists and academics as visiting teachers. 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.

Jonathan Dawson, Tim Crabtree and Julie Richardson
Core Faculty of the Economics for Transition programme



B. Programme Specification

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 Teaching, Learning and Assessment Handbook contains important information including:

- Who will be teaching and providing support to you
- Details of your programme of study and assessment including feedback.
- Course resources
- Submission details including hand-in dates
- Dissertation guidelines and information on ethical approval
- Ethical Approval application form

Note: the information in this handbook should be read in conjunction with the current edition of the Schumacher College and University of Plymouth Student Handbook 2017/18 and Programme Quality Handbook 2017/18. You will receive electronic and hard copies of both. You will receive your own hard copy of the Schumacher College and University of Plymouth Student Handbook. All handbooks can be accessed on the College Virtual Learning Environment (VLE). The Schumacher College and University of Plymouth Student Handbook and Teaching Learning and Assessment Handbook can also be accessed on the College website.

The Schumacher College and University of Plymouth Student Handbook contains student support based information on issues such as finance and studying in H.E, along with the University's Student Handbook available here: <https://www.plymouth.ac.uk/your-university/governance/student-handbook> and your Programme Quality Handbook available on the VLE.

Introduction to the Programme

The postgraduate programme in Economics for Transition is about creating an economic system fit for the ecological, social, economic and ethical challenges of the 21st century as we make the great transition to low carbon, high well-being and resilient economies.

The challenges facing society that this programme will address include:

- The triple crunch of climate change, financial crises and ecological limits to growth;
- The crises in ecosystem health and social well-being across the globe; and
- The inter-connected nature of these crises and how they are systemically linked with today's dominant global economic model.

In exploring these challenges, the course will offer significant opportunities for the identification and development of strategies for transformation and sustainable change.

The philosophy and ethos of the programme is rooted in an ecological and systemic approach within the unique holistic learning model of Schumacher College. It provides a rigorous critique of the current economic growth model from alternative schools of economic thought and explores practical, solutions-orientated pathways to low carbon, high well-being and resilient economies.

The programme is designed to support a new generation of leaders and activists to co-create the new economy. It will support people at different stages in their life seeking to make a positive contribution to the transition through enhancing their knowledge of economics; helping them acquire practical skills for sustainable living, working and ecological citizenship; and providing them with an opportunity to share experiences with people from the global North and South.

2.0 Distinctive Features of your programme

2.1. Programme Coordinator

Jonathan Dawson is a sustainability educator and activist formerly based at the Findhorn Foundation in Scotland, where he taught human ecology and applied sustainability studies. He is a recent President of the Global Ecovillage Network and has published widely both on Eco villages and other sustainable community initiatives.

Jonathan has spent much of the last 20 years involved in development work in Africa and South Asia, as a researcher, author, project manager and consultant, working primarily in the field of small enterprise and community economic development. He has worked for clients as diverse as the World Bank, the United Nations and numerous bilateral development agencies and NGOs, including the organisation created by E.F. Schumacher, Intermediate Technology Development Group (recently renamed Practical Action).

2.2 Module Leaders

The Module Leaders for the 2017-18 Academic year are:

Core

SCH509: The Ecological Paradigm - Julie Richardson

SCH510: Emergence of the New Economy – Jonathan Dawson

SCH511: New Economics in Practice - Tim Crabtree

Electives

SCH5409: Economics and Development – Jonathan Dawson

SCH5412: Sustainable Enterprise - Tim Crabtree

SCH5413: Writing the Transition - Jonathan Dawson

Dissertation

SCH504: Economics for Transition Dissertation – Jonathan Dawson



2.3 Programme Partners

The postgraduate programme in Economics for Transition was developed in association with the New Economics Foundation (nef), the Transition Network (TN) and Plymouth Graduate School of Management. We continue to work closely with both organisations as well as calling on guest presenters from others, including the Royal Society for the Arts, Forum for the Future and Transition Town Totnes. This collaborative structure provides students with a unique opportunity to study with leading thinkers and academics, activists and practitioners in the field from a range of different perspectives.

Schumacher College <http://www.schumachercollege.org.uk/>

Schumacher College has 26 years of experience in transformational education and the postgraduate programme in Economics for Transition builds on the foundations laid by the internationally renowned short course programme and postgraduate programme in Holistic Science.

Jonathan Dawson, Tim Crabtree and Julie Richardson will lead and coordinate the programme from Schumacher College and will also teach on the core and some of the elective modules along with a wide range of visiting teachers. Other members of the Schumacher College faculty who will teach on the programme are Dr Stephan Harding, Dr Martin Shaw; and Schumacher College Fellows, Patricia Shaw and Satish Kumar. (Details on the backgrounds and areas of specialisation of all faculty and visiting lecturers can be found in section 2.4.1)

Plymouth University <http://www5.plymouth.ac.uk>

The postgraduate programmes in Economics for Transition are accredited by Plymouth University, which has a focus on ethical business and social enterprise and has embedded sustainability across its operations.

Founded in 1862 as a school of navigation, Plymouth is one of the leading modern universities, ranked in the top 60 internationally under the age of 50 by Times Higher Education. Twice awarded the Queen's Anniversary Prize for Higher Education, it has won numerous accolades in respect of its teaching and its research. The University has one of the highest number of National Teaching Fellows of any UK university. With two-thirds of its research ranked as world-leading or internationally excellent (2014 Research Excellence Framework). It was also the first university in the world to receive the Social Enterprise Mark.

Schumacher College is part of Academic Partnerships within Plymouth University, which houses around 15,000 students studying across the region and overseas. Academic Partnerships works closely to support the Institution in development and review of the programme to ensure the highest quality of teaching and learning is offered. The majority of provision delivered is at HE Level 4, 5 and 6 comprising of HNCs, HNDs, Foundation Degrees, Bachelors Awards, Higher and Degree Apprenticeships, however some masters-level study is also delivered.

Students and staff at Plymouth University have jointly developed an agreement that sets out key principles that underpin this partnership - "Students as Partners" - which can be found: <https://www.plymouth.ac.uk/student-life/students-as-partners>.

Plymouth University provides support and supervision for the Economics for Transition dissertation that forms part of the MA Economics for Transition programme. This includes identifying suitable dissertation supervisors from within the University, as appropriate.

Dr Derek Shepherd is the Plymouth University Relationship Development Manager and is the Academic Liaison for the MA in Economics for Transition (Dr Shepherd's profile can be found in section 2.4.1 of this handbook.).

2.4 Course Contacts

2.4.1 Teachers

Schumacher College Faculty

Jonathan Dawson – Programme Coordinator

Jonathan is a sustainability educator and activist formerly based at the Findhorn Foundation in Scotland, where he taught human ecology and applied sustainability studies. He is a recent President of the Global Ecovillage Network and has published widely both on ecovillages and other sustainable community initiatives.

Jonathan has spent much of the last 20 years involved in development work in Africa and South Asia, as a researcher, author, project manager and consultant, working primarily in the field of small enterprise and community economic development. He has worked for clients as diverse as the World Bank, the United Nations and numerous bilateral development agencies and NGOs, including the organisation created by E.F. Schumacher, Intermediate Technology Development Group (recently renamed Practical Action).

Tim Crabtree

Tim has been involved in “new economics” for 30 years, after studying economics at Oxford University and then working for the New Economics Foundation for 5 years. He has experience in policy development, local economic development and business advice, and was the co-founder of a number of a successful social enterprises including the Wessex Reinvestment Trust group and Dorset-based Local Food Links Ltd – where he was responsible for developing farmers’ markets, food festivals, community gardening projects, a specialist workspace (the Centre for Local Food), a vocational training programme for young people and a school meals catering service, employing 25 people, which now supplies 33 schools with a turnover in excess of £1 million p.a.

After stepping down as chief executive of Local Food Links, Tim then worked for Cardiff University, researching the future direction of the community food sector. He continues to work with one of the Wessex Reinvestment Trust social enterprises - Wessex Community Assets - which co-ordinates the UK’s largest programme of community land trust housing, as well as supporting community share issues in areas such as renewable energy and local food.

Tim recently set up Dorset Community Energy, a community renewables enterprise, established in partnership with Dorset County Council. It has recently undertaken two successful share issues, raising £0.5 million to install PV solar panels on 10 schools and 4 community halls - they will save around £600,000 in electricity costs over the next 20 years, while shareholding members benefit from the feed-in tariff and tax incentives.

Tim has worked with international organisations such as the Resource Centre for Philippine Concerns and the International Institute for Environment and Development, for national organisations such as the New Economics Foundation, and for South West based organisations such as the Bristol & Avon Community Enterprise Network, Dorset Community Action and the SW Protected Landscapes Forum. He was a founder Director of the UK Social Investment Forum.

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Tim has a particular interest in reflective practice, both in the field of economics and also in mindfulness related disciplines (meditation, aikido and shiatsu) which he has engaged with since 1984.

Julie Richardson

Julie has over 20 years international experience working across a range of sectors and organisations covering different aspects of sustainable development in Africa, Asia, Latin America and Europe. She has taught at undergraduate and postgraduate levels at the University of London and in the African and Asian School at the University of Sussex.

More recently she has worked as a senior environmental policy advisor to the Prime Minister's Strategy Unit and as Principal Sustainability Officer for Jonathon Porritt's Forum for the Future. Here her work included advising the business sector on how to incorporate sustainability issues into their corporate strategy including measuring and reporting their wider social and environmental impacts.

In 2005, Julie was awarded an MSc Holistic Science (with distinction) at Schumacher College and since then has undertaken a range of projects to show how new thinking in science can be applied to sustainable development. This includes setting up a programme to attract social and environmental enterprises to the Dartington Estate (where Schumacher College is based) to demonstrate industrial ecology in practice. Julie has published widely, including her most recent co-authored book, *The Triple Bottom Line: Does It All Add Up?* The book highlights a fresh approach to organisational performance that takes account of environmental, social and economic impacts. Julie Richardson was also a Trustee of the Transition Network in its start-up phase.

Julie leads the Schumacher Worldwide Programme and teaches on a range of programmes including the MA in Economics for Transition, and the Right Livelihood Programme.

Dr Stephan Harding FLS

Stephan coordinates the MSc Holistic Science, and will teach on the Economics for Transition programme. Stephan was born in Venezuela in 1953 and came to England at the age of six. Since childhood Stephan has had a deep fascination with the natural world, and his scientific cast of mind led him to do a degree in Zoology at the University of Durham and then a doctorate on the behavioural ecology of the Muntjac Deer at Oxford University. He has been involved in ecological research, expedition and teaching in Zimbabwe, Peru, Venezuela and Costa Rica.

Stephan became a founder member of Schumacher College in 1990. The College's first teacher was James Lovelock, with whom Stephan has maintained a long-lasting friendship and scientific collaboration that culminated in their joint appointment as chair holders of the Arne Naess Chair in Global Justice and the Environment at the University of Oslo. Stephan lives on the College campus with his wife Julia Ponsonby and their son Oscar, and is the author of *Animate Earth: Science, Intuition and Gaia* published in 2006

Fellows of Schumacher College

Satish Kumar

Satish was only nine years old when he joined the wandering brotherhood of Jain monks. Dissuaded from his path by an inner voice at the age of eighteen, he left the monastic order and became a campaigner for land reform, working to turn Gandhi's vision of a peaceful world into reality. Fired by the example of Bertrand Russell, he undertook an 8,000 mile peace pilgrimage, walking from India to America without any money, through deserts, mountains, storms and snow. It was an adventure during which he was thrown into jail in France, faced a loaded gun in America – and delivered packets of 'peace tea' to the leaders of the four nuclear powers.

In 1973, he settled in England, taking the Editorship of Resurgence magazine. He has been the editor ever since (30 plus years!). He is the guiding spirit behind a number of ecological, spiritual and educational ventures in Britain. He founded the Small School in Hartland, a pioneering secondary school (aged 11-16), which brings into its curriculum, ecological and spiritual values. In 1991, Schumacher College, a residential international centre for the study of ecological and spiritual values, was founded, of which he held the title of Director of Programme.

Satish is a Fellow of Schumacher College and a member of the Schumacher College Steering Group.

Professor Patricia Shaw is a visiting professor at the Business School of the University of Hertfordshire, where she co-founded a research centre in 1995; this is dedicated to developing approaches to organisational leadership, learning and change based on insights emerging from what are now known as the Complexity Sciences.

Her own particular interest is in developing people's capacity for participating in the conversational activity that constitutes political life in organisations, whether private, public or civic (see *Changing Conversations in Organisations*, and *Working Live – Experiencing Risk, Improvisation and Spontaneity in Organisational Change*. Both published by Routledge).

Patricia is a Fellow of Schumacher College and a member of the Schumacher College Steering Group.



Dr Derek Shepherd is Academic Lead – Teaching and Quality, School of Tourism. His academic background was originally in agriculture and agricultural economics at the University of Newcastle upon Tyne. Prior to joining the Plymouth University, Derek worked as an economist for the National Farmers' Union, the Building Employers' Confederation and the Confederation of British Industry.

2.4.2 Guest Presenters

The Economics Faculty regularly invites the following individuals to teach on the programme. At time of going to print not all are confirmed for the 2017/18 academic year.

Paula Andreewitch facilitates Theatre of the Oppressed workshops, drawing on the work of Augusto Boal, around the UK, and delivers life coaching and training to inner city young people in London. She is also a classically trained yoga teacher with a background in Capoeira Angola.

Sophy Banks joined the Transition movement in 2006, when Transition Town Totnes was just starting. She co-founded the “Heart and Soul” group, which addresses the inner aspects of a community transitioning to a sustainable and vibrant future. As the Totnes project grew, Sophy got involved in developing and running the organisation. After having founded Transition Training and having taken their workshop around the world, visiting many Transition and other community projects along the way, Sophy's current interest is in supporting, connecting and resourcing Inner Transition groups around the movement. Originally trained in science and engineering, Sophy worked in London for over 20 years as a computer trainer and systems consultant in all sectors. She retrained in inner work, amongst others psychotherapy, family constellations, and The Work that Reconnects; and works as a therapist. Sophy is deeply committed to exploring the individual and collective journey towards a life-affirming, joyful and healthy future.

Mary Bartlett leads the bookbinding department of the Dartington Estate located near the Elmhirst Centre. Mary is a skilled bookbinder and author of several works including *Inky Rags*. Through her courses, Mary keeps the craft culture alive and well at Dartington and is a wealth of information and stories about the estate and local area.

David Bollier is an author, activist, blogger and consultant exploring the commons as a new paradigm of economics, politics and culture. In 2010, he co-founded the Commons Strategies Group, a consulting project that works to promote the commons internationally. He is the host of an educational film, *This Land Is Our Land: The Fight to Reclaim the Commons*; as the Croxton Lecturer at Amherst College where he taught “The Rise of the Commons” in 2010. He is co-editor of the celebrated book, *Wealth of the Commons*.

Pat Conaty worked as a researcher at nef for eight years, becoming a nef fellow in 2007. Educated at the University of California with a degree in Political Economy, Pat is an Honorary Research Fellow at the University of Birmingham, a Research Associate at the University of Salford and an Executive Director of Rebuilding Society Network, a social enterprise in Mid Wales. Formerly the Development Director of Birmingham Settlement, an inner city community regeneration organisation, Pat played a pioneering role in setting up several social enterprises fostered there: including Business Debtline and the Aston Reinvestment Trust - the first mutually owned, local Community Development Finance Institution (CDFI) in Britain. He worked for many years in the debt advice field as Director of Money Advice Services for Birmingham Settlement and he is a founder and former Executive Director of the UK Social Investment Forum - the national association of socially responsible investment organisations. Pat also works as a community development finance trainer and consultant with NACUW (National Association of Credit Union Workers) and is a Director of Land for People - the Community Land Trust network for rural Wales and Shropshire.

Tom Crompton has worked on values and social change for nearly a decade, initially with WWF's, whose work whose work in this area, Common Cause, started in 2008 with the publication of Tom's report *Weathercocks and Signposts*. Currently, Tom is engaged in a productive collaboration involving WWF and Scope that is allowing them to test many of the principles advanced through Common Cause. Tom is now coordinating the establishment of The Common Cause Foundation. His other publications include *Meeting Environmental Challenges* (co-authored with Tim Kasser).

Sarah Corbett is the founder of Craftivist Collective (www.craftivist-collective.com), a social enterprise which uses the technique of craftivism to engage people in social justice issues. She wrote *A Little Book of Craftivism* which was published in 2013 and *How to be a Craftivist: The Art of Gentle Protest* published in 2017.

James Goodman is Director of Futures at Forum for the Future, an independent non-profit working globally with business, government and other organisations to solve complex sustainability challenges. James leads Forum's work using scenarios for strategy development and innovation, developing future visions, applying future-proofing techniques and conducting trend analysis, covering a broad range of topics from agricultural supply chains to entrepreneurship and the informal economy. Previously at Forum for the Future he has advised business on sustainable development strategy and researched the role of digital technologies and social capital. Before joining Forum for the Future he worked in the field of technology market research and also spent some time teaching English in Japan.

Jyoti Fernandes is a farmer running a 20 acre agro-ecological holding producing cheese, meat, eggs, fruit, preserves, apple juice and cider with her husband and four children. Her farm, Fivepenny Farm is a part of a local producers co-operative in West Dorset that shares facilities for adding value to produce. She is a campaigner working on land rights and food sovereignty formerly with 'The Land is Ours' and The Land Magazine and now as chair of the Land Workers' Alliance in the UK. She is also on the coordinating committee of the European Coordination of Via Campesina, an organisation representing around 200 million peasant farmers across the world. As part of Via Campesina she is active in lobbying for reform of the Common Agricultural Policy in Brussels and of the Food and Agriculture Organisation as part of the Civil Society Mechanism of the Committee on Food Security.

Hal Gilmore is from a local farming family and grew up falling in and out of boats on the River Dart. He has been actively involved in Transition Town Totnes since 2008 in a number of roles. His prior professional background includes tourism, business development, training & development and leading wilderness expeditions overseas. Hal's Transition experience includes communications and outreach; six months as central project manager of TTT; catalysing the Business and Livelihoods network; initiating Transition Tours; facilitating Transition Streets groups and training, and being an accredited Trainer for the Transition Network. Hal is married with two small children and fosters a discreet romance with the River Dart where he also works as a canoe guide in the summer months. Hal is the Director of Big Green Canoe Ltd. He is responsible for the day-to-day operations and business development, which is shared with the rest of the team.



Emma Jane Hague is founding director of Bristol Textile Quarter. With a degree in anthropology and eight years working in community development and rural enterprise, together with a passion for textiles and seasonal work as a freelance seamstress, Emma founded BTQ in 2014; she did so in response to a seemingly evident need in Bristol for both a both a textile-focused (clean!) workspace in Bristol and to enable the local textile community to better connect and work together. Emma draws hope and inspiration from Awamaki – the Peruvian NGO she co-founded and directed for four years to support over 100 marginalised women textile artisans; the Fibershed project; Textile Arts Centre in Brooklyn; SITSelect and the amazing craftspeople she gets to meet through BTQ.

Rob Hopkins is co-founder of Transition Town Totnes and the Transition Network. He has many years' experience in education, teaching permaculture and natural building, and set up the first 2-year full-time permaculture course in the world in Kinsale, Ireland, which was also the first community to develop an Energy Descent Action Plan. Furthermore, Rob set up the Hollies Centre for Practical Sustainability in Ireland. He is author of *The Transition Handbook* and *The Transition Companion*, and publishes www.transitionculture.org, recently voted the 4th best green blog in the UK.

Ashish Kothari is an Indian environmentalist working on development, environment interface, biodiversity policy, and alternatives. He is one of founders of Kalpavriksh, a Non-Profit Organisation in India which deals with environmental and development issues and has been associated with peoples' movements like Narmada Bachao Andolan and Beej Bachao Andolan. He has been a member of Steering Committees of the World Commission on Protected Areas (WCPA) and IUCN Commission on Environmental, Economic, and Social Policy (CEESP) from 1998 to 2008. He has also been a co-chair IUCN Inter-commission Strategic Direction on Governance, Equity, and Livelihoods in Relation to Protected Areas (TILCEPA) from 1998 to 2008. Ashish Kothari has also served on the steering group or governing board of the CBD (Convention On Biodiversity) Alliance, the ICCA Consortium, and Greenpeace International. At present, he is the chairman of Greenpeace India's Board

Kaira Jewel Lingo (formerly Sr. Jewel) is from the US and has been practicing mindfulness and Buddhist meditation since 1997. She was ordained as a nun by Thich Nhat Hanh in 1999 and as a Dharma teacher in 2007. She returned to secular life in 2015 and continues as a lay Buddhist teacher and mindfulness teacher. Before ordaining, she graduated from Stanford University with a B.A. and M.A. in Anthropology and Social Sciences. She has led mindfulness retreats in the US, Europe, Asia, Brazil, India and Southern Africa. She spends much of her time sharing mindfulness and compassion, especially with children, families and young people, and bringing mindfulness to teachers and schools. She is editor of *Planting Seeds: Practicing Mindfulness with Children* by Thich Nhat Hanh. She is passionate about exploring the ways art, play and spiritual practice connect. She leads mindfulness courses for artists and has a background in dance and improvisation. She is also a certified Yoga Teacher and InterPlay leader.

Laurie MacFarlane is an economist and writer whose work focuses on reforming the financial system to align with long term interests of society. He currently works at openDemocracy, where he leads a programme of work called New Thinking for the British Economy. Prior to this he was Senior Economist at the New Economics Foundation, where his research focused on banking and monetary reform. He is the co-author of the book 'Rethinking the Economics of Land and Housing', which was described by the Financial Times as "a lucid exposition of the dysfunctional British housing market". He is also an Associate Fellow at the Institute for Innovation and Public Purpose at University College London, which focuses on how public policy can be used to direct innovation to tackle societal and technological challenges. Laurie regularly discusses economic issues in the media, and has recently appeared on Sky News, BBC World Service and BBC Radio 4. He has written for a number of media outlets including the Guardian and the New Statesman.

Richenda Macgregor

Richenda is an Artist working in the field of Art and Ecology. She originally trained as a production potter and glassmaker and spent ten years working professionally as a maker, teacher and trainer –

facilitating the transformative process of making pots and glassware, and the parallel process of supporting people to empower and transform themselves. Having learnt the effectiveness of holding space in this way, using skill and the environment to allow for deep process work to happen within individuals and groups, she now works to facilitate a transformative way of being in the world. One in which each individual finds a stronger connection to the natural world and their community. Each course and workshop is designed with intent and tailored to the group or individual she works with. Alongside this work she also continues her practice as an artist and maker and has a new studio on the Dartington Estate.

Frances Northrop is the Transition in Action Manager at Transition Town Totnes, with overall responsibility for internal management, income generation and strategic influencing. Her background is in community development and social enterprise with a strong track record in successful business development for community based charities and enterprises

Duncan Passmore is a carpenter, builder and yoga teacher with a passion for localisation and the nature in which we live. Since graduating from Devon School for Social Entrepreneurs, Duncan has developed an organisation which facilitates the construction of local, sustainable and affordable buildings. He was the Course Co-ordinator of the Schumacher Certificate in Natural Building.

Jamie Pike is Chairman and Co-Founder of Bristol's vibrant, mixed-use, community hub Coexist UK: a collaborative work space for artists, creatives, festival organisers, food producers and many more. In 2009 he opened Bristol restaurants Canteen and No.1 Harbourside, both of which strive to bring well-cooked local food to the community at an affordable price. Since early 2012 Jamie has been sailing the oceans as chief-conspirator on the Good Ship Irene, in the hope of drawing attention to the need for sustainable trade solutions.

Kate Raworth is a renegade economist focused on exploring the economic mindset needed to address the 21st century's social and ecological challenges, and is the creator of the Doughnut of social and planetary boundaries. She is a Senior Visiting Research Associate at Oxford University's Environmental Change Institute, where she teaches on the Masters in Environmental Change and Management. She is also a Senior Associate at the Cambridge Institute for Sustainability Leadership. Her internationally acclaimed idea of Doughnut Economics has been widely influential amongst sustainable development thinkers, progressive businesses and political activists, and she has presented it to audiences ranging from the UN General Assembly to the Occupy movement. Her book, *Doughnut Economics: seven ways to think like a 21st century economist* is being published in the UK and US in April 2017 and translated into Italian, German, Spanish, Portuguese, Dutch and Japanese. Over the past 20 years, Kate's career has taken her from working with micro-entrepreneurs in the villages of Zanzibar to co-authoring the Human Development Report for UNDP in New York, followed by a decade as Senior Researcher at Oxfam.

Dr. Karambu L. Ringera is the Founder and President of International Peace Initiatives and a lecturer at the University of Nairobi. Born and raised in Kenya, she earned her Ph.D. in Intercultural Communication in 2008 from the University of Denver. She earned a Masters Degree in Media from Natal University, South Africa, as well as a Master of Theological Studies (with a



peace and justice emphasis) from the Iliff School of Theology in Colorado. She received her Bachelor of Education degree and Postgraduate Diploma in Mass Communication from the University of Nairobi, Kenya. She has used her extensive academic background and international experience working in many countries to design and implement models of effective community engagement, women's grassroots organizing programs, collaborative problem solving models, pre-emptive and post conflict reconciliation, proactive health campaigns, and a successful, working model of "Amani Homes," community homes of peace for orphans and vulnerable children. Karambu is a visionary, an activist, a compassionate, committed, formidable force for change, and an inspiration to all who meet her.

Manda Scott started her professional life as a veterinary surgeon specialising in neonatal equine intensive care. Ten years into the job, she began the long, slow process of switching to writing and is now a novelist, columnist and screenwriter. Her novels, which include the BOUDICA: DREAMING series, have been variously shortlisted for the Orange Prize, the Edgar Awards and the Arts Council of England Awards. Her most recent, INTO THE FIRE is being adapted for television. She teaches shamanic dreaming workshops and has recently studied the MA in Economics for Transition at Schumacher College.

Dr. Martin Shaw is regarded as one of the most outstanding teachers of the mythic imagination. Programme Coordinator for the MA Myth and Ecology programme (commencing this year) at Schumacher college, he has also devised and lead the Oral Tradition course at Stanford University in the U.S. Author of the award winning Myhtteller trilogy (*A Branch From The Lightning Tree*, *Snowy Tower* and *Scatterlings: Getting Claimed in the Age of Amnesia*), his translations of Celtic folklore and poetry (with Tony Hoagland) have been published in *Poetry International*, *The Mississippi Review*, *Poetry Magazine*, *Orion*, and *The Kenyon Review*. His book of Lorca translations (with Stephan Harding), "*Courting the Dawn: Poems of Lorca*" is due out in 2018 with White Cloud Press.

Alex Tempest

Alex Tempest is Director of The Woodland Presents CIC, a social enterprise based at Dartington which organises woodland based events and is developing a timber focused workspace (the Woodlab), a woodland venue (The Zome) and a woodland apprenticeship programme. Alex has a background in international and environmental education including Forest School and education in woodlands. After 5 years involvement in community development in Bristol, he successfully completed the MA in Economics for Transition at Schumacher College in 2014.

Holly Tiffen has been living in Totnes for over 5 years and has been an active volunteer with Transition Town Totnes' Food group throughout this time. For the past two years she has been working for TTT developing the Food-Link project. Food-Link draws producers, processors and retailers together to look at ways of working that can help increase the provision and variety of locally sourced food in the town.

Chris Tittle is the Director of Organizational Resilience at the Sustainable Economies Law Center (SELC), a collectively-run nonprofit in Oakland, CA that supports communities to create and control their own sources of housing, food, energy, and livelihoods. He focuses on democratic governance for more just and resilient economies, and co-leads SELC's Housing, Commons Governance, and Money & Finance Programs, and contributes to the Farmland and Water Programs. He also stewards much of SELC's internal resilience, grant writing, and grassroots fundraising. As an advocate of self-directed (and debt-free) education, he is also training to become a lawyer through the California Law Office Study Program, a practice-based alternative to law school. Prior to training as a law apprentice, Chris successfully completed the MA in Economics for Transition at Schumacher College in 2012. His dissertation explored community-determined responses to climate disruption in the global south.

Jay Tompt is actively involved in a number of Transition projects including the Transition Town Totnes REconomy Business Network. He is also the founder and managing director of William Verde & Associates, a consultancy advising organisations on sustainability, business development, and marketing strategy. For the last 20 years, Jay launched, led, or advised numerous companies and non-

profit organisations across a range of industry and non-profit segments. Prior to starting Wm. Verde & Assoc., Jay was co-founder and vice president of Plan-It Hardware™, the first independent comprehensive ethical products distributor in the US home improvement industry. He also has an MBA from the Monterey Institute of International Studies and a BA in Philosophy from San Jose State University.

Guy Watson was born and raised on the family farm at Riverford, in South Devon. Guy's father took the tenancy of Riverford in the 1950s and in the 1980s, Guy decided to convert to farming organically. His antipathy to selling to supermarkets led him to set up a weekly veg box scheme. He started out delivering by wheelbarrow to 30 friends locally. 28 years later, Riverford now delivers around 47,000 boxes every week to homes around the UK with veg grown at four regional farms, supplemented by a number of independent organic farmers and growers. Guy lectures regularly on ethical business, and often uses the media coverage he gains to highlight political issues relevant to food and farming. His leadership has been recognised with numerous awards including Observer Best Ethical Business, and Best Ethical Restaurant in 2009, for the Riverford Field Kitchen.

2.4.3 Support Staff

Michelle North is the Postgraduate Quality Coordinator.

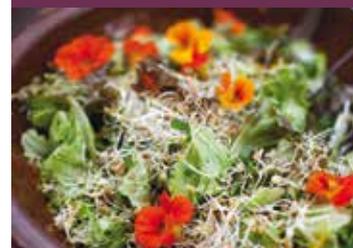
Michelle leads the postgraduate administration team and works to strengthen the management of our quality assurance processes, support the postgraduate faculty in programme operations, and to integrate postgraduate students with the quality cycles of the University and College. Michelle works closely with the Postgraduate Teaching Support Volunteer, Postgraduate Administrative staff, students and the faculty, to support your student experience, alongside coordinating and enhancing our Quality Assurance work.

Michelle can be contacted on +44 (0)1803 847231 or via: Michelle.North@schumachercollege.org.uk

Tamsin Bailey Treleaven is the Postgraduate Administrator.

Tamsin works full-time in the postgraduate administration office. She handles all course enquiries and admissions, as well as providing administrative support to students enrolled on Masters Programmes.

Tamsin can be contacted on +44 (0) 1803 847212 and at postgradadmin@schumachercollege.org.uk.



2.5 Staff/Student communication

The Institution and programme staff will communicate with students in the following ways:

- Email
- Virtual learning environment (<http://open.schumachercollege.org.uk/my/>)
- Plymouth University Student Portal (see section below)
- Postgraduate Student White-Board (located in the Old Postern Foyer)

2.6 The Postgraduate Learning Journey

In keeping with the holistic learning ethic at Schumacher College, students are encouraged to explore not only new intellectual concepts and models but also, and in parallel, to embark on an inner journey of transition. This involves explorations on two levels. The first is an investigation into how existing belief systems and worldviews are challenged by the experience of being a member of the learning community at Schumacher College. In many cases, this involves a (not always comfortable!) process of ‘unlearning’ previous belief systems to make way for the new.

The second involves the creation of a personal transition plan. The aim of this exploration is to arrive at greater clarity about where and how the students can be of greatest service in their work, contributing their gifts to the maximum. This journey involves an exploration of areas of dissonance between values, lifestyle and the paths that the students have chosen in their lives to date.

A variety of tools will be placed at the disposal of the students to help them synthesise their outer and inner journeys of transition. These include tools for reflective practice and action, sessions exploring various modes of learning (analytical, sensory, emotional, and intuitive), and creative, artistic and experiential ways of working and playing.

An overview of learning and teaching methods employed on the programme is provided in the following table overleaf...

Teaching & Learning Methods	Description, Rationales and Examples
Presentations	Presentations by faculty and visiting teachers provide students with knowledge, theories and methodologies from experts in the field. These are supplemented with reading lists and audio-visual materials.
Workshops	Workshops provide a forum for discussion, role-play, peer-to-peer learning and team working. Students work with conflicting ideas and build confidence and skills in group facilitation and presentation.
Seminars	Students present their own work with the support of the group. Encourages active learning and peer-to-peer learning.
Tutorials	Individual tutorials allow students to discuss specific projects, respond to feedback and reflect on learning and practice.
Case Studies & Field Trips	Case studies in class and visits enable students to link theory to practice and work through examples.
Simulations, Exercises & Role Play	Encourages pro-active learning through experience; provides opportunities to link theory to practice and engage with different perspectives. Exercises help to develop skills in applying tools, methods and research methodologies.
Independent Study	Independent study and reading enables students to develop skills in working autonomously and to identify, plan and carry out a project.
Coursework, Research & Dissertation Feedback	Students are given the opportunity for individual feedback from tutors on drafts of essays and other work before submission for assessment. This enables students to respond to feedback, develop knowledge and critical skills; as well as refining communication skills.
Student presentations	Develops skills in communication, debate, dialogue and teamwork as well as providing opportunities for peer-to-peer learning and engaging with different perspectives.
Learning Journal	Students keep a journal to relate learning to their own experience. This enables students to actively engage with the holistic learning model at Schumacher College (intellectual, emotional, ethical and practical).
Research Skills, Methods and Dissertation	<p>Research methods and skills are taught as an integral part of the core taught modules. For example, ecological modelling and systems mapping (SCH509); scenario planning (SCH510) and simple macroeconomic modelling (SCH511).</p> <p>The research methods workshops develop skills in research design, planning and implementation; presentation skills and report writing, bibliographic skills; management and analysis of qualitative and quantitative data with applications relevant to the Economics for Transition Dissertation.</p>
Reflective Inquiry	Reflective inquiry learning sets encourage students to take ownership of learning and encourage continual cycles of reflection, refinement, action and experimentation.
Participatory Learning Methods	A wide range of methods (ranging from deep ecology exercises to open space group dynamics) are used to enable experiential and embodied learning and to link theory to practice.
Personal Transition Planning	Theoretical frameworks (such as the Max Neef Framework for Human Needs) and reflective inquiry methods enable students to reflect on their own values, purpose and behaviours and the role they can play in the new economy.

3.0 Programme Structure and Pathways

3.1 Programme Structure for Economics for Transition

Course Code: 4357

Full / Part Time: PT / FT

A summary of the structure of the programme is shown below.

Term 1: Core Modules	Term 2: Electives Students select 2 from a suite of 3 electives offered each year.	Term 3: Completion of Dissertation
SCH509 (20 credits) The Ecological Paradigm	SCH5409 (20 credits) Economics and Development	SCH504 (80 credits) Economics for Transition Dissertation
SCH510 (20 credits) Emergence of the New Economy	SCH5412 (20 credits) Sustainable Enterprise	
SCH511 (20 credits) New Economics in Practice	SCH5413 (20 credits) Writing the Transition	
SCH504 (80 credits) Economics for Transition Dissertation		

TABLE (i)

Indicative Part-time Pathway 1 (24 months)

Please note: the part-time pathway structures are indicative and have been followed in previous years. Students complete the core modules in Academic Year 1 and the electives and dissertation in Academic Year 2.

Year 1, Term 1: Core Modules	Year 2, Term 2: Electives & Research week(s) Students select 2 from a suite of 3 electives offered each year.	Year 2, Term 3: Dissertation
SCH509 (20 credits) The Ecological Paradigm	SCH5409 (20 credits) Economics and Development	SCH504 (80 credits) Economics for Transition Dissertation
SCH510 (20 credits) Emergence of the New Economy	SCH5412 (20 credits) Sustainable Enterprise	
SCH511 (20 credits) New Economics in Practice	SCH5413 (20 credits) Writing the Transition	

TABLE (ii)

Indicative Part-time Pathway 2 (36 months)

Students complete the core modules in Academic Year 1; the electives in Academic Year 2 and the dissertation in Academic Year 3.

**Year 1, Term 1:
Core Modules**

**Year 2, Term 2:
Electives & Research
Methods Workshop(s)**
Students select 2 from a
suite of 3 electives offered
each year.

**Year 3, Term 3:
Dissertation**

SCH509 (20 credits) The Ecological Paradigm	SCH5409 (20 credits) Economics and Development	SCH504 (80 credits) Economics for Transition Dissertation
SCH510 (20 credits) Emergence of the New Economy	SCH5412 (20 credits) Sustainable Enterprise	
SCH511 (20 credits) New Economics in Practice	SCH5413 (20 credits) Writing the Transition	

TABLE (iii)

Indicative Part-time Pathway 3 (20 months)

Students elect 2 modules from the short course electives in Year 1; and complete the core modules and dissertation in Year 2.

**Year 1, Term 2:
Electives & Research
Methods Workshop(s)**
Students select 2 from a
suite of 3 electives offered
each year.

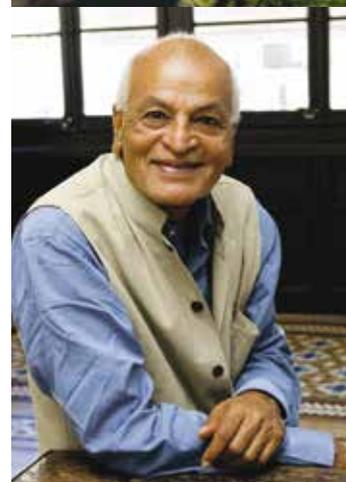
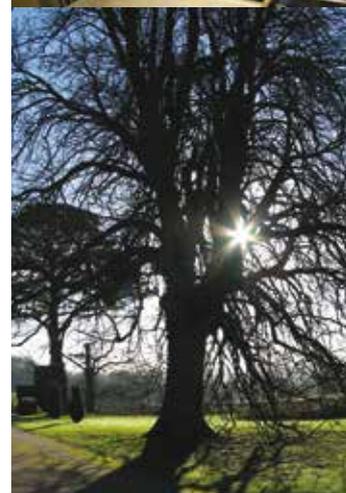
**Year 2, Term 1:
Core Modules**

**Year 2, Term 3:
Dissertation**

SCH5409 (20 credits) Economics and Development	SCH509 (20 credits) The Ecological Paradigm	SCH504 (80 credits) Economics for Transition Dissertation
SCH5412 (20 credits) Sustainable Enterprise	SCH510 (20 credits) Emergence of the New Economy	
SCH5413 (20 credits) Writing the Transition	SCH511 (20 credits) New Economics in Practice	

TABLE (iv)

**ECONOMICS FOR
TRANSITION**



The Masters award is obtained by satisfactory completion of 180 Master-level credits, comprising the three core modules (20 credits each), two electives (20 credits each) and dissertation (80 credits).

The Postgraduate Certificate is obtained by satisfactory completion of the three core modules (60 credits).

For more information on Level Descriptors please see the QAA website and view Level 7 study. A copy of this descriptor can also be found on the open area of the VLE.

<http://www.qaa.ac.uk/en/Publications/Documents/The-framework-for-higher-education-qualifications-in-England-Wales-and-Northern-Ireland.pdf>

Information about the Qualifications and Credit framework in the UK can be found here:

<http://www.accreditedqualifications.org.uk/qualifications-and-credit-framework-qcf.html>

3.2 Core modules

Students follow the three modules indicated in Table (i) pg 22, in the first term, including satisfactory completion of course assessments as described in section 6:

- SCH509: The Ecological Paradigm
- SCH510: The Emergence of the New Economy
- SCH511: New Economics in Practice

3.3 Elective modules

Masters students are required to choose two elective modules from a choice of three offered each year. These modules are 20-credit, three-week courses in term two. The optional modules provide the opportunity to examine areas of interest in greater depth with specialist visiting teachers.

All of the elective modules may also be open to external short course participants. A cap of no more than 25 participants will be imposed for each of these electives, with a waiting list, organised on a first-come, first-served basis.

The electives offered in the 2017/18 academic year are:

- SCH5409: Economics and Development
- SCH5412: Sustainable Enterprise
- SCH5413: Writing the Transition

Students should be aware where electives are offered as a short course they may be marketed under a different title.

Further information about the Elective Modules can be found in section 13.2.

3.4 Dissertation

The dissertation provides students with an opportunity to pursue their own in-depth research related to Economics for Transition. Workshops in research methods will be offered in term 2. Students are strongly advised to start thinking about their dissertation in the first term. This will enable work to start in the second term, with the final term fully dedicated to the dissertation.

More information on the dissertation project is provided in sections 7.3 and 13.3 and in the *Dissertation Guidelines*, found in Appendix A at the end of this handbook

4.0 Course Resources

Schumacher College students have full access to:

- Old Postern Library
- Ecological Design Thinking Library (Craft Education Building)
- Elmhirst Centre Library
- Plymouth University Library (online and in person)
- IT facilities including a new large format printer
- Course-specific resources on the Virtual Learning Environment (V.L.E)
- English Language Support resources on the V.L.E.; for those with English as a second language.
- Postgraduate Study room (with two computers linked to a full colour photocopier)
- Schumacher College archive of audio and video recordings which goes back 25 years. Here you will find early recordings of individuals such as James Lovelock, Arne Naess, Brian Goodwin, Fritjof Capra, Vandana Shiva and many lectures and interview of visiting teachers. An increasing number of these are available online at <https://www.youtube.com/user/schumachercoll/>. And can also be found: at www.schumachercollege.org.uk/resources. The College is working on digitising this audio-video material. Many of these resources will move across to the World Wide Network when it goes live.

The above list of course resources is not exhaustive; we have chosen to list only the core resources available to you.



5.0 Enhancement Activities

Schumacher College strive to continually review and enhance our offer to student's each year.

How do we choose areas of Enhancement?

Schumacher College listen and reflect upon a wide range of input in choosing areas that we'd like to enrich. Each year, the College review feedback from many different sources, including, but not limited to feedback from Students, Staff, External Examiners, Plymouth University, and the QAA. From this input, we analyse programme and college level strengths and weaknesses to determine which areas could be altered or improved, and which could be further enhanced. The Head of College reviews all data and considers areas of enhancement in light of the overarching College Strategy.

At present there are three core enhancement activities we are focusing on:

- **Development of a ResM/PhD programme**

In the autumn / winter 2017 the College will launch our postgraduate research programme including a Research Masters and PhD. Both are action research masters supporting communities of practice worldwide.

Action research takes a variety of forms and researchers will develop their own approach. At the core is a participatory co-inquiry process concerned with developing practical knowing in the pursuit of worthwhile human purposes.

Each approach seeks to bring together action and reflection, theory and practice, in participation with others; pursuing practical outcomes in matters of concern to humanity, and working to enrich lives, communities and living planet.

There will be a limited number of PhD students in the first few years; to help support and nurture a well-developed research culture. The Research Masters will attract candidates who have completed one of our Living Inquiry courses detailed below.

- **Strengthening our Teaching, Learning and Research Committee**

The Teaching, Learning and Research Group (made up of staff from all programmes) meets informally to discuss, debate and enhance our thinking and activities in this field. Actions arising from this group are brought forward to the formal Teaching, Learning and Research Committee Meetings where actions are noted and new ideas, policy or wider debates are tabled for discussion. Recent work completed by this group includes, the development of the framework necessary for us to develop as a research centre, and in 2015-16, the first draft of a document on the College's pedagogical philosophy and practice. This document will remain 'live' (meaning subject to continual upgrading) and will be a critical public document that over the coming years will capture, articulate and inform the evolution of pedagogical practice at the College and form the foundation for partnerships with other educational bodies. In 2017-18 Academic Year, the focus of the Teaching, Learning and Research Committee will be to 1) to develop our supervisory capacity in support of research and 2) further stimulate cross faculty peer review.

- **Development of The Schumacher Network**

Long in gestation, the Schumacher College Network will launch in the autumn 2017 to support communities of practice within and between regions of the world. The platform will enable our 45,000 alumni, friends and partners to connect, collaborate and learn by geography and interest, to self-organise and grow areas of knowledge.

6.0 Teaching, Learning and Assessment

6.1 Formative and Summative Assessment

Assessment is touched on elsewhere in this document. In section 6.2 and 6.3, the assessment criteria specific to each module and the dissertation are described. Meanwhile, Section 18 [*Academic Policy and Practice*], of the Schumacher College and University of Plymouth Student Handbook 2017/18 describes Plymouth University's assessment policy and the rules governing the submission of assessment assignments. Here, a brief overview is provided to the ethic and practice of assessment relating to the economics programme.

A range of assessment methods has been devised to ensure that the learning outcomes of the programme are adequately assessed. These will include opportunities for formative assessment, such as constructive feedback on drafts of assignments and peer-to-peer feedback on presentations. Please note that drafts of work at any stage can be submitted; you do not need to submit a complete draft assignment for feedback.

As Schumacher College takes a holistic and transformative approach to learning, the postgraduate programme also encourages novel and holistic approaches to social scientific investigation and the communication of the results. Students' assessed assignments may take many forms and result in very different outcomes compared to traditional styles of research and reporting, especially as one of the aims of the programme includes developing a reflective awareness of one's own values, purpose and behaviours related to the economics of transition.

Therefore, assessment projects associated with both the core and elective modules and the dissertation may include alternative creative formats alongside those normally used in the social sciences. These may include personal narrative and experimental material woven into the written account of the investigation, such as documentaries or arts works.

In all cases these are chosen and designed to assess your achievement of particular learning outcomes of the module. You will be given Assessment Criteria which are used to judge the extent of your achievement.

Please note that **ALL** assessment marks and results are provisional until confirmed by the Subject Assessment Panel and verified by the Award Assessment Board.

Please refer to the summary of teaching and learning methods and the programme intended learning outcomes map within the Programme Specification for further details on how the teaching, learning and assessments are achieved within each module. This can be found within your Programme Quality Handbook.

6.2 Core and Elective Module Assessment

Assessed assignments produced for the core and elective modules are marked by the Schumacher College faculty, and reviewed by the External Examiner. Key assessment methods include:

- *Attendance*: You are expected to attend all teaching sessions of the three core modules and two of the short-course electives.
- *Projects / essays*: For each core and elective module, students are



expected to submit either a full academic essay (3,000 words), a shorter academic essay (1,000 words) together with an artistic project (such as a documentary), or a shorter academic essay (1,000 words) along with a formal presentation. In cases where artistic work is involved, it is a requirement that the students get the approval of faculty in advance and explain in their academic essay how this work relates to the learning outcomes of the module in question. In module 3, there is a smaller piece of assessed work involving group work and presentations.

6.3 Dissertation Assessment

As with previous assignments, your dissertation topic will be chosen and designed to assess your achievement of the particular learning outcomes for the module. You will be given Assessment Criteria which are used to judge the extent of your achievement.

The dissertation is marked by the dissertation supervisor and by a second marker and a selection will be moderated by the External Examiner. Where possible, feedback on the dissertation (along with a provisional mark) will be provided within 40 working days following submission.

7.0 Timetable for Programme and Submission of Assessment Projects

7.1 Programme Timetable

Detailed timetables for each module will be distributed at the beginning of each module.

Term 1

Registration & Induction Week

Tuesday 29 August 2017 – Tier 4 students. Wednesday 30 August 2017 – UK/EU Students

Core Modules

- Monday 4 – Friday 8 September 2017
Introductions & setting the scene
- Monday 11 September- Friday 13 October, 2017
Module SCH509 – The Ecological Paradigm
- Monday 16 October 2017 – Friday 12 January 2018
Module SCH510 – Emergence of the New Economy
- Wednesday 18 October 2017 – Friday 12 January 2018
Module SCH511 - New Economics in Practice

We now run our theoretical and applied economics modules (respectively SCH510 and SCH511) in parallel during the first term as this has proved the most effective way to generate synergies and optimal learning between these two domains.

Christmas Break

Friday 15 December, 2017 – Monday 8 January, 2018

Term 2

Elective Modules 2018

- Monday 15 – Friday 19 January
Research methods

The Research Methods workshop is unaccredited but will provide you with essential skills for the dissertation period. This will include advice on the process for selecting and designing a suitable research topic for the Dissertation.

Students select two from the following three elective modules below:

- Monday 22 January – Friday 16 February
Module SCH5409 Economics and Development (Elective Option1)
- Monday 19 February – Friday 16 March
Module SCH5412 Sustainable Enterprise (Elective Option 2)
- Monday 19 March – Friday 13th April
Module SCH5413: Writing the Transition (Elective Option3)

7.2 Assessed Assignment Submission Dates

The postgraduate programme in Economics for Transition is 100% assessed by coursework.

Students are strongly encouraged to submit an outline or drafts of coursework for formative feedback by relevant college faculty.

A summary of dates to hand in drafts and final submission deadlines are given below:

2017

Term 1 Core Modules

Module SCH509 - The Ecological Paradigm

- Monday 9 October - Submit draft/ outline to receive tutor feedback.
- Monday 16 October - Final Submission deadline.

Module SCH510 and SCH511 - Emergence of the New Economy
and New Economics in Practice

- Monday 18 December - Submit draft/outline to receive tutor feedback
- Monday 15 January - Final Submission deadline.

2018

Term 2 Electives

SCH5409 - Economics and Development

- Monday 12 February - Submit draft project
- Monday 19 February - Final Submission deadline.

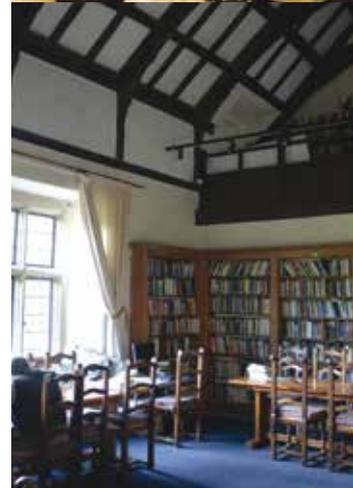
SCH5412 - Sustainable Enterprise

- Monday 12 March - Submit draft project for tutor feedback
- Monday 19 March - Final Submission deadline.

SCH5413 - Writing the Transition

- Monday 9 April - Submit draft project for tutor feedback
- Monday 16 April - Final Submission deadline

*Final submissions need to be made via the virtual learning environment (VLE) no later than **10am UK time** on the date specified above.*



Dissertation Calendar (2018)

- **Friday 23 February** - Deadline for submission of Dissertation project proposal; including outline of proposed methodology.
- **Friday 29 June** - Deadline for the submission of dissertation drafts for comment. By this date, it is expected that you will have produced solid working drafts of your introduction, literature review, and methodology.
- **After Friday 29 June** – following the submission of drafts deadline students are welcome to contact staff members for questions, but may not submit further drafts for comment.
- **Thursday 31 August** - Deadline for the submission of completed dissertation.
Please see Appendix A for submission regulations

Dissertation Submission

The Dissertation Guidelines document (Appendix A - at the end of this handbook) will provide you with all that you need to be able to complete a successful dissertation.

*Final submissions need to be made via the virtual learning environment (VLE) no later than **10am UK time** on the date specified above.*

7.3 Selection of a Dissertation Topic and Supervision

The Dissertation module leader, Jonathan Dawson, will help you identify a dissertation supervisor. This supervisor may come from within the Schumacher College faculty, from Plymouth University or from an external universities or organisation

Term 2

There will be one week of teaching on research methodologies at the start of term 2. This will include advice for students on the process for selecting and designing a suitable research topic for their dissertation.

As outlined in the timetable above, Students are required to submit a proposal outlining their project and proposed methodology no later than **Friday 23 February 2018**. This is both to encourage the students to begin early the process of selecting a dissertation topic and to enable the allocation of the most appropriate dissertation supervisors. The proposal is not formally assessed, but does need to be approved by the leader of the Dissertation module;

Students are encouraged to select their own dissertation topic but can also draw from a communal pool of projects prepared in advance by the programme faculty. Examples of indicative dissertation topics include: developing quantitative and/or qualitative indicators of economic resilience; the application of concepts from complexity theory to business leadership; a documentary about the health of global financial markets based on a systems model; and an action research inquiry into setting up a local transition initiative.

Once a Supervisor has been allocated, you should book a tutorial with them to discuss your Dissertation Proposal; covering Ethical approval processes for research involving human participants and whether a Risk Assessment is necessary.

Students are required to maintain close academic contact with their dissertation supervisor through visits and/or e-mail/Skype.

All forms are available on the Open Area of the VLE and can also be obtained from the Postgraduate Administration office (postgradadmin@schumachercollege.org.uk)

Beginning of Term 3

Students should focus 100% on their dissertation research and submit drafts to their supervisor to read/comment on material. The final deadline for drafts is 29 June.

After 29 June 2018 students are welcome to contact staff members for questions, but not to read and comment on specific material. In other words you will continue to have staff support/guidance and conversations on critical issues/questions, but it is up to you to write and present the final document.

Staff agree the need to be consistent in our approach to ensure fairness to you all, so whilst we may be around during the summer break we are unable to read your dissertation.

This may seem strict, however, some institutions provide no reading of draft material at all for Masters Dissertations. At others, it is true, supervisors will read material right up until the submission deadline. On the face of it, the latter may be more appealing to you as students, however, the problems with such an open-ended arrangement are threefold:

- i. there are discrepancies in how much individual staff members will comment and when they are available (especially given that many staff members take their holidays in the summer months); and
- ii. this leads to some students being (dis)advantaged over others due to things such as staff leave/other commitments;
- iii. as a professional qualification, at Master's level you are expected to undertake and produce your own work, not the work of your supervisor.

We believe the supervision arrangements in place provide you with a good level of support to meet the deadlines set.

Full dissertation guidelines, including ethical principles for research involving human participants and guidelines for the production and submission of dissertations can be found in Appendix A. A further copy can be found on the Open area of the VLE <http://open.schumachercollege.org.uk/course/view.php?id=89>

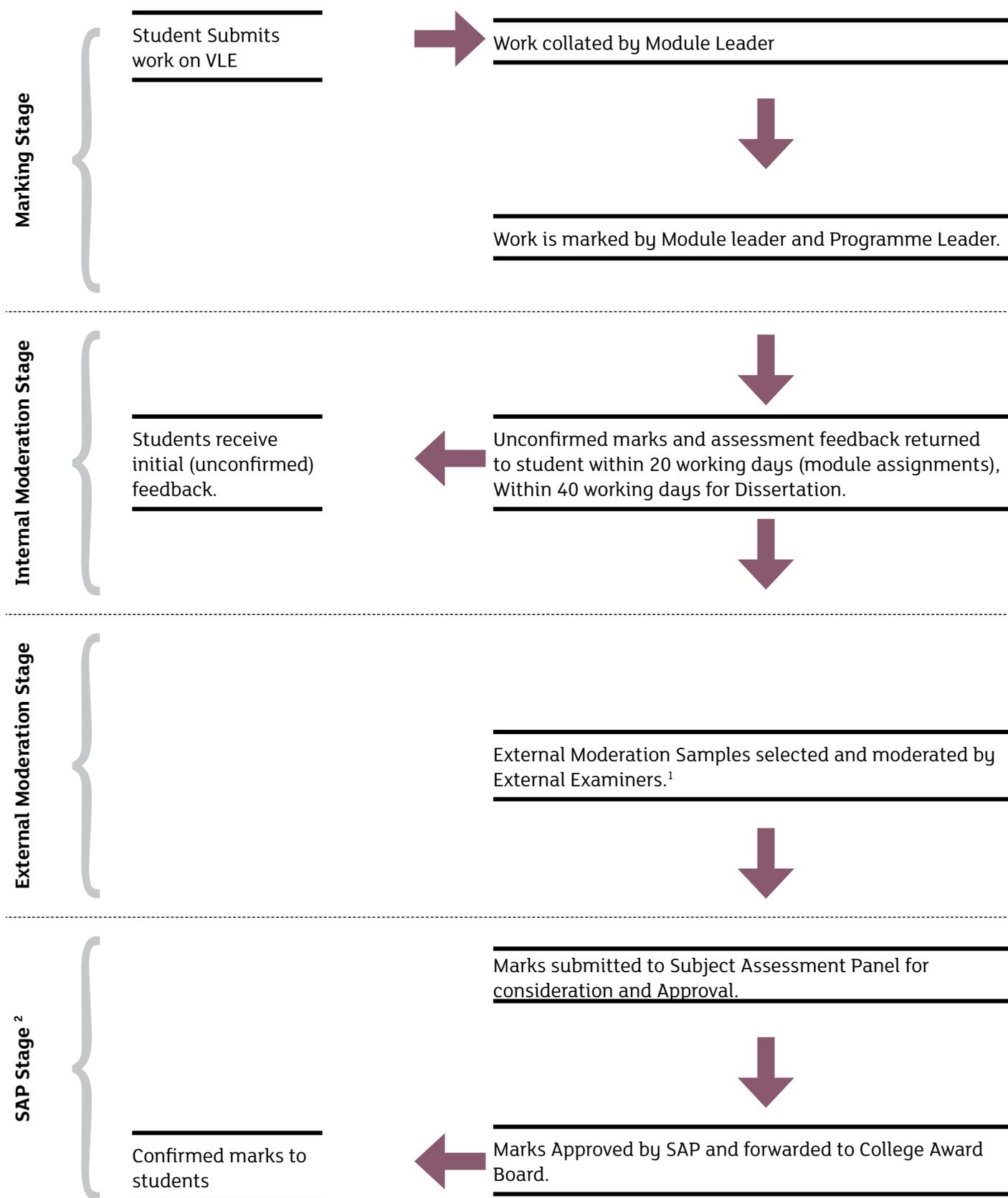
It is the expectation of the College that you will remain in regular contact with your Supervisor and continue working full-time on your dissertation regardless of your study location. If you are a Tier 4 student the UKVI regards your constant progression and contact as necessary for us to maintain our sponsorship licence. Tier 4 student responsibilities regarding contact will be given to you at the end of Term 2.

Please see Appendix A for the following:

- Dissertation Formatting,
- Dissertation Submission rules
- Ethics Information
- Ethics Application form



7.4 Indicative Programme Assessment Schedule, Assessment Flowchart and Hand in Process



1. The sample for External Moderation currently comprises of two from each marking band; top, middle and bottom. Sampling arrangements are agreed with the External Examiner.
2. Subject Assessment Panel - marks for the Taught Modules are considered here. All marks are taken forward to the Annual Award Board and are then ratified by Plymouth University.

8.0 Submission of Assessed Work

The submission process and rules concerning Academic Policy and Practice can be found under Section 18 of the Schumacher College and University of Plymouth Student Handbook 2017/18.

Rules concerning Late Submission or Extenuating Circumstances can be found under Section 20 of the Schumacher College and University of Plymouth Student Handbook.

9.0 Return of Assessment and Feedback

Feedback on Module Assignments

Faculty will aim to give all feedback on module assignments within 20 working days of submission. Feedback will be returned using the marking rubric (found under point 10).

Feedback on Final Dissertation

Faculty will aim to give all feedback on dissertation assignments within 40 working days of submission. Feedback will be provided by both markers. Please note that all marks given on feedback forms are unconfirmed until moderated by the External Examiner and approved by the Subject Assessment Panel to be forwarded to the Award Board.



10.0 Marking Rubric for SCH511 New Economics in Practice

LO1: • A critical understanding of the theoretical frameworks and the main debates related to selected topics in new economics in practice			
Fail: 0 – 49%	Pass: 50 – 59%	Merit: 60 – 69%	Distinction: 70 – 100%
Does not demonstrate a critical understanding of key theoretical frameworks and debates. Limited reference to relevant literature.	Demonstrates a partial knowledge and understanding of tools, methods and policy interventions emerging within the new economy in practice.	Demonstrates a sound knowledge and understanding of tools, methods and policy interventions emerging within the new economy in practice.	Demonstrates full and detailed knowledge and understanding of tools, methods and policy interventions emerging within the new economy in practice.
LO2: • Skills and knowledge of the application of new economics tools, methods and policies to real world case studies across different aspects of the economy			
Fail: 0 – 49%	Pass: 50 – 59%	Merit: 60 – 69%	Distinction: 70 – 100%
Fails to apply new economic tools, methods and practices to real world case studies	Demonstrates in some measure the ability to apply the tools, methods and policy interventions emerging within the new economy in practice to specific contexts.	Demonstrates in good measure the ability to apply the tools, methods and policy interventions emerging within the new economy in practice to specific contexts.	Demonstrates a thorough and rigorous ability to apply the tools, methods and policy interventions emerging within the new economy in practice to specific contexts.
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. This is assessed against evidence of: Evaluating own individual practice, in terms of feelings, behaviours and actions. Evaluating one's interaction with others from an inter-personal perspective. 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. Identifying areas for improvement and showing changes in practice.	Limited evidence of reflection on own practice and limited descriptions of how practice and team work have changed as a result. This is assessed against evidence of: Evaluating own individual practice, in terms of feelings, behaviours and actions. Evaluating one's interaction with others from an inter-personal perspective. 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. Identifying areas for improvement and showing changes in practice.	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. This is assessed against evidence of: Evaluating own individual practice, in terms of feelings, behaviours and actions. Evaluating one's interaction with others from an inter-personal perspective. 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. Identifying areas for improvement and showing changes in practice.	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: Evaluating own individual practice, in terms of feelings, behaviours and actions. Evaluating one's interaction with others from an inter-personal perspective. 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. Identifying areas for improvement and showing changes in practice.

Assessment Portfolio for SCH511

- Project work (group mark – assessed against L01, L02, L03)
35%
- Academic commentary: 2000 words +/- 10% (individual – assessed)
40%
- Reflective journal: 1000 words +/- 10% (individual – assessed against L04)
25%

11.0 Referencing Guide

It is vitally important that you refer to sources of literature wherever possible. This may be achieved throughout the text of all your written work and/ or in a list of references that appear at the end of your work.

Please note that you should provide a list of only those references that you have cited in your work. You are neither asked for, nor should you provide a bibliography, which is all the material you consulted during the research process for your written work.

Schumacher College students should use the standard **Harvard** system of referencing

11.1 How to reference using the Harvard Referencing System

The Plymouth University Library has produced an online support referencing guide which is available here: <http://plymouth.libguides.com/referencing>.

Another recommended referencing resource is [Cite Them Right Online](#); this is an online resource which provides you with specific guidance about how to reference lots of different types of materials. From books to TV shows, journals and podcasts it is expanded regularly to include new types of source material. Although based on the Harvard Referencing System it is useful for all students no matter which referencing system is preferred by their institution.

When the Harvard system is used, acknowledgement of the work of others appears within the text and also when it includes making direct quotes and paraphrasing. (NB Footnotes do not need to be used with this system; however, your tutor may allow you to use them to expand or qualify points in the text). You need to note the author's surname, followed by the year of publication and, for a direct quote, the page number.

- Where you are citing from **more than one work** published by an author in one year you add a lower case letter after the year eg (Bloggs 1994a).
- Where there are **two authors**, give the surnames of both authors.
- Where there are **three or more authors**, give the surname of the first followed by *et al*.

There are several ways in which these references can be made; there are some examples below. (The full details of sources are given in the list of references at the end; see the next section).



Quotation

If you take a passage, a sentence, a phrase, or even a distinctive word from a book, article, or other source you **must** put the borrowed material in single quotation marks (with double quotation marks for a quote within a quote). Quotations and their introductory clauses need to be grammatically complete. If something is left out of the original quote then three dots should be used to show the omission. If you add words, these should be in square brackets.

eg

He lists twenty-four names of people who had 'felt hitherto strange and unfamiliar desire to have images formed by light spontaneously fix themselves' from as early as 1782 (Batchen 1990: 9).

eg

Whilst Williams (1989) suggested that 'schools in Devon are...'

A longer quotation (more than three lines) should be indented and single spaced in a separate paragraph.

eg

Terry Eagleton explicitly links Freud's psychoanalytic theories with his politics, claiming that his limitations as a political thinker were conditioned by his own historical circumstances.

When Freud turns to directly political themes, a notable coarsening of his intelligence sets in; like many a bourgeois intellectual, his ideological obtusenesses are at war with his native wit. If Freud had lived through a different, more hopeful political history, much in his theoretical doctrine would have been transformed. (Eagleton 1990: 283)

Paraphrase

If you paraphrase or summarise information or ideas from a book, article, or other source you must take great care to put the information into **your own words**, and you must, again, clearly indicate the source from which the information came.

eg

Biographies of Rossetti tend to differentiate the successive stages of his career by associating each of them with a particular woman in his life (Prettejohn 1997: 9).

eg

E. H. Carr has observed that is a construct consequent upon the questions asked by the historian (Carr 1964).

eg

In a further article (Johnson 1989a) it is argued that...

eg

In this article (Nicholls *et al.* 1990) the view is taken that...

eg

This finding has been confirmed by other researchers in the United States (Smart 1986; Billings and Brown 1990).

Secondary Citation

Sometimes you need to cite the ideas of an author that were referred to in someone else's writing, though, where possible, you should try to read the original source. You must show that you used the secondary source.

eg

Learmouth (1978 cited in Short 1984) acknowledges that it is impossible to...

List of Sources (Bibliography)

Introduction

All written work should include a list of sources at the end detailing, in alphabetical order by author, all the sources you used to research the topic. (You may divide it into sections according to the format of the resources from which you have obtained information eg Books and Journals; Films; Websites etc.).

The following guide combines the conventions used in the Harvard System and the style recommended by the Faculty of Arts.

Book

Surname and initials of author (**if editor/editors**, put ed./eds in brackets after the name)

Year of publication (in brackets)

Title of book (in italics)

Edition (omit if first edition)

Place of Publication

Publisher

Page or chapter numbers if needed

eg

LaBelle, B. and Roden, S. (eds) (1999) *Site of Sound: of Architecture and the Ear*, Los Angeles: Errant Bodies Press

Article in edited book

Surname and initials of author

Year of publication (in brackets)

Title of article (in quotation marks)

In , then surname and initials of editor/editors of book, followed by (ed.)/(eds)

Title of book (in italics)

Place of publication

Publisher

Page numbers.

eg

Jameson, F. (1983) 'Postmodernism and consumer society' in Foster, H. (ed.), *Postmodern Culture*, London: Pluto Press, 111-126.

Article in journal/newspaper

Surname and initials of author

Year of publication (in brackets)

Title of article (in quotation marks)

Title of journal (in italics)

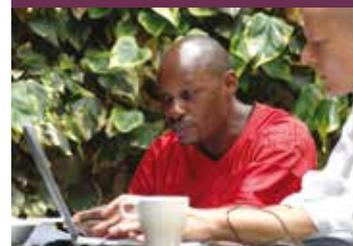
Volume number (in bold)

Part number (in brackets)

Page number(s).

eg

Hall, K. (2001) 'An analysis of primary literary policy in England using Barthes' notion of "readerly" and "writerly" texts'. *Journal of Early Childhood Literacy*, **1**(2, August), 153-165.



Video and Film

Title (in italics)

Year of release (in brackets)

Medium

Director

Other relevant detail re writers, performers etc.

Distributor

Other relevant detail re physical characteristics eg size, length of film

eg

A Room with a View (1985) Film. Dir. James Ivory. Cinecom Intl. Films.

If you are citing the relevance of a particular individual, begin with that person's name and contribution.

eg

Mifune, T. actor. *Rashomon* (1950) Dir. Akira Kurosawa. Daiei.

Television / Radio Programme

Title of programme (in italics) **or, when in series**, title of programme (in quotation marks) and title of series (in italics)

Broadcast date

Other relevant detail re producer etc.

Network

Other relevant detail re physical characteristics, length of programme etc.

eg

'The First Human Clone', *Panorama* (8 February 1999) British Broadcasting Corporation,. Video, 45 minutes.

If you are citing the relevance of a particular individual, begin with that person's name and contribution.

eg

Hitler, A. '1933: Master Race', *People's Century* (1995) British Broadcasting Corporation. Video, 55 minutes.

World Wide Web Document

Author or editor (if known)

Title of document (in quotation marks) followed by Online (in square brackets)

Location of document (full web address)

Access date (in square brackets)

eg

Brown, M. 'Impressionist painting' [Online] <http://www.fisk.edu> [27th September 1999]

Article in Electronic Journal

Author

Year of publication

Title of article (in quotation marks)

Title of journal (in italics)

Type of medium (in square brackets)

Volume, part of journal

Location of document (full web address)

Pages (if given) or other indicator of length

Available: Supplier/ Database name/ Identifier or number (if given)

Access date (in square brackets)

eg

Anderson, B. (2002) 'September 11 has turned out to be a good thing for America and the world'. *The Independent* [Online], 9 September 2002.
<http://www.infoweb.newsbank.com/> Approx. 4 printed pages. Available: NewsBank Newspapers UK [12 September, 2002].

Miscellaneous

For information about citing letters, computer software, music recordings, performances, works of art, interviews, maps etc. please refer to the *MLA Handbook for Writers of Research Papers*. Please note that when using these examples the elements of the entry are suitable for Harvard, but that you need to put the date of publication in round brackets after the first element.

Use of Latin

You will encounter a variety of Latin abbreviations in references, especially if the book or article is more than twenty years old. A list of the four most common abbreviations is given below. (It is not necessary to use these when using the Harvard referencing system).

1. *ibid.* [short for ibidem] meaning "in the same book, chapter etc." and used when a reference is given to the same source as the immediately preceding reference. For clarity you should add the page number.

eg

59. Herzog, D. *Poisoning the Minds of the Lower Orders*, Princeton: Princeton University Press, 1998, p. 83.
 60. *Ibid.*, p. 84

2. *loc. cit.* [short for locato citato] meaning "in the passage already quoted"

3. *op. cit.* [short for opere citato] meaning "in the work already quoted"

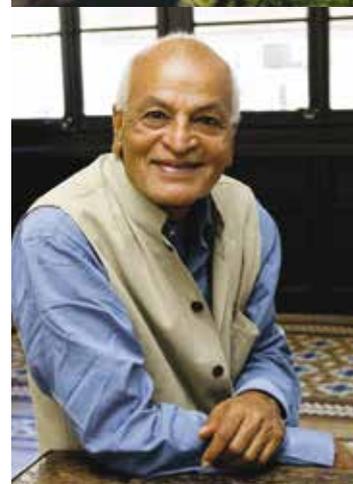
Both *loc. cit.* and *op. cit.* are used when the full reference has already been given in an earlier footnote, but not in the immediately preceding one. For clarity, you should add the page number of the relevant passage and also the date if the author has more than one source listed in your footnotes.

eg

67. Herzog, *op. cit.* p. 80 [or 67. Herzog, *op. cit.* (1998) p. 80]
passim [from passus meaning scattered] and used when a point is made in many places, here and there or throughout a passage, a chapter or even a whole book.

eg

a reference to 'pp. 60-80' might indicate a concentrated discussion of an idea, whereas 'pp.60-80 *passim*' shows that the idea makes numerous, but sporadic appearances.



12.0 External Examiner Arrangements

External Examiner reports can be found on the VLE open area:-

<http://open.schumachercollege.org.uk/course/view.php?id=89>

You can also find your External Examiner reports online through the Digital Learning Environment or DLE (<https://dle.plymouth.ac.uk/>): click on “Tools/Resources” then “Your External Examiners”.

External Examiner Details:

Dr Nadezda Johanisova, MA Economics for Transition and PgCert Economics for Transition. Dept. of Environmental Studies, Faculty of Social Studies
Masaryk University.

Please note: Students must not attempt to make direct contact with the External Examiner. This is deemed a regulatory offence.

Each programme has an External Examiner who comes from a Higher Education Institution in the UK (not Plymouth University). The Subject External Examiner is primarily concerned with the standards of assessment of the subject and therefore attends the subject assessment panel. They will verify the process of assessment throughout your modules advise upon re-assessment. Your final result is decided by an Examination Board which is held in June, followed by resit boards in September.

13.0 Programme Details

13.1 Core Modules

The first full week at the College will be given over to induction of the students into the programme and life at the College. The rest of the first term will be divided into three core modules.

A detailed timetable, including session details, presenters and recommended resources for each module will be provided to students in advance of the module in question.

Module SCH509: The Ecological Paradigm

Module Leader: Julie Richardson
 Other Module Staff: Jonathan Dawson, Tim Crabtree, Stephan Harding
 Visiting Lecturer: Sophy Banks
 Dates: Monday 11 September– Friday 13 October
 Credits: 20 (level 7)

Short Module Descriptor

This module explores the evolution of sustainability from Brundtland, to the triple bottom line to the recent focus on ecological resilience. Students apply principles from ecology & contemporary science to the socio-economic domain and develop personal & group inquiry practices to raise awareness of the interdependent relationship between the individual, society and nature.

Aims

This module aims to:

- Differentiate between different concepts of sustainability;
- Apply principles from ecology and Gaia Theory, dynamic systems thinking and complexity science to socio-economic systems illustrated with case studies;
- Develop personal & group inquiry practices to raise awareness of the interdependent relationship between the individual, society and nature & between theory, experience & practice.

Module and syllabus content

Evolution of the concept of sustainable development; overview of current sustainability challenges; key principles of the ecological paradigm drawn from ecology and systems thinking, chaos and complexity science, and Gaia Theory; applications and limitations of applying principles from whole systems science to the socio-economic domain; deep ecology, personal and group inquiry practices to explore the interdependence between self, society and nature.

Assessed learning outcomes

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

- Critically analyse, compare and contrast theoretical approaches to sustainable development;
- Demonstrate theoretical and experiential understanding of an ecological world view drawn from ecology and systems thinking; chaos and complexity science; and Gaia Theory;
- Apply holistic science theory to case study applications in the socio-economic domain;
- Self-evaluate and reflect on own values and behaviours in order to



improve professional and personal awareness, practice and team work.

Assessment mode

100% coursework comprising:

Portfolio: The assessment will be a portfolio consisting of a combination of academic activities agreed upon discussion with the module leader. The portfolio will address all the learning outcomes.

Schedule of teaching and learning

A mixed range of teaching and learning methods drawn from the following: presentations, workshops, seminars, tutorials, case studies, field trips, simulations, exercises and role play, independent study, research methods, action research and reflective inquiry, learning journal, participatory learning methods and personal development planning.

Recommended texts and sources

- Raworth, K. (2017) *Doughnut Economics: Seven Ways to Think Like a 21st Century Economist*. Chelsea Green Publishing, Vermont
- Picketty, T. (2014) *Capital in the Twenty First Century*. Harvard University Press, Massachusetts
- Thackara, J. (2015) *How to Thrive in the Next Economy: Designing Tomorrow's World Today*. Thames & Hudson, London U.K.
- Duncan, D. (2017) "The Call for a New Economy" www.upstreampodcast.org/new-economy. Upstream Podcast
- Walker B. And Salt D. (2006) *Resilience Thinking*. Island Press, Washington DC
- Berkes F., Colding J. and Folke C. (2008) *Navigating Social-Ecological Systems – Building Resilience for Complexity and change*. Cambridge University Press.
- Gunderson L.H. and Holling C.S. (2002) *Panarchy: Understanding Transformations in Human and Natural Systems*. Island Press. Washington DC
- Heinberg R. And Lerch D. (eds) (2010) *The Post Carbon Reader: Managing the 21st Century Crises*. Watershed Media, California.
- Capra f. (1997) *The Web of Life*. Flamingo, London
- Harding S.P, (2009) *Animate Earth: Science. Intuition and Gaia*
- Goodwin B. (2007) *Nature's Due: Healing Our Fragmented Culture*. Floris Edinburgh
- Lovelock J. (2000) *Gaia: The Practical Science of Planetary Medicine*. Gaia Books.
- Kauffman S. (1993) *The Origins of Order*. Oxford University Press.
- Meadows D.H. (1997) *Places to Intervene in a System*. Whole Earth
- Arthur W.B. (1999) 'Complexity and the Economy'. *Science* 284: 107-109.
- Omerod P (1998) *Butterfly Economics*. Faber and Faber, London.
- Lent A. and Lockwood M (2010) *Creative Destruction: Placing Innovation at the Heart of Progressive Economics*, IPPR, London
- Beinhocker E. (2007) *The Origin of Wealth – Evolution, Complexity and the Radical Re-Making of Economics*, Random House, London
- Richardson J et al (2007) *Using Science to Create a Better Place*. EA, Bristol.
- www.worldmapper.org Ecological footprints of resource use
- www.teebweb.org/ The Economics of Ecosystems and Biodiversity
- www.nature.com/news/specials/planetaryboundaries Planetary Boundaries
- www.oneplanetliving.org One Planet Living
- <http://www.copenhagendiagnosis.org/> Synthesis of policy relevant climate science
- www.lse.ac.uk/complexity Socio-economic applications of complexity science

Module SCH510: Emergence of the New Economy

Module Leader: Jonathan Dawson
Visiting Lecturers: James, Goodman, David Bollier, Kate Raworth,
Laurie MacFarlane, Jamie Pike
Dates: Monday 16 October - Friday 12 January
Credits: 20 (level 7)

Short Module Descriptor

This module shows how current sustainability challenges are systemically linked to global economic forces. It re-examines the neoclassical economic paradigm from an historical perspective and through the lens of alternative schools of thought, to derive pluralistic principles for a new economic approach. Students co-create transition scenarios for a sustainable future.

Aims

This module aims to:

- Develop systemic understanding of the links between sustainability crises and the economy;
- Examine and critique the neoclassical underpinnings of the global economy from an historical perspective and through the lens of alternative schools of thought;
- Derive pluralistic principles for a new economic approach;
- Co-create scenarios for the transition to low carbon, high wellbeing and resilient economies;
- Use reflective inquiry to relate learning to personal and group practice.

Module and syllabus content

History of economic thought; analysis & evidence of systemic failures of neoclassical economics; theoretical critique of the neoclassical economics paradigm from alternative schools of thought (eg. ecological economics, Schumacher and Buddhist economics, institutional economics; socio-political perspectives); pluralistic principles for a new economic approach; futures thinking and scenarios.

Assessed learning outcomes

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

- Identify, select and analyse sources of knowledge and evidence of market, policy and institutional failures that give rise to systemic crises in our economic, social, and ecological systems;
- Critically appraise the theoretical model of neoclassical economics from an historical and socio-political perspective and from alternative schools of economic thought;
- Co-create theoretical principles for a new approach to economics for the transition to low carbon, high well-being and resilient economies;
- Construct future scenarios & critical paths for selected economic sectors.
- Show insight into cultural narratives & economic behaviours through reflective processes.



Assessment mode

100% coursework comprising:

Portfolio: The assessment will be a portfolio consisting of a combination of academic activities agreed upon discussion with the module leader. The portfolio will address all the learning outcomes.

Schedule of teaching and learning

A mixed range of teaching and learning methods drawn from the following: Presentations, workshops, seminars, tutorials, case studies, field trips, simulations, exercises and role play, independent study, research methods, action research and reflective inquiry, learning journal, participatory learning methods and personal development planning.

Recommended Texts and Sources

- Arthur B. (2013) Complexity Economics: A Different Framework for Economic Thought, SFI Working Paper: 2013-04-012 <http://tuvalu.santafe.edu/~wbarthur/Papers/Comp.Econ.SFI.pdf>
- Bollier D. and Silke Helfrich (2013) *The Wealth of the Commons* * Eisenstein C. (2011) *Money Gift and Community in an Age of Transition*, North Atlantic Books
- Boyle D. and Simms A. (2009) *The New Economics: A Bigger Picture*, Earthscan (especially Chapters 1 & 2)
- Daly H.E. and Farley J.C. (2004) *Ecological Economics: Principles and Applications*, Island Press, Washington. Part 1: An Introduction to Ecological Economics
- Dawson J. *How do we redesign a new economic theory framed by ecological systems?*, Guardian, 7 February 2013, <http://www.theguardian.com/sustainable-business/redesign-new-theory-economics-ecological-systems>
- Graeber D. (2011) *Debt: The first 5,000 years*, Melville House, New York
- Heinberg R. And Learch D. (2010) *The Post Carbon Reader: Managing the 21st Century Sustainability Crisis*, Post Carbon Institute, USA. Part Nine: The Economy
- Jackson T. (2011) *Prosperity Without Growth: Economics for a Finite Planet*, Earthscan
- Lewis M. and P. Conaty (2012) *The Resilience Imperative: Cooperative Transitions to a Steady-state Economy*, New Society
- Meadows, D. 1999. *Leverage Points: Places to Intervene in a System*
- Available on-line at: <http://www.donellameadows.org/archives/leverage-points-places-to-intervene-in-a-system>
- Murray R. (2009) *Danger and Opportunity: Crisis and the New Social Economy*. NESTA Nef (2009) *Happy Planet Index 2.0*, [on-line] <http://www.happyplanetindex.org/public-data/files/happy-planet-index-2-0.pdf>
- Patel R. (2012) *The Value of Nothing*, (See also the Generation Food project <http://rajpatel.org/2012/07/09/announcing-generation-food/>)
- Schumacher E.F. (1973) *Small is Beautiful*, Random House, London
- Weber A. (2013) *Enlivenment: Towards a fundamental shift in the concepts of nature, culture and politics*. Heinrich Boell Stiftung <http://www.boell.de/en/2013/02/01/enlivenment-towards-fundamental-shift-concepts-nature-culture-and-politics>
- <http://wealthofthecommons.org/>

Module SCH511: New Economics in Practice

Module Leader: Tim Crabtree
 Other Module Staff: Jonathan Dawson
 Visiting Lecturers: Guy Watson, Rob Hopkins, Holly Tiffen, Jyoti Fernandez
 Dates: Wednesday 18 October - Friday 12 January
 Credits: 20 (level 7)

Short Module Descriptor

How are we going to make the transition to low carbon, high well-being and resilient economies? This module applies the principles of the new economy to practice by demonstrating the application of practical tools, methods and policy interventions and illustrating with case studies from around the globe and drawn from students own experience.

Aims

This module aims to:

- Apply theoretical frameworks and principles to practical application across key topics in the new economy;
- Engage students in debate and discussion from different perspectives to gain knowledge and understanding of the key debates in new economics across selected themes;
- Introduce tools, methods and policy interventions of the new economy in practice using case studies, exercises and assignment;
- Develop practical and experimental steps towards the transition to low carbon, high well-being, resilient economies;
- Develop skills in reflective inquiry to apply learning to students own experience.

Module and syllabus content

The module explores how we can make the transition to low carbon, high well-being and resilient economies? The module applies the principles of the new economy to practice by demonstrating the application of practical tools, methods and policy interventions and illustrating with case studies from around the globe and drawn from students own experience. There will be a special focus on new economy initiatives in the south-west of England and students will be invited in teams to engage in a project-based inquiry process to apply in a particular context the insights garnered during the module. This will include exploring selected contemporary topics in the new economy in practice eg. values, well-being & sustainable consumption; sustainable production & ecological design; the future of work; localisation & economic resilience; community, citizenship & democracy

Assessed learning outcomes

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

- Demonstrate a critical understanding of the theoretical frameworks and the main debates related to selected topics in new economics.
- Apply new economics tools, methods and policies to real world case studies across different aspects of the economy.
- Synthesise practical steps towards the transition to low carbon, high wellbeing, resilient economies across selected sectors/themes.
- Use reflective inquiry to apply learning to improve professional practice and team work.



Assessment mode

100% coursework comprising:

Portfolio: The assessment will be a portfolio consisting of a combination of academic activities agreed upon discussion with the module leader. The portfolio will address all the learning outcomes.

Schedule of teaching and learning

A mixed range of teaching and learning methods drawn from the following: presentations, workshops, seminars, tutorials, case studies, field trips, simulations, exercises and role play, independent study, research methods, action research and reflective inquiry, learning journal, participatory learning methods and personal development planning.

Recommended Texts and Sources

- Alperovitz, G. (2013) *What Then Must We Do?* White River Junction, VT: Chelsea Green Publishing.
- Anielski, M. (2009) *The Economics of Happiness*, BC: New Society Publishers.
- 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
- Boyle, D. (2016). *Prosperity Parade: Eight Stories from the Frontlines of Local Economic Recovery*. London: New Weather Institute.
- Cahn E. (2000) *No More Throw Away People*, Essential Books, Washington
- Chatterton, P. (2014) *Low impact living: A field guide to ecological, affordable community building*. London, United Kingdom: Routledge.
- Douthwaite R. (1996) *Short Circuit: Strengthening Local Economies for Security in an Unstable World*, Green Books, Totnes
- Ford, M. (2015) *The Rise of the Robots*. London: Oneworld.
- 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
- 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.
- Laloux, F. (2014). *Reinventing Organizations*. Brussels: Nelson Parker.
- 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
- 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
- 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.

- Robertson J. (2000) *Creating New Money*, New Economics Foundation, London
- Schumacher, E. F. (1973). *Small is beautiful: Economics as if people mattered*. New York: Harper & Row.
- Ridley-Duff, R; Bull, M. (2011) *Understanding Social Enterprise*. London: Sage.
- Scott Cato M. (2006) *Market, Schumarket*, New Clarion Press, Cheltenham
- Shaw, P. (2002). *Changing conversations in organizations*. London: Routledge.
- Seyfang G. (2009) *The New Economics of Sustainable Consumption*, Macmillan
- Seyfang, G., Hielscher, S., Hargreaves, T., Martiskainen, M. and Smith, A. (2014) 'A grassroots sustainable energy niche? Reflections on community energy in the UK', *Environmental Innovation and Societal Transitions*. Elsevier B.V., 13, pp. 21–44. doi: 10.1016/j.eist.2014.04.004.
- Shaw, P. and Stacey, R. (2006). *Experiencing risk, spontaneity and improvisation in organizational change*. London: Routledge.
- Srnicek, N; Williams, A. (2015). *Inventing the Future: Postcapitalism and a World Without Work*. London: Verso Books.
- Stahel W. (2006) *The Performance Economy*, Palgrave MacMillan
- Tudge, C. (2016). *Six Steps Back to the Land: Why We Need Small Mixed Farms and Millions More Farmers*. Cambridge: UIT.
- Victor P.A. (2008), *Managing Without Growth*, Edward Elgar, Cheltenham
- Waring, M. (1988). *If women counted: A new feminist economics*. San Francisco: Harper & Row
- Webster, K. (2015). *The Circular Economy: A Wealth of Flows*. Cowes: Ellen MacArthur Foundation
- Wilkinson R. and Pickett K. (2010) *The Spirit Level*, Penguin, London.

13.2 Elective Modules

Students select two out of the following three modules offered in Term 2:

Module SCH5409: Economics and Development

Module Leader: Jonathan Dawson
 Visiting Lecturers: Dr. Karambu Ringera, Paula Andreewitch, Ashish Kothari
 Dates: 22 January – 16 February 2017
 Credits: 20 (level 7)

Short Module Descriptor

This module will examine the process of development to date, providing a critique of today's dominant paradigm and models and will explore various alternative emerging development paths and strategies that are more socially just and ecologically sustainable.

Aims

This module aims to:

- Analyse and critique the theoretical underpinnings of the dominant neoclassical approach to development;
- Explore new, more socially and ecologically oriented approaches to economic development;
- Explore the experience of the range of alternative approaches that are emerging.



Module and syllabus content

Current concepts of development and sustainability; The history of globalisation; Impacts of globalisation in terms of equity, power imbalances, global warming, farming, biodiversity and the environment in general; The effects of ecological crises on national economies, especially those of the South; The role of global institutions in driving the process of globalisation; New approaches to development, combining ecology, social equity, fulfilment of human needs and participation; The self-organising principles of ecosystems and how they can be used in the development of sustainable agricultural practice; The emergence of more equitable and sustainable alternative development models.

Assessed Learning Outcomes:

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

- Articulate and critique the dominant neoclassical approach to economic development;
- Analyse new, more socially and ecologically oriented theoretical approaches to economic development;
- Critically appraise the range of emerging alternative approaches to economic development.

Assessment mode

100% coursework portfolio comprising:

Project: This can be an academic essay or an artistic project with an academic commentary (indicative weighting – 70%);

Presentation: Students will work in teams on a design project. (Indicative weighting – 30%, 15% for presentation and 15% for an accompanying academic commentary.)

Schedule of teaching and learning

A mixed range of teaching and learning methods drawn from the following: Presentations, workshops, seminars, tutorials, case studies, field trips, simulations, exercises and role play, independent study, research methods, action research and reflective inquiry, learning journal, participatory learning methods and personal development planning.

Recommended Texts and Sources

- Amin, S.P., Bond, D.M., Demebele and Sharife K. (2009). *Aid to Africa: Redeemer or Coloniser?*, Fahamu Books & Pambuzuka Press.
- Anderson, S. (2000). *Views from the South: The Effects of Globalization and the WTO on Third World Countries*, International Forum on Globalisation, Food First.
- Bello, W. (2001). *The Future in the Balance: Essays on Globalization and Resistance*, Food First.
- Cavanagh, J. (2004). *Alternatives to Economic Globalisation - A Better World is Possible*, International Forum On Globalization, Berrett-Koehler Publishers.
- Chambers, R. (1997). *Whose Reality Counts?: Putting the First Last*, Intermediate Publications, London.
- Chambers, R. (2008). *Revolutions in Development Inquiry*, Earthscan, London.
- Danaher, K. (2005). *Globalize This!: The Battle Against the World Trade Organization and Corporate Rule*, Common Courage Press.
- Escobar A. (2011). *Encountering Development: The Making and Unmaking of the Third World*. Princeton University Press
- Khor, M. (2002). *Intellectual Property, Biodiversity and Sustainable Development: Resolving the Difficult Issues*, ZED Books, London.
- Norberg-Hodge, H. (2000). *Ancient Futures: Learning From Ladakh*, Wisdom Books
- Patel, R. (2008). *Stuffed and Starved: Markets, Power and the Hidden Battle for the World Food System*, Schwartz Publishing.
- Rosenberg, J. (2001). *The Follies of Globalisation Theory*, Verso.
- Sachs, W. (Ed.) (2009). *The Development Dictionary: A Guide to Knowledge as Power*, ZED Books, London.
- Shiva. V. (1989). *Staying Alive: Women, Ecology and Development*, South End Press
- Swilling, M. and Annecke. E. (2012). *Just Transitions: Explorations of Sustainability in an Unfair World*. Juta, Cape Town.

SCH5412: Sustainable Enterprise

Module Leader: Tim Crabtree
Visiting Lecturers: Patricia Shaw, Kaira Lingo Jewel, Richenda MacGregor
Dates: 19 February - 16 March, 2017
Credits: 20 (level 7)

Short Module Descriptor

This module will review different models of sustainable enterprise, both old and new, to show the plethora of alternatives to shareholder capitalism. Links will be made to the financial processes and reforms needed to support ethical and green investment in enterprises for the future.

Aims**This module aims to:**

- Present processes and mechanisms to encourage green and ethical investment;
- Introduce students to different models and case studies of sustainable enterprise;
- Explore alternative ownership, governance and financing mechanisms.

Module and syllabus content

The module will explore different models of sustainable enterprise, with an emphasis on those that could contribute to a transition to a more democratic and sustainable economy. Appropriate financing mechanisms for sustainable enterprise will be investigated, along with different models for ownership and governance structures. Participants will be encouraged to develop their own proposals for ways in which they might take a lead in this area, to inquire into the way that form is firmed up in the economy, and to explore how the ethos and culture of an organisation can be kept alive.

Assessed Learning Outcomes:**At the end of a module the learning will be expected to be able to demonstrate:**

- Compare and contrast different models of sustainable enterprise.
- Identify, select and analyse sources of knowledge and evidence to propose alternative financing mechanisms for sustainable enterprise.
- Critically appraise different models for ownership and governance structures for sustainable enterprise.

Assessment Mode

100% coursework: The assessment will be a portfolio consisting of a combination of academic activities agreed upon discussion with the module leader. The portfolio will address all the learning outcomes.

Schedule of Teaching and Learning:

A mixed range of teaching and learning methods drawn from the following: Presentations, workshops, seminars, tutorials, case studies, simulations, exercises and role play, independent study, research methods, action research and reflective inquiry, participatory learning methods.

**ECONOMICS FOR
TRANSITION**

Recommended Texts and Sources

- Atif Ansar, Bent Flyvbjerg, Alexander Budzier, and Daniel Lunn, 2017, “Big Is Fragile: An Attempt at Theorizing Scale,” in Bent Flyvbjerg, ed., *The Oxford Handbook of Megaproject Management* (Oxford: Oxford University Press), Chapter 4, pp. 60-95; URL for final print: <http://bit.ly/2bctWZt>
- Conaty, P. (2009). *Towards Fair Trade Banking*, MakingWaves, Vol. 20(3)
- Conaty, P. and Lewis M. (2009). *Sweden’s JAK Bank*, MakingWaves, vol 20(3)
- Flores, F., Spinosa, C. & Dreyfus, H. (1999). *Disclosing New Worlds: Entrepreneurship, Democratic Action & the Cultivation of Solidarity*. MIT Press, Cambridge
- Ingold, T. (2015). *The Life of Lines*. London: Routledge.
- Kaplan, A., Davidoff, S. (2014). *A Delicate Activism: A Radical Approach to Change*. Cape Town: The Proteus Initiative.
- Kelly, M (2009). *Keeping Wealth Local*, Tellus Institute, Boston
- 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.
- Murray, R., Caulier-Grice, J. Mulgan, G. (2010). *The Open Book of Social Innovation*, [on-line] www.nesta.org.uk
- Murray R. (2010) *Cooperation in the Age of Google*, Cooperatives UK, Manchester
- Naxnub, H and Zuboff S. (2004). *The Support Economy*, Penguin
- Pauli, G (2010). *The Blue Economy*, Paradigm Publications, Taos
- Piketty, T. (2013). *Capital in the Twenty-first Century*. Boston: Harvard University Press.
- Polanyi, K. (1944, 2011). *The Great Transformation: the political and economic origins of our time*. Boston: Beacon Press.
- Porritt, J. (2007). *Capitalism as if the World Matters*, Earthscan, London
- Shaw, P., Stacey, R. (2005). *Working Live – Experiencing Risk, Improvisation and Spontaneity in Organisational Change*. London: Routledge.
- Villeneuve-Smith, F. and Temple, N. *State of Social Enterprise Survey 2015*. London: Social Enterprise UK. Available at: <https://www.socialenterprise.org.uk/Handlers/Download.ashx?IDMF=828443a9-2f80-4c2a-ab2b-81befed6ed05>
- Webb, T., Novkovic, S. (2014). *Co-operatives in a Post-Growth Era: Creating Co-operative Economics*, London: Zed Books

Websites:

- www.responsiblecredit.net
- www.ica.coop/coop/principles.html (International Cooperative Alliance)
- www.socialinvestmentforum.org.uk (Social Investment Forum)

Module SCH5413: Writing the Transition

Module Leader: Jonathan Dawson
 Visiting Lecturers: Tom Crompton, Manda Scott
 Dates: 19 March - 13 April, 2017
 Credits: 20 (level 7)

Short Module Descriptor

This module will examine 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 neuro-linguistics and psychology. It will enable students to assess their own internal frames and to experiment with different writing styles aimed at influencing different audiences for different purposes.

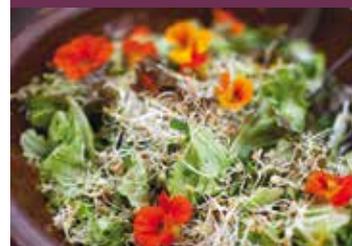
Aims

This module aims to:

- Explore and critique the hegemonic neoliberal worldview and practice;
- Explore recent findings in disciplines including neuro-linguistics and psychology into how we make sense of the world and into the power of language, narratives and framing to enable us to do so;
- Enable students to translate these insights into communication strategies in the field of new economics and sustainability more generally;
- Enable students to experiment with different forms and styles of writing aimed at shifting or reinforcing the worldviews of different audiences for different purposes and to test their effectiveness;
- Understand the means by which internal frames may become plastic as a prelude to influencing external frames.

Module and syllabus content

History and appraisal/critiques of neoliberalism and its myriad manifestations and impacts; Framing and the cultivation of extrinsic and intrinsic values; An exploration of behavioural economics; Insights from neuro-linguistics and what they teach us about the process by which people learn and form worldviews; Meditation; Embodied practice, especially drawing on systemic constellations; Multi-modal creative expression including writing, painting, working with clay, etc; Writing forms and techniques; Examination of language and its role in the construction of frames; Exploration of modern vehicles of mythology: television, film, internet memes - and how these maintain existing societal frameworks; Exploration of neuroscience including the physiology of language, how belief structures are maintained in the face of 'facts'; An exploration of 'alternative facts' and belief structures; Delineation of the over-arching frames of the neoliberal free-market model and what language is used to sustain it; Exploration of the framing of alternative models and how they might be constructed in different narrative structures; Exploration of personal life-frames and habits of internal narratives that maintain them; Exploration of neuro-psychology of internal framing; 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.

**ECONOMICS FOR
TRANSITION**

Assessed Learning Outcomes:

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

- Describe and critique the hegemonic neoliberal worldview and practice;
- Articulate and critique different epistemologies relating to how we learn and make sense of the world, with particular reference to the role in this of written language;
- Translate enhanced epistemological understanding into the design of strategies for effective communication in promoting ideas and concepts relating to sustainability in general and the new economy in particular;
- Write powerfully and effectively, informed by insights into how people make up, and change, their worldviews;
- Write reflexively on their own inner frames and how they are constructed/maintained by internal narrative structures. Reflect on the ability to change internal narrative structures and how this might influence a view of the external world.

Assessment mode

100% coursework comprising: Portfolio: This can be one of the following:

- An academic essay (weighting: 100%),
- An academic essay with oral presentation (Indicative weighting: 90% for the academic essay, 10% for oral presentation),
- An artistic/design project with an academic commentary (Indicative weighting: 70% for the artistic project, 30% for the academic commentary)
- An artistic/design project with an academic commentary and oral presentation (Indicative weighting: 70% for the artistic project, 20% for the academic commentary, and 10% for oral presentation).

Schedule of teaching and learning

A mixed range of teaching and learning methods drawn from the following: Presentations, workshops, seminars, tutorials, case studies, field trips, simulations, exercises and role play, independent study, research methods, action research and reflective inquiry, learning journal, participatory learning methods and personal development planning.

Recommended Texts and Sources

- Chimamanda Ngozi Adichie, *The Danger of a Single Story*, https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story?language=en
- Bayo Akomolafe, *We Will Tell Our Stories* <https://vimeo.com/65997238>
- Brewer J., *The Real 'State of Power' is Culture*, <https://uxdesign.cc/the-real-state-of-power-is-culture-41dfe172b27e#.18gzkz5af>
- Darnton A. and M. Kirk., *Finding Frames: New ways to engage the Uk public in global poverty*, <http://findingframes.org/>, 2012.
- Haidt, J., *The Righteous Mind: Why Good People are Divided by Politics and Religion*, Pantheon, 2012
- Hersh, E. (2011). *Persuadable Voters in the Eyes of the Persuaders*. Yale University.
- Hickel, Jason, *Poverty isn't just a fact of nature. We made it happen, and we can fix it.*
- https://www.fastcompany.com/3043284/3-ways-humans-create-poverty?show_rev_content
- Klein, N., *This Changes Everything: Capitalism vs the Climate*
- David C Korten: *Change The Story, Change the Future*, 2015, Berrett-Koehler Publishers
- Lakoff, G. and M Johnson, *Philosophy in the Flesh: The Embodied Mind and its Challenge to Western Thought*, New York: Basic Books, 1999
- George Lakoff: *Don't Think of an Elephant!: Know Your Values and Frame the Debate*, 2004, Chelsea Green
- Lakoff, G., "Block the Metaphor!", *New Republic*, October 8, 2006.
- Lakoff, G., "When Cognitive Science enters politics" at the *Wayback Machine* (archived May 17,

- 2008), rockridgeinstitute.org, 12 October 2006.
- Luntz, Frank: *Words That Work: It's Not What you Say – It's What People Hear*, 2012, Hyperion
 - Macfarlane R., 'The word-hoard: Robert Macfarlane on rewilding our language of landscape', *Guardian* 27/2/2015 <https://www.theguardian.com/books/2015/feb/27/Robert-macfarlane-word-hoard-rewilding-landscape>
 - Raworth K. *Doughnut Economics: Seven Ways to Think Like a 21st Century Economist*, Penguin, 2017.
 - Wilson, Timothy. *Changing the Stories we Live By*: https://www.amazon.co.uk/Redirect-Changing-Stories-We-Live/dp/0141042249/ref=sr_1_1

13.3 Dissertation

Module Code:	SCH504
Module Title:	Economics for Transition Dissertation
Module Leader:	Jonathan Dawson
Supervisors:	Arranged in association with Plymouth University
Credits:	80 (level 7)

Short Module Descriptor

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.

Aims

This module aims to:

- Introduce students to a range of research methodologies in the social sciences;
- Provide an opportunity for students to pursue in depth a topic of their own interest;
- Extend students' powers of critical evaluation and original thought;
- Develop the skills and confidence necessary to carry out research in other areas once the taught elements of the degree have been completed.

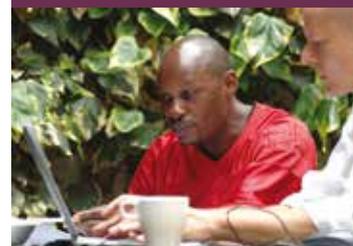
Module and syllabus content

Includes a two week workshop in Term 2 on social science research methods.

Assessed learning outcomes

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

- 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;
- Plan an investigation and evaluate alternative courses of action;
- Analyse the research problem using an appropriate methodology;
- Appreciate the ethical dimensions of the research;
- Synthesise recommendations which follow logically from the research;
- Prepare a clear, well presented report or project (such as documentary) or artefact (such as sculpture) which communicates the ideas, problems, solutions and results in an accessible manner (to both specialist and non-specialist audiences).



Assessment mode

100% coursework: Dissertation: Either 15,000 – 20,000 word dissertation, not including tables, list of references, contents or appendices; or an approved artistic project plus an academic commentary (that may include an oral presentation). You will receive Dissertation Guidelines including information and support on deciding on and planning a research project, and the assessment methods.

Schedule of teaching and learning

Guided independent study; 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.

Recommended texts and sources

- Bryman, A. (2008) *Social Research Methods*. 3rd edn. Oxford: Oxford University Press.
- IIED (1997) *Valuing the Hidden Harvest: Methodological Approaches for Local level Economic Analysis of Wild Resources*. Research Series Vol 3 No 4.
- David Holmgren, Future Scenarios <http://www.futurescenarios.org/>
- Lyson, Welsh and Torres, Scale of Agricultural Production, Civic Engagement, and Community Welfare
- Mason, J. (2002) *Qualitative Researching*. 2nd edn. London: Sage.
- Moser, C.A. and Kalton, G. (1993) *Survey Methods in Social Investigation*. 3rd edn. London: Heinemann.
- Claire Petitmengin & Michel Bitbol, The Validity of First-Person Descriptions as Authenticity and Coherence File
- Reason P. And Bradbury H. (eds) (2008) *The Sage Handbook of Action Research*, Sage Publications, London.
- Reason P. & H. Bradbury (Eds.), *Handbook of Action Research: Participative Inquiry and Practice* (pp. 1-14). London: Sage 2001 (the copy of this on the website is a typescript)
- Reason, P., & Canney, S. (in preparation 2015). *Action Research and Ecological Practice* In H. Bradbury (Ed.), *Sage Handbook of Action Research*. London: Sage Publications
- Jonathan Smith (Ed.), *Qualitative Psychology: A Practical Guide to Methods*. London: Sage Publications.
- Silverman, D. (ed.) (2004) *Qualitative Research – Theory, Method and Practice* (London: Sage)
- Francisco J. Varela and Jonathan Shear, *First-person Methodologies: What, Why, How?*
<https://pdfs.semanticscholar.org/3852/a7981815f05f0a23e0710bbc7d6c52086ca3.pdf>

APPENDIX A:

Dissertation Guidelines, Submission Information. Ethical Approval Information and Application Form.

A1 DISSERTATION GUIDELINES

In preparing for your dissertation it is critical that you also refer to the Dissertation Module Record for your programme which can be found elsewhere in the student handbook.

Introduction

The Masters dissertation allows students to pursue their research area in depth with the support of a supervisor. The purpose of these guidelines is to provide you with a framework from which to develop your thoughts into an acceptable Master's dissertation.

As you will have read in the earlier chapters of this handbook, each student will choose a dissertation topic approved by faculty at Schumacher College. A supervisor will be assigned to each student. It is the student's responsibility to arrange meetings with their dissertation supervisor and consider the advice they are given. Your supervisor is there to advise and support you, but you yourself are responsible for developing your research question, an appropriate methodology, theoretical framework, and analysing your data in a way that is consistent with Master's level work.

General Guidance

The dissertation is designed to provide students with an opportunity to develop knowledge and understanding in relation to a specific topic area within your chosen area of study. It is highly recommended that as you develop your topic, you select one which is of interest to you, and/or which has practical application to a current or future career. Whilst rewarding, the dissertation can be a long and difficult process, and those students who ignore the previous advice tend to find it longer and more difficult than most. To successfully complete this task, within the dissertation, students must fulfil the following:

- You must identify and justify an appropriate topic within the framework of the programme.
- You must demonstrate critical understanding of the relevant literature, issues, theories, and methodologies within your topic area. This will include drawing upon both academic and non-academic sources of information.
- In addition to demonstrating understanding of the criteria mentioned above, you must also demonstrate an ability to synthesise various sources of information and to derive appropriate conclusions and recommendations.
- The work must be produced to a high standard of English and presentation, and use appropriate referencing.

Dissertation Supervision Guidelines

The purpose of this section is to make you aware of arrangements for dissertation supervision once your proposal has been accepted, particularly with regard to the commencement of written work.

The supervisory team has had lengthy discussion regarding the appropriate type of support to provide students, and the need for consistency in approach. Some institutions provide no reading of draft material for Masters dissertations. At others, supervisors will read material right up until the submission deadline. On the face of it, the latter may be more appealing to you as students. However, the problems with such an open-ended arrangement are twofold:

1. There are discrepancies in how much individual staff members will comment and when they are available (especially given that many staff members take their holidays in the summer months). This can lead to some students being (dis)advantaged over others due to things such as staff leave/other commitments; and
2. At Master's level you are expected to undertake and produce your own work, not the work of your supervisor. We believe the following arrangements will provide you with a good level of support in consideration of the above two points.

Supervisors will accept written material to read/comment on up to **two months prior to the submission deadline**. After that students **will not** be able to submit written drafts of their work for comment. By this time, it is expected that you will have produced solid working drafts of your introduction, literature review, and methodology. These Dissertation Guidelines provide you with what all the information you need in terms of what should be included in your dissertation.

After the deadline for the submission of written drafts, students are welcome to continue to contact their supervisors for conversations, but they must not be asked to read and comment on written material. In other words you will continue to have support/guidance on critical issues/questions, but it is up to you to write and present the final document.

Supervisors have agreed that we need to be consistent in our approach, and that even though they may be around in the summer, they are obliged to reject any requests to read written material, as it would not be fair to other students.

Primary and Secondary Supervisors

When you have decided on a particular subject area, the module leader will help you identify a supervisor who could be a Schumacher College faculty member, from Plymouth University or an agreed external organisation. Your Primary supervisor is expected to afford you up to 20 hours of supervision time, including time for reading drafts and the final dissertation. Where your supervisor is from an external organisation, their role will be confirmed by the module head and they will be contracted by the College to fulfil the role.

In addition to your supervisors, you are encouraged to draw broadly from others in the field in which you are working. Your research is a good way to make contacts that might be useful further on in your journey. A number of expert teachers from many different fields join the learning community for short periods of time throughout the year; this can provide opportunities to broaden your support network.

Recommended Texts and Sources:

- Daniel Barbezat Wanting: Teaching Economics as Contemplative Inquiry
- <http://www.contemplativemind.org/archives/1517>
- Bryman, A. (2008) *Social Research Methods*. 3rd edn. Oxford: Oxford University Press.
- IIED (1997) *Valuing the Hidden Harvest: Methodological Approaches for Local level Economic Analysis of Wild Resources*. Research Series Vol 3 No 4.
- David Holmgren, Future Scenarios <http://www.futurescenarios.org/>
- Lyson, Welsh and Torres, Scale of Agricultural Production, Civic Engagement, and Community Welfare
- Mason, J. (2002) *Qualitative Researching*. 2nd edn. London: Sage.
- Moser, C.A. and Kalton, G. (1993) *Survey Methods in Social Investigation*. 3rd edn. London: Heinemann.
- Claire Petitmengin & Michel Bitbol, The Validity of First-Person Descriptions as Authenticity and Coherence File
- Reason P. And Bradbury H. (eds) (2008) *The Sage Handbook of Action Research*, Sage Publications, London.
- Reason P. & H. Bradbury (Eds.), *Handbook of Action Research: Participative Inquiry and Practice* (pp. 1-14). London: Sage 2001 (the copy of this on the website is a typescript)
- Reason, P., & Canney, S. (in preparation 2015). *Action Research and Ecological Practice* In H. Bradbury (Ed.), *Sage Handbook of Action Research*. London: Sage Publications
- Jonathan Smith (Ed.), *Qualitative Psychology: A Practical Guide to Methods*. London: Sage Publications.
- Silverman, D. (ed.) (2004) *Qualitative Research – Theory, Method and Practice* (London: Sage)
- Francisco J. Varela and Jonathan Shear, *First-person Methodologies: What, Why, How?* File 95.2KB PDF document

A2 GUIDELINES ON FORMATTING FOR THE PRODUCTION AND SUBMISSION OF DISSERTATIONS

Cover page

Refer to submission details.

Title page

The title page must provide a title relevant to the topic as well as the student's full name, the name of the course, the college and university and the year of submission.

Abstract

Your abstract must be between 110 and 120 words. It should summarise concisely the topic/phenomenon that was investigated, the key results, and the main conclusions reached.

Acknowledgements

All acknowledgements, including sources of funding, assistance received from colleagues/supervisor appear immediately after the abstract.

Table of contents

This is simply an outline of the headings with relevant page numbers.

List of tables/figures

If you have tables or figures you will want to include a separate page giving their titles and relevant page numbers.

Information relating to all of the following categories is normally required in a dissertation. The following sequence is conventionally regarded as a good model, however, it may not suit all purposes and the precise format of a final dissertation is a matter of personal choice to be discussed and agreed with your supervisors.

Five distinct elements are expected to be included in any dissertation, though it is not strictly necessary that each be addressed in distinct and discrete sections or in the following order:

1. Introduction
2. Literature review
3. Methodology
4. Findings and discussion
5. Conclusion

Followed by references and appendices outlined below.

The following instructions are relevant in those cases where the conventional route to dissertation writing is favoured and the elements listed above are addressed discretely and sequentially.

INTRODUCTION

- The heading for this section is simply **INTRODUCTION** (in upper case and in bold).
- The purpose of this section is to set the stage/context for the main discussion. This may be achieved by discussing previous literature and by highlighting the project's importance and/or value and/or contribution to its related field of study.
- This section should end by outlining the project aims and objectives and by detailing an outline of the structure of the thesis.

LITERATURE REVIEW

- The heading for this section is simply **LITERATURE REVIEW** (in upper case and in bold).
- It provides a critical assessment of the relevant bodies of knowledge and theoretical frameworks pertinent to your research problem. It is not enough simply to report the literature in a “who said what” manner. At Master’s level you are required to synthesise and draw your own conclusions on the key areas within your topic.

METHODOLOGY

- The heading for this section is simply **METHODOLOGY** (in upper case and in bold).
- It should justify and explain both your approach and choice of methods in relation to both primary and secondary data.
- It should be presented in such a way that the reader would be able to replicate what you have done should they wish to do so. Thus, detail is important, as are those things that did not work or could have been improved. Thus, it is essential to demonstrate reflection and critical awareness in your methodology by discussing limitations and issues of reliability and validity.
- The subjects in the study should be described together with the criteria and method of selection
- It should discuss ethical issues and justify ethical approaches where appropriate.

FINDINGS AND DISCUSSION

- The heading for this section is as **‘FINDINGS AND DISCUSSION’** (in upper case and in bold).
- It should present your data and findings in a clear and appropriate manner, but more importantly you are providing the reader with the analysis of these data/findings and a discussion that is set within the context of the literature review and methodology.
- This discussion is subtitled as appropriate. This is the penultimate section of the dissertation. It is here that you demonstrate to the reader your discoveries.

CONCLUSION

- The heading for this section is simply **CONCLUSION** (in upper case and in bold).
- This section can begin with a restatement of the research problem, followed by a summary of the research conducted and the findings.
- It then proceeds to make concluding remarks, offering insightful comments on the research theme, commenting on the contributions that your study makes to the formation of knowledge in the holistic science field, and may also suggest research themes/challenges in years ahead.
- This section need not be limited to one or two paragraphs. The contribution of your project deserves to be insightfully featured here.

TABLES AND FIGURES

- Tables and figures should be numbered and given a brief one-line descriptive title. Example:
Table 1. *UK National Parks*
Figure 1. *The Study Area in the South Hams*
- Data in tables should be presented in columns with non-significant decimal places omitted.
- All table columns should have brief headings
- Tables should be kept as short as possible (i.e. no more than a single side).
- Important details should be footnoted under each table or figure, using alphabetic superscripts to connect the footnote to the relevant term/figure in the table. References to sources of information should appear at the bottom of the table. Example: Source: Smith (2013: 203).
- Tables and figures generated by the author need not be sourced.
- All illustrations or graphical representations should be referred to as figures.

REFERENCES

- It is vitally important that you refer to sources of literature wherever possible. This may be achieved throughout the dissertation's text and/or in a list of references that appear at the end of the dissertation.
- Please note that you should provide a list of only those references that you have cited in your dissertation. You are neither asked for, nor should you provide a bibliography, which is all the material you consulted during the research process.
- You should follow the **Harvard** system of referencing.

APPENDICES

- You should think carefully why appendices are needed. References, copy of questionnaire, interview transcripts are required but should not 'pad out'.
- Appendices should be numbered, titled and have page numbers that follow from the main text.

FONT SIZE, SPACING AND WORD COUNT

- The report must be typed 1.5 spacing, font size 12, on A4 paper, with at least 2.5cm left hand margin and with consecutive page numbers.
- The word limit for the dissertation on MA Economics for Transition is **15,000 to 20,000 words** and on MA Ecological Design Thinking **10,000 – 12,000 words** not including tables, list of references, contents or appendices.

The ability to write clearly and succinctly, but also in a readable style is an important academic skill. With this skill comes the ability to put forward powerful, focussed arguments, to select the best and most relevant case studies to support an argument, and to write in a style accessible to as wide an audience as possible.

A word count need not hamper creativity – it should be something that requires attention in the editing and proof reading stage of writing for students: checking that the completed assignments answers the intended question in a readable, clear and concise manner. If the initial assignment was devised with a word limit in mind, students should have less difficulty producing a highly effective answer which keeps close to that word limit.

Ensuring that students keep to the word limit as far as possible also ensures equity between all students doing an assignment. A word limit reflects the scope of the assignment: it gives all students a clear indication of the maximum length of a piece of assessed work, the amount of work expected and therefore how much detail they should go into and how they should allocate time to one piece of assessed work in relation to others.

Beyond academia, certain vocations require people to write clearly and concisely, sometimes to a strict word limit. Therefore in terms of employability, this is a useful skill for students to develop.

OTHER STYLE GUIDELINES

- **Abbreviations/acronyms** – should appear in full on first appearance followed by acronym in brackets. If you are only going to use once or twice then only use full name.
- **Third person** – Normally, the dissertation is written in the third person. Exceptions to this guideline can be discussed with your dissertation supervisor.
- **Terms** – unfamiliar terms, especially those in foreign languages, should appear in *italics*, followed with their meaning in English in parenthesis. Example.....*modiriat* (Management).....
- **Spelling** – ensure you spell check your report using UK spelling.
- **Numbering** – Do not number each paragraph.

It is intended that these dissertation guidelines enable a wide variety of types of investigation. For example, these may include empirical research; contributions to theoretical or experiential knowledge; applied projects (such as the development of a business plan for a social or environmental enterprise) and artistic projects (such a documentary on an issue related to the holistic science). Your supervisor is there to help you structure and plan your work within the dissertation guidelines.

A3 SUBMISSION OF DISSERTATION

Four bound copies and one electronic copy of your dissertation must be submitted

The title of the project, the name of the student and the programme studied must appear on the front cover.

Four bound copies and **one** electronic copy (with the raw data on the VLE/CD) of the dissertation must be submitted to the **Postgraduate Administration office at Schumacher College by 12 noon UK time on Friday, August 31st, 2018.**

Late submissions, within 24 hours of the deadline, will be capped at 50%.

After 24 hours, or if a submission is not made, the dissertation will be marked as zero.

Sending your dissertations by post. Dissertations posted to the College must be sent by the deadline of **12 noon UK time**; the postmark must clearly demonstrate that the deadline was met. Dissertations must be sent by the most reliable method available; tracked and signed for where possible. We cannot take responsibility for dissertations that go missing in the post and would suggest that you obtain a receipt as proof of postage.

Please note: the failure to present the work in the form specified or another form agreed beforehand by your supervisor will result in marks being lost. Also, students are reminded that academic offences, including plagiarism are treated very seriously by Plymouth University. A student who is proven to have committed an academic offence may be placing his or her degree in jeopardy. It is your responsibility as a student to make sure that you understand what constitutes an academic offence, and in particular, what plagiarism is and how to avoid it. The Plymouth University regulations on plagiarism and other academic offences are included in the faculty postgraduate programmes handbook under assessment and examination offences, including the penalties for offences. If you still do not understand what constitutes an academic offence, please consult your supervisor.

Plagiarism

As a general guide, to avoid plagiarism students should observe the following:

- Use their own words to express widely held concepts and general information obtained from lectures and books.
- When reproducing verbatim extracts from books, lectures or original papers, these should be placed in quotation marks.
- Formally acknowledge (by means of reference) all sources of information.

MARKING OF YOUR DISSERTATION

The dissertation will be read by your supervisor and also by a second marker. If the supervisor and the second marker cannot agree a mark, then a 3rd academic will be asked to act as an independent arbiter and make a judgement on the piece of work.

Once all dissertation marks have been agreed, a selection of dissertations will be sent to the External Examiner for moderation. The selection is agreed with each External Examiner independently but it is most common they request a selection from the top, middle and bottom two marking bands.

Ethical principles for research involving human participants

Following discussions with your supervisor you may be advised or directed to submit for ETHICAL APPROVAL through the College's Ethics Committee. Where required, please submit for approval through the College's Postgraduate Administration team as soon as possible and where possible, no later than end of Term 2.

Informed consent

The researcher should, where possible, inform potential participants in advance of any features of the research that might reasonably be expected to influence their willingness to take part in the study.

Where the research topic is sensitive, the ethical protocol should include verbatim instructions for the informed consent procedure and consent should be obtained in writing.

Where children are concerned, informed consent must be obtained from parents or teachers acting in loco parentis.

Openness and honesty

So far as possible, researchers should be open and honest about the research, its purpose and application.

Some types of research appear to require deception in order to achieve their scientific purpose.

Deception will be approved in experimental procedures only if the following conditions are met:

- Deception is completely unavoidable if the purpose of the research is to be achieved.
- The research objective has strong scientific merit.
- Any potential harm arising from the proposed deception can be effectively neutralised or reversed by the proposed debriefing procedures (see section 5).

Failing to inform participants of the specific purpose of the study at the outset is not normally considered to be deception, provided that adequate informed consent and debriefing procedures are proposed.

Covert observation should be resorted to only where it is impossible to use other methods to obtain essential data. Ideally, where informed consent has not been obtained prior to the research it should be obtained post hoc.

Right to withdraw

Where possible, participants should be informed at the outset of the study that they have the right to withdraw at any time without penalty.

In the case of children, those acting in loco parentis or the children themselves if of sufficient understanding, shall be informed of the right to withdraw from participation in the study.

Protection from harm

Researchers must endeavour to protect participants from physical and psychological harm at all times during the investigation.

Note that where stressful or hazardous procedures are concerned, obtaining informed consent (1) whilst essential, does not absolve the researcher from responsibility for protecting the participant. In such cases, the ethical protocol must specify the means by which the participant will be protected, e.g. by the availability of qualified medical assistance.

Where physical or mental harm nevertheless does result from research procedure, investigators are obliged to take action to remedy the problems created.

Debriefing

Researchers should, where possible, provide an account of the purpose of the study as well as its procedures. If this is not possible at the outset, then ideally it should be provided on completion of the study.

Confidentiality

Except with the consent of the participant, researchers are required to ensure confidentiality of the participant's identity and data throughout the conduct and reporting of the research.

Ethical protocols may need to specify procedures for how this will be achieved. For example, transcriptions of the interviews may be encoded by the secretary so that no written record of the participant's name and data exist side by side. Where records are held on computer, the Data Protection Act also applies. (<https://www.gov.uk/data-protection/the-data-protection-act>)

Please note: One copy of your dissertation is held and available publically in the College library unless it contains confidential or sensitive material which mean that it should not be publically available.

Confidential Dissertation Form

Where Researchers have obtained permission to access sensitive organisational information that must remain confidential, the Researcher must agree and complete a 'Confidential Dissertation Form' outlining the agreed distribution, handling of the final dissertation and its ultimate destruction. This should be agreed in line with both the organisation and Schumacher College. Forms can be obtained from the Postgraduate Administration Office or on the Open area of the V.L.E.

Ethical principles of professional bodies

This set of principles is generic and not exhaustive of considerations which apply in all disciplines. Where relevant professional bodies have published their own guidelines and principles, these must be followed and the current principles interpreted and extended as necessary in this context.

Application for Ethical Approval of Research: Postgraduate Dissertations

Name of Student:	
Name of Supervisor:	
Dates and Duration of the research project:	
Aims and objectives of the research project:	
<p>Brief description of research methods and procedures:</p> <p>Specify subject populations and recruitment method. Please indicate also any ethically sensitive aspects of the methods. Continue on additional sheets if required.</p>	<p>a) Participants – inclusion/exclusion criteria</p> <p>(b) Method of recruitment</p>
<p>Brief description of research methods and procedures:</p>	<p>(c) Details of research methods</p>

Declaration

To the best of our knowledge and belief, this research conforms to the ethical principles laid down by Plymouth University.

Student: Signed: Date:
Please print your name.

Supervisor: Signed: Date:
Please print your name.

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