

Schumacher
College

PROGRAMME QUALITY

Economics For Transition
2018 - 2019

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Economics for Transition: Achieving low
carbon, high well-being, resilient economies.
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1.0 Welcome

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

Welcome to the eighth 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

This programme has been designed to equip you with the skills and knowledge base required to work in your chosen specialism or other graduate opportunities. It is also a platform from which you can undertake additional vocational and academic qualifications.

This Programme Quality handbook contains important information including

- The approved programme specification
- Module records

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

- Your Schumacher College and University Student Handbook which contains student support based information on issues such as finance and studying at HE, available at <https://www.schumachercollege.org.uk/sites/default/files//Download%20Files/2018GeneralHB.pdf>
- Your Teaching, Learning and Assessment Handbook available on your programme virtual learning environment and online at https://www.schumachercollege.org.uk/sites/default/files//Download%20Files/2018E4T-TLA_0.pdf
- Your University of Plymouth Student Handbook available at <https://www.plymouth.ac.uk/your-university/governance/student-handbook>

2.0 Programme Specification

PLEASE NOTE: The Programme Specification contained within this handbook is a definitive document which is created when a programme is approved and, therefore, does not require updating each year, only when approved changes to the programme are made. The Programme Specification will therefore contain dates that are historic. If you have any queries about this document please speak to the Programme Leader for your course.

PG Certificate in Economics for Transition MA Economics for Transition Programme Specification

Approval: 16 July 2012
Implementation: Sept 2012
First Award: June 2013

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1.0 Brief description of Programmes

The postgraduate programmes in Economics for Transition are 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 these programmes will address include:

- the triple crunch of climate change, financial crises and peak oil;
- the crises in ecosystem health and social well-being across the globe;
- the inter-connected nature of these crises and how they are systemically linked with the global economic model;
- the significant opportunities for transformational and sustainable change that these multiple crises provide.

The philosophy and ethos of the programmes are rooted in an ecological and systemic approach within the unique holistic learning model of Schumacher College that attracts students and visiting teachers from all over the world. They provide a rigorous critique of the current economic growth model from alternative schools of economic thought and demonstrate practical, solutions-orientated pathways to low carbon, high well-being and resilient economies.

Schumacher College attracts people from all walks of life from across the globe – from business leaders and entrepreneurs to policy makers and social and environmental activists. These programmes are designed to support a new generation of leaders and activists to co-create the new economy in practice. They will be attractive to people at different stages in their life seeking to make a positive contribution to the economics of transition through enhancing their knowledge; acquiring practical skills for sustainable living, working and ecological citizenship; and sharing experiences with people from North and South.

The Postgraduate Programmes in Economics for Transition are a collaboration between Schumacher College, the New Economics Foundation (nef), the Transition Network (TN) and the University of Plymouth Business School. They provide a unique opportunity to study with leading thinkers and academics, activists and practitioners in the new economy from a range of different perspectives.

2.0 Distinctive Features

2.1 New paradigm thinking and practice

Schumacher College is the first in the world to offer postgraduate programmes in Economics for Transition, in association with nef, the Transition Network and University of Plymouth. The programmes build on the reputation and approach of the radical economic model developed by EF Schumacher that has inspired a whole generation of thinkers and practitioners in new approaches to economics to address the inter-related sustainability challenges of our times. They have also been inspired by the well-established and successful MSc in Holistic Science by offering new paradigm thinking and practice in economics based on contemporary scientific understanding of systems ecology and complexity theory applied to the socio-economic domain.

The PG Certificate will give students access to the foundational aspects of the MA programme, without progression to the elective modules and to the dissertation module.

Synergies with the College's Holistic Science and Sustainable Horticulture and Food Production postgraduate programmes will be created where possible, as well as ensuring the College's various programme disciplines remain distinctive with clear target audiences.



2.2 Unique holistic educational model

Schumacher College has a proven track record and international reputation for offering a unique holistic educational approach based on experience of 20 years. The innovative approach to teaching and learning at Schumacher College is summarised below.

“The Gandhian philosophy of learning at different levels and the Tagorean principles of ‘practice research’ are powerful tools in the personal transformation of those who attend the College. Staff and participants – as a single community – interact and share in the gardening, cooking, cleaning and reflection that form the rhythms of the day. The power and gravitas of the model has attracted pioneering scholars and thinkers from around the world to teach and participate in the learning¹”.

Key elements of the approach include:

- community living and working within the residential setting of Schumacher College;
- acknowledging and developing the whole person – intellectual, emotional, ethical and practical;
- valuing transdisciplinary approaches and different ways of knowing (analytical, sensory perception, feelings and emotions, and intuitive);
- emphasis on embodiment and practical action in participants’ own lives;
- engaging with a range of teaching and learning methods from lectures and seminars to participatory and experiential learning methods; and reflective inquiry;
- developing a blended learning approach, which complements the Schumacher approach to transformational learning through living and working together, with online learning and networking;
- attracting participants, teachers and practitioners from all over the world.

The learning environment at the College has therefore been designed to embody and nurture holistic and ecological values. As a practical expression that living and learning be part of one whole, staff and students are jointly responsible for daily tasks such as cooking, gardening and cleaning. All postgraduate students engage in these tasks as full members of the learning community.

‘Schumacher College has created a unique learning environment where discussions take place in an atmosphere that is intellectually very intense and challenging, but is emotionally very safe. When I teach at the College, I feel almost like being among family, and this strong feeling of community emerges after being together for not more than a week or so. To most scholars such a situation is extremely attractive. For we who teach here this is a unique place to examine our work in depth and to try out new ideas in a safe environment’. Fritjof Capra (2007)² Author of *The Web of Life* (1997), Flamingo, London.

¹ Phillips, A. (2007) *Holistic Education: Learning from Schumacher College*. Green Books. P7

² Phillips, A. (2007) *op.cit.* pp 9-10.

2.3 Elective modules and the short course programme

Starting in 2013, Masters Students will have the opportunity to select two electives from a suite that have been specifically tailored for the MA programme and the MSc in Holistic Science. Only three to four topics will be available for selection each academic year. The full suite of electives are:

Module Code	Module Title
SCH5405	Contemporary Issues in Holistic Science
SCH5406	Leading in the Midst of Complexity
SCH5407	Ecophilosophy
SCH5408	Ecopsychology
SCH5409	Economics and Development
SCH5410	Ecological Design
SCH5411	Food and Agriculture
SCH5412	Sustainable Enterprise
SCH508	Economics of Happiness
SCH5413	Writing the Transition

These electives are three-week residential courses that attract teachers and practitioners of international repute from all over the world. They are usually, but not always, attended as a Schumacher College short course. These short courses are also open to the general public and attract students of all ages from all walks of life, and provide a mutually stimulating environment for both Masters Students and short course participants.

Masters students should be aware that where they are studying an elective as part of a Schumacher College short course, it is possible that the short course will be given a different title to that of the corresponding elective. For example, in 2012/13, elective module SCH5405 Contemporary Issues in Holistic Science will be studied as part of the short course, *Mind in Nature*.

2.4 Collaborative approach

The programmes have been developed in association with the Plymouth Business School at University of Plymouth (with its focus on ethical business and social enterprise and being top of the People and Planet Green League of Universities in 2010), the New Economics Foundation (bringing over 20 years' experience of new economics theory, policy debate and practical and innovative solutions to economic, environmental and social issues), the Transition Network (a growing social movement supporting communities worldwide to develop and implement action plans towards low carbon and resilient communities, organisations and businesses) and other Schumacher College associates.

Programme design has also adopted a collaborative approach, involving workshops, interviews and an invitation for interested people to help co-create the programmes through an on-line survey.

2.5 What students say about Schumacher College

Selected comments from current and former students on the content and educational experience and impact of attending courses at Schumacher College include:

'An excellent balance between theory and practice, learning, living and doing'. Course participant, Ecoliteracy: First principles for radical change, 2009

'Using learning from this course I will design a curriculum to teach Holistic Economics at my institution'. Course participant, Embedding Holistic Economics, 2009

'My experience at Schumacher College was really challenging and inspiring. It helped me become more deeply rooted in my commitment to developing sustainable cities. I recommend professionals spend time at Schumacher College as I know it is a place where future leaders are developed'. Peter Head, a Director of Arup

'This course has motivated me to re-write our policies at work'. Course participant, Embedding Holistic Economics, 2009

...the most fantastic educational experience I've ever had at any time in my life. Course participant, Science, Matter & Consciousness, 2009

'Schumacher provides learning experiences with a rare depth, there is no fear of exploring the fringes as well as probing the depths of the subject in question'. Sophia van Ruth, MSc Holistic Science student 2007/8.

2.6 Flexible learning

Market research conducted in-house April – October 2010 (see Approval Document and Appendices) identified a market-demand for non-residential and part-time study options. Due to the immersive nature of the programmes offered by Schumacher, we are unable to offer a traditional part-time route of study.

Each programme can be broken down in to shorter periods of focused study; the minimum commitment in Year 1 is the first term (PG Certificate) which runs from September through to December.

3.0 Entry Requirements

The PG Certificate and MA are both Level 7 courses as identified by the FHEQ, and therefore they each have identical entry requirements.

1. Normally a first degree in social or natural science, or a background that is equivalent.
2. Good academic and personal references from people with extensive acquaintance with the applicant.
3. Evidence of intellectual clarity during interview.
4. Clearly formulated purpose for taking the course, focused interests and a clear idea of what the applicant wants from the MA programme and Schumacher College.
5. Clear understanding of the ethos and philosophy of the College.
6. Readiness and ability to live and work in a communal setting.
7. Where it is not the first language, competence in English is required to level B2 of the CEFR e.g. IELTS score 6.5 overall with minimum of 5.5 attained across all four competencies

It is expected that the student group will be internationally diverse, comprising students who are potential leaders and catalysts for change in their own fields.

3.1 Admissions Procedure

The responsibility for selecting participants lies with Schumacher College, although all candidates need to conform to University of Plymouth's minimum entry requirements for Postgraduate Certificate and Masters level students. The Head of Economics for Transition may exert his/her own discretion when minimum academic entry requirements are not met.

Since much of the courses are taught in a residential context, it is particularly important that candidates receive a personal interview to assess their suitability, both academic and social. This means that personal interviews are carried out at the College, or, as appropriate, by telephone or Skype. At this stage, prospective students will be introduced to the philosophy and ethos of their intended programme.

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

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

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

4.0 Programmes Aims

4.1 PG Certificate in Economics for Transition

- 4.1.1 To develop students' knowledge and reflective understanding of transition pathways to low carbon, high well-being and resilient economies.
- 4.1.2 To acknowledge and develop the whole person as a participant in co-creating these transition pathways.
- 4.1.3 To develop and enhance the individual's cognitive/intellectual skills; key transferable skills; and practical skills for sustainable living, working and ecological citizenship.

4.2 MA Economics for Transition

- 4.2.1 To develop students' knowledge and reflective understanding of transition pathways to low carbon, high well-being and resilient economies.
- 4.2.2 To acknowledge and develop the whole person as a participant in co-creating these transition pathways.
- 4.2.3 To develop and enhance the individual's cognitive/intellectual skills; key transferable skills; and practical skills for sustainable living, working and ecological citizenship.
- 4.2.4 To enable students to apply the principles of economics for transition in a wide variety of contexts and to use transdisciplinary research methodologies within a dissertation project.

“We need ecological design centres in every region of the world to midwife the transition and serve as repositories of know-how and know why . . . Schumacher, the Dartington Estate, and Totnes could fill the role of flagship in that movement.”

David Orr, former advisor to Al Gore



5.0 Intended Learning Outcomes

5.1 PG Certificate

A. Knowledge and Understanding (subject specific)

(A1) Demonstrate theoretical and experiential understanding of an ecological world view (ecology, systems thinking, complexity science, Gaia Theory) and socio-economic applications

(A2) Demonstrate theoretical and experiential understanding of critiques of the neoclassical economic model from alternative schools of economic thought

(A3) Identify, select and use sources of knowledge and evidence of market, policy and institutional failures that give rise to systemic crises in our economic, social, ethical and ecological systems

(A4) Demonstrate knowledge of theoretical frameworks, main debates, tools, methods, policies and case studies related to selected topics in the transition to new economics in practice

B. Cognitive/Intellectual Skills (generic)

(B1) Critically engage with the theoretical literature demonstrating ability to analyse, evaluate, compare and contrast, synthesise and work creatively with conflicting ideas and uncertainty

(B2) Develop insight into cultural narratives and socio-economic behaviours through reflective processes

C. Key Transferable Skills

(C1) The ability to manage their own learning, and to make use of scholarly reviews and primary resources (e.g. refereed research articles and/or original materials appropriate to the discipline)

(C2) Communicate information, ideas, problems and solutions to both specialist and non-specialist audiences

(C3) Self-evaluate and reflect on own values and behaviours in order to improve personal and/or professional practice and team work

(C4) Co-create theoretical principles for a new approach to economics for the transition to low carbon, high well-being and resilient economies

(C5) Apply learning to improve personal and professional practice and team work

D. Practical Skills

(D1) Experiential practice in the application of selected new economics tools, methods and policies to real world case studies

(D2) Derive practical steps towards the transition to low carbon, high well-being, resilient economies across selected sectors/themes

(D3) Work and learn autonomously and with others in team work

(D4) Communication and Presentation skills: engage confidently in academic and professional communication and prepare clear, well-presented written and oral work

E. Employment-related skills

Qualities and transferable skills necessary for employment requiring:

(E1) The exercise of initiative and personal responsibility

(E2) Decision making in complex and unpredictable contexts

(E3) The learning ability needed to undertake appropriate further training of a professional or equivalent nature

Appendix 1 shows the mapping of intended programme learning outcomes against the high level programme aims and the core modules where these are primarily demonstrated.

<p>Teaching and Learning Methods Presentations – course teachers and visiting teachers Interactive workshops/group work Seminars Tutorials and feedback Case studies and field trips Simulations, exercises, role play and games Independent study and reading Student presentations and peer-to-peer learning Coursework</p>	<p>Assessment SCH509: Project SCH510: Project SCH511: Applied Project</p>
<p>Teaching and Learning Methods Presentations – course teachers and visiting teachers Interactive workshops/group work Seminars Tutorials and feedback Case studies and field trips Simulations, exercises, role play and games Independent study and reading Student presentations and peer-to-peer learning Coursework</p>	<p>Assessment SCH509: Project SCH510: Project</p>
<p>Teaching and Learning Methods Experiential practice (such as deep ecology exercises) Reflective inquiry and action reflection cycles Participatory methodologies (such as open space) Interactive workshops Small group learning sets</p>	<p>Assessment SCH509: Summary of Learning Journal SCH510: Individual transition plan</p>
<p>Teaching and Learning Methods Presentations – course teachers and visiting teachers Interactive workshops/group work Seminars and small group mentoring Tutorials and feedback Case studies and field trips Simulations, exercises, role play and games Independent study and reading Student presentations and peer-to-peer learning Coursework</p>	<p>Assessment SCH511: Applied Project</p>
<p>Teaching and Learning Methods Interactive workshops and seminars Simulations, exercises, role play and games Independent study and reading Student presentations Coursework Reflective inquiry</p>	<p>Assessment SCH509: Summary of Learning Journal SCH510: Individual transition plan</p>

5.2 Intended Learning Outcomes, MA Economics for Transition

A. Knowledge and Understanding (subject specific)

(A1) Demonstrate theoretical and experiential understanding of an ecological world view (ecology, systems thinking, complexity science, Gaia Theory) and socio-economic applications

(A2) Demonstrate theoretical and experiential understanding of critiques of the neoclassical economic model from alternative schools of economic thought

(A3) Identify, select and use sources of knowledge and evidence of market, policy and institutional failures that give rise to systemic crises in our economic, social, ethical and ecological systems

(A4) Demonstrate knowledge of theoretical frameworks, main debates, tools, methods, policies and case studies related to selected topics in the transition to new economics in practice

B. Cognitive/Intellectual Skills (generic)

(B1) Critically engage with the theoretical literature demonstrating ability to analyse, evaluate, compare and contrast, synthesise and work creatively with conflicting ideas and uncertainty

(B2) Develop insight into cultural narratives and socio-economic behaviours through reflective processes

(B3) Identify a suitable research topic, plan and develop project design, analyse the issue using an appropriate methodology, synthesise findings; appreciate the ethical dimensions of the project

C. Key Transferable Skills

(C1) The ability to manage their own learning, and to make use of scholarly reviews and primary resources (e.g. refereed research articles and/or original materials appropriate to the discipline)

(C2) Communicate information, ideas, problems and solutions to both specialist and non-specialist audiences

(C3) Self-evaluate and reflect on own values and behaviours in order to improve personal and/or professional practice and team work

(C4) Co-create theoretical principles for a new approach to economics for the transition to low carbon, high well-being and resilient economies

(C5) Apply learning to improve personal and professional practice and team work

D. Practical Skills

(D1) Experiential practice in the application of selected new economics tools, methods and policies to real world case studies

(D2) Derive practical steps towards the transition to low carbon, high well-being, resilient economies across selected sectors/themes

(D3) Work and learn autonomously and with others in team work

(D4) Communication and Presentation skills: engage confidently in academic and professional communication and prepare clear, well-presented written and oral work

E. Employment-related skills

Qualities and transferable skills necessary for employment requiring:

(E1) The exercise of initiative and personal responsibility

(E2) Decision making in complex and unpredictable contexts

(E3) The learning ability needed to undertake appropriate further training of a professional or equivalent nature

Appendix 1 shows the mapping of intended programme learning outcomes against the high level programme aims and the core modules where these are primarily demonstrated.

<p>Teaching and Learning Methods Presentations – course teachers and visiting teachers Interactive workshops/group work Seminars Tutorials and feedback Case studies and field trips Simulations, exercises, role play and games Independent study and reading Student presentations and peer-to-peer learning Coursework, research and dissertation feedback</p>	<p>Assessment SCH509: Project SCH510: Project SCH511: Applied Project SCH504: Dissertation</p>
<p>Teaching and Learning Methods Presentations – course teachers and visiting teachers Interactive workshops/group work Seminars Tutorials and feedback Case studies and field trips Simulations, exercises, role play and games Independent study and reading Student presentations and peer-to-peer learning Coursework, research and dissertation feedback</p>	<p>Assessment SCH509: Project SCH510: Project SCH504: Dissertation</p>
<p>Teaching and Learning Methods Experiential practice (such as deep ecology exercises) Reflective inquiry and action reflection cycles Participatory methodologies (such as open space) Interactive workshops Small group learning sets</p>	<p>Assessment SCH509: Summary of Learning Journal SCH510: Individual transition plan SCH504: Dissertation</p>
<p>Teaching and Learning Methods Presentations – course teachers and visiting teachers Interactive workshops/group work Seminars and small group mentoring Tutorials and feedback Case studies and field trips Simulations, exercises, role play and games Independent study and reading Student presentations and peer-to-peer learning Coursework, research and dissertation feedback</p>	<p>Assessment SCH511: Applied Project SCH504: Dissertation</p>
<p>Teaching and Learning Methods Interactive workshops and seminars Simulations, exercises, role play and games Independent study and reading Student presentations Coursework, research and dissertation feedback Reflective inquiry</p>	<p>Assessment SCH509: Summary of Learning Journal SCH510: Individual transition plan SCH504: Dissertation</p>

6.0 Learning, Teaching and Assessment Strategies

6.1 Teaching and Learning Approach at Schumacher College

Schumacher College has a proven track record and international reputation for offering a unique holistic educational approach based on experience of 21 years. Key elements of this approach are summarised below:

- Community living and working within the residential setting of Schumacher College
- Acknowledging/developing the whole person - intellectual, emotional, ethical, and practical
- Values trans-disciplinary approaches and different types of knowledge (analytical, sensory perception, emotions and feelings and intuitive)
- Emphasis on embodiment and practical action in participants' own lives
- Engaging with a range of teaching and learning methods from lectures and seminars to participatory and experiential learning methods and reflective inquiry
- Developing a blended learning approach, which complements the Schumacher approach to transformational learning through living and working together, with on-line learning and networking
- Attracting participants, teachers and practitioners from all over the world

6.2 Relevance to University of Plymouth Teaching and Learning Strategy

The Economics for Transition postgraduate programmes are aligned with the University's Teaching and Learning Strategy 2009-2012 in a number of key areas including:

- Teaching and learning approaches that are holistic, inspirational and innovative
- Enabling students to develop knowledge and skills in the field of social and environmental enterprise
- Offering a learning environment that promotes active and reflective learning and personal development
- Offering flexible delivery of modules
- Encouraging students to develop skills and experience through learning outside the formal curriculum.
- For the MA programme, working with the University of Plymouth Faculty to create opportunities for students to learn about, acquire and practice research skills
- Including international issues in the core curriculum
- Attracting international students and promoting global ecological citizenship
- Embedding sustainability within the core curriculum as well as encouraging student practice of sustainability in all areas of their lives (as professionals, citizens, consumers, investors)
- Promoting opportunities for students to learn from engagement with local communities, enterprises and projects



6.3 Summary of Teaching and Learning Methods: Description, Rationale and Examples Linked to Core Modules (SCH509/SCH510/SCH511 which comprise the PG Cert) and Dissertation Module (SCH504)

Teaching & Learning Methods	Description, Rationale and Examples	Modules (SCH)			
		509	510	511	504
Presentations	Presentations by faculty and visiting teachers provide students with knowledge, theories and methodologies from experts in the field. These are supplemented by 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 a specific project, 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 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 team work 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. Enables students to actively engage with the holistic learning model at Schumacher College (intellectual, emotional, ethical and practical).	√	√	√	
Teaching & Learning Methods	Description, Rationale and Examples	Modules			
		509	510	511	504
Research Skills, Methods and Dissertation	Research methods and skills are taught as an integral part of the core taught modules. For example, ecological modeling and systems mapping (509); scenario planning (510) and simple macroeconomic modeling (511). 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.	√	√	√	√
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 Development 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.	√	√		

6.4 Assessment Methods

A mixed range of assessment methods have been devised to ensure that the learning outcomes of the programmes are adequately assessed and generally reflect the same structure approved for the Holistic Science programmes. This will include opportunities for formative assessment such as constructive feedback on drafts of assignments and peer to peer feedback on presentations.

Module	Assessment Elements	Indicative Weighting	Credits	Assessment Method
Core 100% coursework				
SCH509	(a) Project	70%	20	Project: This can be an academic essay or an artistic project with an academic commentary. Summary of Learning Journal.
	(a) Learning Journal	30%		
SCH510	(a) Project	70%	20	Project: This can be an academic essay or an artistic project with an academic commentary. Individual transition plan: Report or presentation.
	(a) Personal transition plan	30%		
SCH511	Applied Project	100%	20	Applied project related to the new economy in practice.
Dissertation 100% coursework				
SCH504	Dissertation	100%	80	Dissertation: Either 15,000 – 20,000 word dissertation or an approved artistic project plus an academic commentary.
Electives 100% coursework				
3 – 4 options are chosen each year from a suite of approved generic modules	Project	100%	20	Project: This can be an academic essay or an artistic project with an academic commentary.

6.4.1 Core and Elective Module Assessment

Work produced for core modules (PG Certificate) and elective modules (part of MA) assessment is marked by the programme teachers and/or approved and qualified second markers, and an agreed selection checked by the External Examiner. All markers independently arrive at their own marks before agreeing a final mark. Key assessment methods include:

Project: For the project, students are able to submit an academic essay, or a shorter academic essay together with an artistic project (such as a documentary), or a shorter academic essay along with a formal presentation. In cases where artistic work is involved, it is a requirement that the students write a short commentary explaining how this work relates to the module in question.

Applied Project: Students either select their own topic related to the new economy in practice or choose from a communal pool of projects prepared in advance by the programme teachers. Indicative topics for the applied project include developing a business plan for a renewable energy services company, estimating the economic impact of a new development (such as a superstore), working with the local community to map the local food economy.

6.4.2 Dissertation Assessment (MA)

The MA Coordinator at Schumacher College will identify a Dissertation Supervisor for each student. Where a student's choice of research topic falls outside the expertise available within University of Plymouth or Schumacher College, there is latitude for an External Supervisor to be appointed (subject to the terms of the Institutional Agreement). This External Supervisor will provide the

primary supervision for the student but there will also be a College Supervisor appointed in order to oversee the supervision process and to whom the student should regularly keep in contact. Students are required to maintain close academic contact with their University of Plymouth or Schumacher College dissertation supervisor through visits/Skype and email.

The MA Coordinator will organise a research methodologies programme in the social sciences and discuss with students the process for selecting and designing a suitable research topic. Students are encouraged to submit a proposal outlining their project and proposed methodology by a set date in mid-February. This proposal does not form part of the assessment, but must be approved by the Dissertation Supervisor before work commences. 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 teachers and/or University of Plymouth supervisors. Examples of indicative dissertation topics include: Developing quantitative and/or qualitative indicators of economic resilience; Application of concepts from complexity theory to business leadership; Documentary about the health of global financial markets based on a systems model; an action research inquiry into setting up a local transition initiative.

The dissertation (15,000–20,000 words) is marked by the Primary Dissertation Supervisor and by the programme teachers, and is moderated by the External Examiner. Students are able to submit an academic commentary together with an artistic project, or a shorter dissertation along with a formal presentation or viva.

6.5 PG Certificate: Indicative Timeline for Full-Time Programme Delivery and Assessment

Code	Delivery	Assessment
SCH509	Sept – Oct	Draft SCH509 project (for tutor feedback)) early October. SCH509 Final submission at the end of the module
SCH510	Oct - Dec	Draft SCH510 project (for tutor feedback) by mid-December SCH510 Final submission at the end of the module
SCH511	Oct - Dec	Draft SCH511 project (for tutor feedback) by mid-December SCH511 Final submission at the end of the module

6.6 MA: Indicative Timeline for Full-Time Programme Delivery and Assessment

Code	Delivery	Assessment
SCH509	Sept – Oct	Draft SCH509 project (for tutor feedback)) early October. SCH509 Final submission at the end of the module
SCH510	Oct - Dec	Draft SCH510 project (for tutor feedback)) by mid-December SCH510 Final submission at the end of the module
SCH511	Oct - Dec	Draft SCH511 project (for tutor feedback) by mid-December SCH511 Final submission at the end of the module
SCH504	Research Methods Workshop Dissertation	Draft SCH504 Dissertation Proposal (not assessed) by mid-February SCH504 Dissertation by 31 August
Elective Modules	Dates TBC	Draft project (for tutor feedback) by the end of the module Assessed project at the end of the module

7.0 Programme Structure and Pathways

The award pathways of the programmes allow the following:

PG Certificate in Economics for Transition

Satisfactory completion of the Core Modules, totaling 60 M level credits.

Students can gain the Postgraduate Certificate in Economics for Transition with the completion of the 60 credit Core Modules taught in Term 1, within one academic year. Students awarded the named Certificate can return to top-up to the Masters qualification in the following year through the part-time route detailed in 7.1.

MA Economics for Transition

Satisfactory completion of 180 M level credits comprising Core Modules (60 M credits), 2 Electives (40 M credits) and Dissertation (80 M credits).

Term 1: Core Modules

Term 2: Electives

Students select 2 from a suite of 3 electives offered each year.

Term 3: Completion of Dissertation



The **Core Modules** are:

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

Elective modules

Students are required to choose two elective modules (see 2.3).which provide the opportunity to examine areas of interest in greater depth with specialist visiting teachers. Students work with the programme teachers and/or course tutors to integrate their learning into the MA in Economics for Transition.

Full Definitive Module Records for all approved modules are available if required.

7.1 Part-time Pathways for MA students

In some circumstances we will allow a student to attain their 180 M credits on a part-time basis according to the following scenarios:

Tel: +44 (0)1803 865934

- i. Part-time pathway 1 (24 months): Students complete the core modules in Academic Year 1, acquiring the award of PG Certificate in Economics for Transition, and the electives and dissertation in Academic Year 2.
- ii. 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. The preferred pathway would be model (i) but this will be considered where a student can provide a satisfactory rationale for taking this route.
- iii. Part-time pathway 3 (20 months): Students elect 2 modules from the short course electives in Academic Year 1; and complete the core modules and dissertation in Academic Year 2. This route will only be offered in exceptional circumstances.

7.1.2 Indicative Part-time Pathway 1 (24 months)

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
SCH510 (20 credits) Emergence of the New Economy
SCH511 (20 credits) New Economics in Practice

SCH5409 (20 credits) Economics and Development
SCH5412 (20 credits) Sustainable Enterprise
SCH5413 (20 credits) Writing the Transition

SCH504 (80 credits) Economics for Transition Dissertation

7.1.3 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
SCH510 (20 credits) Emergence of the New Economy
SCH511 (20 credits) New Economics in Practice

SCH5409 (20 credits) Economics and Development
SCH5412 (20 credits) Sustainable Enterprise
SCH5413 (20 credits) Writing the Transition

SCH504 (80 credits) Economics for Transition Dissertation

7.1.4 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	

8.0 Exemptions/special academic regulations

Students cannot apply for exemption from any modules through APEL (Assessment of Prior Experiential Learning) or APCL (Assessment of Prior Certificated Learning).

Final Award Title	MA Economics for Transition / PG Cert in Economics for Transition
Level	7 / 7
Intermediate Awards	PG Cert / N/A
Level	7
Awarding Institution	University of Plymouth
Teaching Institution	Schumacher College
Accrediting Body	N/A
Appropriate Benchmarks	N/A
UCAS Code	N/A
JACS code	
Date of production:	July 2012
Date of most recent approval:	11 January 2011

Appendix 1: Programme Intended Learning Outcomes Map

Programme Intended Learning Outcomes Map		Masters (M) Level
Core Programme Intended Learning Outcomes (as worded in the Programme Specification)	Aim	Related Core Modules and Dissertation
Knowledge/Understanding (A1) Demonstrate theoretical and experiential understanding of an ecological world view (ecology, systems thinking, complexity science, Gaia Theory) and socio-economic applications (A2) Demonstrate theoretical and experiential understanding of critiques of the neoclassical economic model from alternative schools of thought (A3) Identify, select and use sources of knowledge and evidence of market, policy and institutional failures that give rise to systemic crises in our economic, social, ethical and ecological systems (A4) Demonstrate knowledge of theoretical frameworks, main debates, tools, methods, policies and case studies related to selected topics in the transition to new economics in practice	1, 2	SCH509
	1, 2	SCH510
	1	SCH510, SCH504
	1	SCH511, SCH504
Cognitive/Intellectual Skills (generic) (B1) Critically engage with the theoretical literature demonstrating ability to analyse, evaluate, compare and contrast, synthesise and work creatively with conflicting ideas and uncertainty (B2) Develop insight into cultural narratives and socio-economic behaviours through reflective processes (B3) Identify a suitable research topic, plan and develop project design, analyse the issue using an appropriate methodology, synthesise findings, appreciate the ethical dimensions of the project	1	SCH509, SCH510, SCH511, SCH504
	1, 2	SCH510
	1, 3	SCH504
Key/Transferable Skills (generic) (C1) The ability to manage their own learning, and to make use of scholarly reviews and primary resources (e.g. refereed research articles and/or original materials appropriate to the discipline) (C2) Communicate information, ideas, problems, and solutions to both specialist and non-specialist audiences (C3) Self-evaluate and reflect on own values and behaviours in order to improve personal and/or professional practice and team work (C4) Co-create theoretical principles for a new approach to economics for the transition to a low carbon, high well-being and resilient economies (C5) Apply learning to improve personal and professional practice and team work	1,3	SCH509, SCH510, SCH511, SCH504
	1,3	SCH509, SCH510, SCH511, SCH504
	2,3	SCH509; SCH510, SCH504
	1,2,3	SCH510
	2,3	SCH509, SCH510, SCH511; SCH504
Practical Skills (subject specific) (D1) Experiential practice in the application of selected new economics tools, methods and policies to real-world case studies (D2) Derive practical steps towards the transition to low carbon, high well-being, resilient economies across selected sectors/themes (D3) Work and learn autonomously and with others in team work (D4) Communication and Presentation skills: engage confidently in academic and professional communication and prepare clear, well-presented written and oral work	1,2,3	SCH510
	1,2,3	SCH511, SCH504 SCH511
	2,3	SCH509, SCH510, SCH511, SCH504
	3	SCH509, SCH510, SCH511, SCH504
Employment-related skills Qualities and transferable skills necessary for employment requiring: (E1) The exercise of initiative and personal responsibility (E2) Decision making in complex and unpredictable contexts (E3) The learning ability needed to undertake appropriate further training of a professional or equivalent nature	1,3	509SCH509, SCH510, 511, SCH504
	1,2,3	SCH509, SCH510, SCH511, SCH504
	1,2,3	5SCH509, SCH510, SCH511, SCH504

9.0 Module Records

MODULE CODE:	SCH509	MODULE TITLE:	The Ecological Paradigm		
CREDITS: 20	FHEQ Level: 7		JACS CODE: C180		
PRE-REQUISITES: none	CO-REQUISITES: none		COMPENSATABLE: No		
SHORT MODULE DESCRIPTOR: (<i>max 425 characters</i>) 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.					
ELEMENTS OF ASSESSMENT <i>Use HESA KIS definitions]</i>					
WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
E1 (formally scheduled)	0 %	C1	100 %	P1	0 % or Pass/Fail (delete as appropriate)
E2 (OSCE)	0%	C2	%	P3	0% or Pass/Fail (delete as appropriate)
T1 (in-class test)	0%	A1	%		
SUBJECT ASSESSMENT PANEL Group to which module should be linked: SCH/Schumacher College					
Professional body minimum pass mark requirement: N/A					
MODULE AIMS: This module aims to: (a) Differentiate between different concepts of sustainability; (b) Apply principles from ecology and Gaia Theory, dynamic systems thinking and complexity science to socio-economic systems illustrated with case studies; (c) Develop personal & group inquiry practices to raise awareness of the interdependent relationship between the individual, society and nature & between theory, experience & practice.					
ASSESSED LEARNING OUTCOMES: (additional guidance below) At the end of a module the learner will be expected to be able to: (1) Critically analyse, compare and contrast theoretical approaches to sustainable development; (2) Demonstrate theoretical and experiential understanding of an ecological world view drawn from ecology and systems thinking; chaos and complexity science; and Gaia Theory; (3) Apply holistic science theory to case study applications in the socio-economic domain; (4) Self evaluate and reflect on own values and behaviours in order to improve professional and personal awareness, practice and team work.					
DATE OF APPROVAL:	01/2011	FACULTY/OFFICE:	Academic Partnerships		
DATE OF IMPLEMENTATION:	09/2011	SCHOOL/PARTNER:	Schumacher College		
DATE(S) OF APPROVED CHANGE:	Click here to enter a date.	TERM:	Autumn term (September- December)		
Additional notes (for office use only): For delivering institution's HE Operations or Academic Partnerships use if required					

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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ACADEMIC YEAR: 2017/2018	NATIONAL COST CENTRE: 129
MODULE LEADER: Julie Richardson	OTHER MODULE STAFF: Tim Crabtree, Jonathan Dawson, Stephan Harding

<p>SUMMARY of MODULE 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.</p>
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SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information
Lecture	44	
Seminar	20	
Tutorial	4	
Demonstration	0	
Practical classes and workshops	0	
External visit	12	
Guided independent study	120	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.
Total	200	(NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Written exam	E		% Total = 0%	
	T		Total = 0%	
Coursework	C1	Portfolio	Total = 100%	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.
	C2			
Practice	P1		0% Total = 0%	
	P2		0% Total = 0%	
	P2		0% Total = 0%	

Updated by: Michelle North	Date: 06/02/2017	Approved by: Jonathan Dawson	Date: 06/02/2017
<p>Recommended Texts and Sources:</p> <p>Raworth, K. (2017) <i>Doughnut Economics: Seven Ways to Think Like a 21st Century Economist</i>. Chelsea Green Publishing, Vermont</p> <p>Picketty, T. (2014) <i>Capital in the Twenty First Century</i>. Harvard University Press, Massachusetts</p> <p>Thackara, J. (2015) <i>How to Thrive in the Next Economy: Designing Tomorrow's World Today</i>. Thames & Hudson, London U.K.</p> <p>Duncan, D. (2017) "The Call for a New Economy" www.upstreampodcast.org/new-economy. Upstream Podcast</p> <p>Walker B. And Salt D. (2006) <i>Resilience Thinking</i>. Island Press, Washington DC</p> <p>Berkes F., Colding J. and Folke C. (2008) <i>Navigating Social-Ecological Systems – Building Resilience for Complexity and change</i>. Cambridge University Press.</p> <p>Gunderson L.H. and Holling C.S. (2002) <i>Panarchy: Understanding Transformations in Human and Natural Systems</i>. Island Press. Washington DC</p> <p>Heinberg R. And Lerch D. (eds) (2010) <i>The Post Carbon Reader: Managing the 21st Century Crises</i>. Watershed Media, California.</p> <p>Capra f. (1997) <i>The Web of Life</i>. Flamingo, London</p> <p>Harding S.P, (2009) <i>Animate Earth: Science. Intuition and Gaia</i></p> <p>Goodwin B. (2007) <i>Nature's Due: Healing Our Fragmented Culture</i>. Floris Edinburgh</p> <p>Lovelock J. (2000) <i>Gaia: The Practical Science of Planetary Medicine</i>. Gaia Books.</p> <p>Kauffman S. (1993) <i>The Origins of Order</i>. Oxford University Press.</p> <p>Meadows D.H. (1997) <i>Places to Intervene in a System</i>. Whole Earth</p> <p>Arthur W.B. (1999) 'Complexity and the Economy'. <i>Science</i> 284: 107-109.</p> <p>Omerod P (1998) <i>Butterfly Economics</i>. Faber and Faber, London.</p> <p>Lent A. and Lockwood M (2010) <i>Creative Destruction: Placing Innovation at the Heart of Progressive Economics</i>, IPPR, London</p> <p>Beinhocker E. (2007) <i>The Origin of Wealth – Evolution, Complexity and the Radical Re-Making of Economics</i>, Random House, London</p> <p>Richardson J et al (2007) <i>Using Science to Create a Better Place</i>. EA, Bristol.</p> <p>www.worldmapper.org Ecological footprints of resource use</p> <p>www.teebweb.org/ The Economics of Ecosystems and Biodiversity</p> <p>www.nature.com/news/specials/planetaryboundaries Planetary Boundaries</p> <p>www.oneplanetliving.org WWF One Planet Living within Earth System Boundaries</p> <p>http://www.copenhagendiagnosis.org/ Synthesis of policy relevant climate science</p> <p>www.lse.ac.uk/complexity Socio-economic applications of complexity science</p>			

MODULE CODE:	SCH510	MODULE TITLE:	Emergence of the New Economy
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CREDITS: 20	FHEQ Level: 7	JACS CODE: L174
PRE-REQUISITES: none	CO-REQUISITES: none	COMPENSATABLE: No

SHORT MODULE DESCRIPTOR: (*max 425 characters*) 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.

ELEMENTS OF ASSESSMENT *Use HESA KIS definitions]*

WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
E1 (formally scheduled)	0 %	C1	100 %	P1	0 % or Pass/ Fail (delete as appropriate)
E2 (OSCE)	0%	C2	%	P3	0% or Pass/ Fail (delete as appropriate)
T1 (in-class test)	0%	A1	%		

SUBJECT ASSESSMENT PANEL Group to which module should be linked: SCH/Schumacher College

Professional body minimum pass mark requirement: N/A

MODULE 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.

ASSESSED LEARNING OUTCOMES: (additional guidance below)

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.

DATE OF APPROVAL:	01/2011	FACULTY/OFFICE:	Academic Partnerships
DATE OF IMPLEMENTATION:	09/2011	SCHOOL/PARTNER:	Schumacher College
DATE(S) OF APPROVED CHANGE:	Click here to enter a date.	TERM:	Autumn term (September-December)

Additional notes (for office use only): For delivering institution's HE Operations or Academic Partnerships use if required

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 2017/2018	NATIONAL COST CENTRE: 129
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MODULE LEADER: Jonathan Dawson	OTHER MODULE STAFF:
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SUMMARY of MODULE 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 (e.g. Ecological economics, Schumacher and Buddhist economics, institutional economics; socio-political perspectives); pluralistic principles for a new economic approach; futures thinking and scenarios.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information
Lecture	44	
Seminar	20	
Tutorial	4	
Demonstration	0	
Practical classes and workshops	0	
External visit	12	
Guided independent study	120	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.
Total	200	(NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Written exam	E		% Total = 0%	
	T		Total = 0%	
Coursework	C1	Portfolio	Total = 100%	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.
	C2			
Practice	P1		0% Total = 0%	
	P2		0% Total = 0%	
	P2		0% Total = 0%	

Updated by: Jonathan Dawson	Date: 20/06/2016	Approved by: Jonathan Dawson	Date: 20/06/2016
<p>Recommended Texts and Sources:</p> <p>Arthur B. (2013) <i>Complexity Economics: A Different Framework for Economic Thought</i>, SFI Working Paper: 2013-04-012 http://tuvalu.santafe.edu/~wbarthur/Papers/Comp.Econ.SFI.pdf</p> <p>Bollier D. and Silke Helfrich (2013) <i>The Wealth of the Commons</i> * Eisenstein C. (2011) <i>Money Gift and Community in an Age of Transition</i>, North Atlantic Books</p> <p>Boyle D. and Simms A. (2009) <i>The New Economics: A Bigger Picture</i>, Earthscan (especially Chapters 1 & 2)</p> <p>Daly H.E. and Farley J.C. (2004) <i>Ecological Economics: Principles and Applications</i>, Island Press, Washington. Part 1: An Introduction to Ecological Economics</p> <p>Dawson J. <i>How do we redesign a new economic theory framed by ecological systems?</i>, Guardian, 7 February 2013, http://www.theguardian.com/sustainable-business/redesign-new-theory-economics-ecological-systems</p> <p>Graeber D. (2011) <i>Debt: The first 5,000 years</i>, Melville House, New York</p> <p>Heinberg R. And Learch D. (2010) <i>The Post Carbon Reader: Managing the 21st Century Sustainability Crisis</i>, Post Carbon Institute, USA. Part Nine: The Economy</p> <p>Jackson T. (2011) <i>Prosperity Without Growth: Economics for a Finite Planet</i>, Earthscan</p> <p>Lewis M. and P. Conaty (2012) <i>The Resilience Imperative: Cooperative Transitions to a Steady-state Economy</i>, <i>New Society</i></p> <p>Meadows, D. 1999. <i>Leverage Points: Places to Intervene in a System</i> Available on-line at: http://www.donellameadows.org/archives/leverage-points-places-to-intervene-in-a-system</p> <p>Murray R. (2009) <i>Danger and Opportunity: Crisis and the New Social Economy</i>. NESTA Nef (2009) <i>Happy Planet Index 2.0</i>, [on-line] http://www.happyplanetindex.org/public-data/files/happy-planet-index-2-0.pdf</p> <p>Patel R. (2012) <i>The Value of Nothing</i>, (See also the Generation Food project http://rajpatel.org/2012/07/09/announcing-generation-food/)</p> <p>Schumacher E.F. (1973) <i>Small is Beautiful</i>, Random House, London</p> <p>Weber A. (2013) <i>Enlivenment: Towards a fundamental shift in the concepts of nature, culture and politics</i>. Heinrich Boell Stiftung http://www.boell.de/en/2013/02/01/enlivenment-towards-fundamental-shift-concepts-nature-culture-and-politics http://wealthofthecommons.org/</p>			

MODULE CODE:	SCH511	MODULE TITLE:	New Economics in Practice
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CREDITS: 20	FHEQ Level: 7	JACS CODE: L110
PRE-REQUISITES: none	CO-REQUISITES: none	COMPENSATABLE: No

SHORT MODULE DESCRIPTOR: (max 425 characters) 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.

ELEMENTS OF ASSESSMENT Use HESA KIS definitions]

WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
E1 (formally scheduled)	0 %	C1	100 %	P1	0 % or Pass/ Fail (delete as appropriate)
E2 (OSCE)	0%	C2	%	P3	0% or Pass/ Fail (delete as appropriate)
T1 (in-class test)	0%	A1	%		

SUBJECT ASSESSMENT PANEL Group to which module should be linked: SCH/Schumacher College

Professional body minimum pass mark requirement: N/A

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

ASSESSED LEARNING OUTCOMES: (additional guidance below)
 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.

DATE OF APPROVAL:	01/2011	FACULTY/OFFICE:	Academic Partnerships
DATE OF IMPLEMENTATION:	09/2011	SCHOOL/ PARTNER:	Schumacher College
DATE(S) OF APPROVED CHANGE:	Click here to enter a date.	TERM:	Autumn term (September- December)

Additional notes (for office use only): For delivering institution's HE Operations or Academic Partnerships use if required

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ACADEMIC YEAR: 2017/2018	NATIONAL COST CENTRE: 129
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MODULE LEADER: Tim Crabtree	OTHER MODULE STAFF: Jonathan Dawson
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<p>SUMMARY of MODULE CONTENT</p> <p>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 e.g. values, well-being & sustainable consumption; sustainable production & ecological design; the future of work; localisation & economic resilience; community, citizenship & democracy.</p>

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Lecture	44	
Seminar	20	
Tutorial	4	
Demonstration	0	
Practical classes and workshops	0	
External visit	12	
Guided independent study	120	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.
Total	200	(NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc)

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	T		Total = 0%	
Coursework	C1	Portfolio	Total = 100%	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.
	C2			
Practice	P1		0% Total = 0%	
	P2		0% Total = 0%	
	P2		0% Total = 0%	

Updated by: Tim Crabtree	Date: 12/05/2017	Approved by: Jonathan Dawson	Date: 12/05/2017
Recommended Texts and Sources:			
<p>Alperovitz, G. (2013) <i>What Then Must We Do?</i> White River Junction, VT: Chelsea Green Publishing.</p> <p>Anielski, M. (2009) <i>The Economics of Happiness</i>, BC: New Society Publishers.</p> <p>Benello, C. and Morehouse, W. (1997). <i>Building sustainable communities</i>. New York: Bootstrap Press</p> <p>Boyle D. and Simms A. (2009) <i>The New Economics: A Bigger Picture</i>, Earthscan</p> <p>Boyle, D. (2016). <i>Prosperity Parade: Eight Stories from the Frontlines of Local Economic Recovery</i>. London: New Weather Institute.</p> <p>Cahn E. (2000) <i>No More Throw Away People</i>, Essential Books, Washington</p> <p>Chatterton, P. (2014) <i>Low impact living: A field guide to ecological, affordable community building</i>. London, United Kingdom: Routledge.</p> <p>Douthwaite R. (1996) <i>Short Circuit: Strengthening Local Economies for Security in an Unstable World</i>, Green Books, Totnes</p> <p>Ford, M. (2015) <i>The Rise of the Robots</i>. London: Oneworld.</p> <p>Gallie E.D. (2007) <i>Employment Regimes and the Quality of Work</i>, OUP</p> <p>Green Fiscal Commission (2009) <i>The Case for Green Fiscal Reform</i>, [on-line] http://www.greenfiscalcommission.org.uk/images/uploads/GFC_FinalReport.pdf</p> <p>Hopkins, R. (2011). <i>The transition companion</i>. Totnes: Transition Books.</p> <p>Jackson T. (2009) <i>Prosperity Without Growth</i>, Earthscan, London.</p> <p>Jacobs, J. (2000). <i>The nature of economies</i>. Toronto: Random House Canada.</p> <p>Kelly, M. (2012). <i>Owning our future: The emerging ownership revolution</i>. San Francisco, CA: Berrett-Koehler</p> <p>Lewis, M. and Conaty, P. (2012). <i>The resilience imperative</i>. Gabriola, BC: New Society Publishers.</p> <p>Laloux, F. (2014). <i>Reinventing Organizations</i>. Brussels: Nelson Parker.</p> <p>Lietaer, B. (2002). <i>The future of money</i>. London: Random House Business.</p> <p>McDonough W. And Braungart M. (2002) <i>Cradle to Cradle</i>, North Point Press, NY</p> <p>Murray R., Caulier-Grice J. Mulgan G. (2010), <i>The Open Book of Social Innovation</i>, [on-line] www.nesta.org.uk</p> <p>nef (2008) <i>A Green New Deal</i>, [on-line] http://www.neweconomics.org/publications/green-new-deal</p> <p>nef (2009) <i>Public Services Inside Out</i>, [on-line] www.neweconomics.org/publications/public-services-inside-out</p> <p>nef (2009) <i>Happy Planet Index 2.0</i>, [on-line] http://www.happyplanetindex.org/public-data/files/happy-planet-index-2-0.pdf</p> <p>nef (2010), <i>21 Hours</i>, nef (2000) <i>Plugging the Leaks</i>; nef (2002) <i>The Money Trail</i>; nef (2006) [on-line] http://www.neweconomics.org/publications</p> <p>Osterwalder, A., Pigneur, Y. and Clark, T. (2010). <i>Business model generation</i>. Hoboken, NJ: Wiley.</p> <p>Pauli G. (2010), <i>The Blue Economy</i>, Paradigm Publications, Taos, NM</p> <p>Restakis, J. (2010). <i>Humanizing the economy: Co-operatives in the age of capital</i>. Gabriola, B.C: New Society Publishers.</p> <p>Robertson J. (2000) <i>Creating New Money</i>, New Economics Foundation, London</p> <p>Schumacher, E. F. (1973). <i>Small is beautiful: Economics as if people mattered</i>. New York: Harper & Row.</p> <p>Ridley-Duff, R; Bull, M. (2011) <i>Understanding Social Enterprise</i>. London: Sage.</p> <p>Scott Cato M. (2006) <i>Market, Schumarket</i>, New Clarion Press, Cheltenham</p> <p>Shaw, P. (2002). <i>Changing conversations in organizations</i>. London: Routledge.</p> <p>Seyfang G. (2009) <i>The New Economics of Sustainable Consumption</i>, Macmillan</p> <p>Seyfang, G., Hielscher, S., Hargreaves, T., Martiskainen, M. and Smith, A. (2014) 'A grassroots sustainable energy niche? Reflections on community energy in the UK', <i>Environmental Innovation and Societal Transitions</i>. Elsevier B.V., 13, pp. 21–44. doi: 10.1016/j.eist.2014.04.004.</p> <p>Shaw, P. and Stacey, R. (2006). <i>Experiencing risk, spontaneity and improvisation in organizational change</i>. London: Routledge.</p> <p>Smicek, N; Williams, A. (2015). <i>Inventing the Future: Postcapitalism and a World Without Work</i>. London: Verso Books.</p> <p>Stahel W. (2006) <i>The Performance Economy</i>, Palgrave MacMillan</p> <p>Tudge, C. (2016). <i>Six Steps Back to the Land: Why We Need Small Mixed Farms and Millions More Farmers</i>. Cambridge: UIT.</p> <p>Victor P.A. (2008), <i>Managing Without Growth</i>, Edward Elgar, Cheltenham</p> <p>Waring, M. (1988). <i>If women counted: A new feminist economics</i>. San Francisco: Harper & Row</p> <p>Webster, K. (2015). <i>The Circular Economy: A Wealth of Flows</i>. Cowes: Ellen MacArthur Foundation</p> <p>Wilkinson R. and Pickett K. (2010) <i>The Spirit Level</i>, Penguin, London.</p>			

MODULE CODE:	SCH5409	MODULE TITLE:	Economics and Development		
CREDITS: 20	FHEQ Level: 7		JACS CODE: L190		
PRE-REQUISITES: none	CO-REQUISITES: none		COMPENSATABLE: no		
SHORT MODULE DESCRIPTOR: (<i>max 425 characters</i>) 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.					
ELEMENTS OF ASSESSMENT <i>Use HESA KIS definitions]</i>					
WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
E1 (formally scheduled)	0 %	C1	100 %	P1	0 % or Pass/Fail (delete as appropriate)
E2 (OSCE)	0%	C2	%	P3	0% or Pass/Fail (delete as appropriate)
T1 (in-class test)	0%	A1	%		
SUBJECT ASSESSMENT PANEL Group to which module should be linked: SCH/Schumacher College					
Professional body minimum pass mark requirement: N/A					
MODULE AIMS:					
(1) Analyse and critique the theoretical underpinnings of the dominant neoclassical approach to development;					
(2) Explore new more socially and ecologically oriented approaches to economic development					
(3) Explore the experience of the range of alternative approaches that are emerging					
ASSESSED LEARNING OUTCOMES: (additional guidance below)					
(1) Articulate and critique the dominant neoclassical approach to economic development;					
(2) Analyse new more socially and ecologically oriented theoretical approaches to economic development					
(3) Critically appraise the range of emerging alternative approaches to economic development					
DATE OF APPROVAL:	04/2012	FACULTY/OFFICE:	Academic Partnerships		
DATE OF IMPLEMENTATION:	09/2012	SCHOOL/PARTNER:	Schumacher College		
DATE(S) OF APPROVED CHANGE:	Click here to enter a date.	TERM:	Autumn term (September- December)		
Additional notes (for office use only): For delivering institution's HE Operations or Academic Partnerships use if required					

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 2017/18	NATIONAL COST CENTRE: 111
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MODULE LEADER: Jonathan Dawson	OTHER MODULE STAFF
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<p>SUMMARY of MODULE CONTENT</p> <p>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.</p>
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SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information
Lecture	33	
Seminar	18	
Tutorial	6	
Demonstration	0	
Practical classes and workshops	9	
External visit	0	
Guided independent study	134	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.
Total	200	(NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Written exam	E		% Total = 0%	
	T		Total = 0%	
Coursework	C1	Portfolio	Total = 100%	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.
	C2			
Practice	P1		0% Total = 0%	
	P2		0% Total = 0%	
	P2		0% Total = 0%	

Updated by: Jonathan Dawson	Date: 23/06/2017	Approved by: Jonathan Dawson	Date: 23/06/2017
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Recommended Texts and Sources:

- Amin, S.P., Bond, D.M., Dembele 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.
- 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.

MODULE CODE:	SCH5405	MODULE TITLE:	Contemporary Issues in Holistic Science	
CREDITS: 20		FHEQ Level: 7		JACS CODE: F900
PRE-REQUISITES: none		CO-REQUISITES: none		COMPENSATABLE: no
SHORT MODULE DESCRIPTOR: Rapid developments in mainstream science are converging on key insights in holistic science. This module allows students to explore a range of these convergences together with their various social and ethical implications.				
ELEMENTS OF ASSESSMENT <i>Use HESA KIS definitions</i>				
WRITTEN EXAMINATION		COURSEWORK		PRACTICE
E1 (formally scheduled)	0%	C1	100%	P1 0 % or Pass/Fail (delete as appropriate)
E2 (OSCE)	0%	C2	%	P3 0% or Pass/Fail (delete as appropriate)
T1 (in-class test)	0%	A1	%	
SUBJECT ASSESSMENT PANEL Group to which module should be linked: SCH/Schumacher College				
Professional body minimum pass mark requirement: N/A				
MODULE AIMS: The module aims to examine novel material and concepts in holistic science that shed new light on a variety of areas within mainstream science, together with an exploration of the ecological and ethical implications of such a unified perspective.				
ASSESSED LEARNING OUTCOMES: (additional guidance below) (1) Explain how insights from holistic science can create new understandings within key areas of mainstream science. (2) Articulate how notions about quantities and qualities became dissociated from each other during the development of Western science. (3) Present modern ideas in science, psychology and spirituality using the notion of the universe as a unified whole. (4) Articulate and reflect upon the ethical and ecological implications of these new insights in relation to the principles of holistic science.				
DATE OF APPROVAL:	04/2012	FACULTY/OFFICE:	Academic Partnerships	
DATE OF IMPLEMENTATION:	09/2012	SCHOOL/PARTNER:	Schumacher College	
DATE(S) OF APPROVED CHANGE:		TERM:	Autumn term (September-December)	

DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 2016/2017	NATIONAL COST CENTRE: 111
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MODULE LEADER: Dr Stephan Harding	OTHER MODULE STAFF
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SUMMARY of MODULE CONTENT
Students will explore a selection of scientific issues from the perspective of holistic science, including: the connections between matter and consciousness; quantum physics and its ontological implications, nature as an 'extended mind'; emergent properties and the behaviour of complex systems; ecology; evolution and animal behaviour.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Lecture	33	
Seminar	18	
Tutorial	6	
Demonstration	0	
Practical classes and workshops	9	
External visit	0	
Guided independent study	134	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.
Total	200	(NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Written exam	E		% Total = 0%	
	T		Total = 0%	
Coursework	C1	Portfolio	Total = 100%	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.
	C2			
Practice	P1		0% Total = 0%	
	P2		0% Total = 0%	
	P2		0% Total = 0%	

Updated by: Dr Stephan Harding	Date: 21/06/16	Approved by: Dr Stephan Harding	Date: 21/06/2016
Recommended Texts and Sources:			
<p>Abram, D. (2011). <i>Becoming Animal</i>. Vintage Press</p> <p>Bateson, G. (2002). <i>Mind in Nature</i>. Hampton Press</p> <p>Bateson, G. (2004). <i>Angels Fear: Towards an Epistemology of the Sacred</i>. Hampton Press</p> <p>Bekoff, M. (2008). <i>The Emotional Lives of Animals</i>. New World Library</p> <p>Charlton, N.G. (2008). <i>Understanding Gregory Bateson</i>. SUNY</p> <p>Harding, S.P. (2009). <i>Animate Earth: Science, Intuition and Gaia</i>. Green Books</p> <p>Ingold, T. (2011). <i>Being Alive: Essays on Movement, Knowledge and Description</i>, Routledge</p> <p>De Quincey, C. (2010). <i>Radical Nature: The Soul of Matter</i>. Perk Street Press</p> <p>Rothenberg, D. (2005). <i>Why Birds Sing</i>. Allen Lane.</p> <p>Rothenberg, D. (2012). <i>Survival of the Beautiful</i>. Bloomsbury</p> <p>Sheldrake, R. (2005). <i>A New Science of Life</i>. Icon Books</p> <p>Sheldrake, R. (2012). <i>The Science Delusion</i>. Coronet</p> <p>Weber, A., (2017). <i>Matter and Desire</i>. Chelsea Green</p> <p>Weber, A. (2016). <i>The Biology of Wonder</i>. New Society</p>			

MODULE CODE:	SCH5413	MODULE TITLE:	Writing the Transition
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CREDITS: 20	FHEQ Level: 7	JACS CODE: L190
PRE-REQUISITES: none	CO-REQUISITES: none	COMPENSATABLE: no

SHORT MODULE DESCRIPTOR: (*max 425 characters*) 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.

ELEMENTS OF ASSESSMENT Use HESA KIS definitions]					
WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
E1 (formally scheduled)	0 %	C1	100 %	P1	0 % or Pass/ Fail (delete as appropriate)
E2 (OSCE)	0%	C2	%	P3	0% or Pass/ Fail (delete as appropriate)
T1 (in-class test)	0%	A1	%		

SUBJECT ASSESSMENT PANEL Group to which module should be linked: SCH/Schumacher College

Professional body minimum pass mark requirement: N/A

MODULE AIMS:
 This module aims to:
 (i) Explore and critique the hegemonic neoliberal worldview and practice;
 (ii) 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;
 (iii) Enable students to translate these insights into communication strategies in the field of new economics and sustainability more generally;
 (iv) 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
 (v) Understand the means by which internal frames may become plastic as a prelude to influencing external frames.

ASSESSED LEARNING OUTCOMES: (additional guidance below)
 At the end of a module the learner will be expected to be able to:
 (1) Describe and critique the hegemonic neoliberal worldview and practice;
 (2) 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;
 (3) 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;
 (4) Write powerfully and effectively, informed by insights into how people make up, and change, their worldviews;
 (5) 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.

DATE OF APPROVAL:	01/06/2017	FACULTY/OFFICE:	Academic Partnerships
DATE OF IMPLEMENTATION:	09/2017	SCHOOL/ PARTNER:	Schumacher College
DATE(S) OF APPROVED CHANGE:	01/06/2017	TERM:	Spring term (January - April)

Additional notes (for office use only): For delivering institution's HE Operations or Academic Partnerships use if required

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 2017/18	NATIONAL COST CENTRE: 111
MODULE LEADER: Jonathan Dawson	OTHER MODULE STAFF:

SUMMARY of MODULE 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.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Lecture	44	
Seminar	20	
Tutorial	4	
Demonstration	0	
Practical classes and workshops	0	
External visit	12	
Guided independent study	120	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.
Total	200	(NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Written exam	E		% Total = 0%	
	T		Total = 0%	
Coursework	C1 C2	Portfolio	Total = 100%	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.
Practice	P1		0% Total = 0%	
	P2		0% Total = 0%	
	P2		0% Total = 0%	

Updated by: Jonathan Dawson	Date: 23/02/2017	Approved by: Michelle North	Date: 23/02/2017
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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

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.

Frank Luntz: *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.

Hersh, E. (2011). *Persuadable Voters in the Eyes of the Persuaders*. Yale University.

Jason Hickel, *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

Timothy Wilson. *Changing the Stories we Live By*: https://www.amazon.co.uk/Redirect-Changing-Stories-We-Live/dp/0141042249/ref=sr_1_1

MODULE CODE:	SCH504	MODULE TITLE:	Economics for Transition Dissertation
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CREDITS: 80	FHEQ Level: 7	JACS CODE: L100
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PRE-REQUISITES: none	CO-REQUISITES: none	COMPENSATABLE: no
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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.

ELEMENTS OF ASSESSMENT *Use HESA KIS definitions*

WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
E1 (formally scheduled)	0%	C1	100%	P1	0 % or Pass/Fail (delete as appropriate)
E2 (OSCE)	0%	C2	%	P3	0% or Pass/Fail (delete as appropriate)
T1 (in-class test)	0%	A1	%		

SUBJECT ASSESSMENT PANEL Group to which module should be linked: SCH/Schumacher College

Professional body minimum pass mark requirement: N/A

MODULE AIMS:
This module aims to:
(a) Introduce students to a range of research methodologies in the social sciences;
(b) Provide an opportunity for students to pursue in depth a topic of their own interest;
(c) Extend students' powers of critical evaluation and original thought;
(d) Develop the skills and confidence necessary to carry out research in other areas once the taught elements of the degree have been completed.

ASSESSED LEARNING OUTCOMES: (additional guidance below)
At the end of a module the learner will be expected to be able to:
(a) 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;
(b) Plan an investigation and evaluate alternative courses of action;
(c) Analyse the research problem using an appropriate methodology;
(d) Appreciate the ethical dimensions of the research;
(e) Synthesise recommendations which follow logically from the research;
(f) 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).

DATE OF APPROVAL:	01/2011	FACULTY/OFFICE:	Academic Partnerships
DATE OF IMPLEMENTATION:	09/2011	SCHOOL/PARTNER:	Schumacher College
DATE(S) OF APPROVED CHANGE:		TERM:	Spring and summer terms (January - September)

DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 2017/2018	NATIONAL COST CENTRE: 111
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MODULE LEADER: Jonathan Dawson	OTHER MODULE STAFF:
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SUMMARY of MODULE CONTENT: Includes a one week workshop in Term 2 on social science research methods.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Lecture	24	
Seminar	12	
Tutorial	10	
Demonstration	0	
Practical classes and workshops	0	
External visit	0	
Guided independent study	754	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.
Total	800	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Written exam	E		% Total = 0%	
	T		Total = 0%	
Coursework	C1	Portfolio	Total = 100%	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.
	C2			
Practice	P1		0% Total = 0%	
	P2		0% Total = 0%	
	P2		0% Total = 0%	

Updated by: Jonathan Dawson	Date: 20/06/2017	Approved by: Jonathan Dawson	Date: 20/06/2017
Recommended Texts and Sources:			
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IIED (1997) <i>Valuing the Hidden Harvest: Methodological Approaches for Local Level Economic Analysis of Wild Resources</i> . 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) <i>Qualitative Researching</i> . 2 nd edn. London: Sage.			
Moser, C.A and Kalton, G. (1993) <i>Survey Methods in Social Investigation</i> . 3 rd 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) <i>The Sage Handbook of Action Research</i> , Sage Publications, London.			
Reason P. & H. Bradbury (Eds.), <i>Handbook of Action Research: Participative Inquiry and Practice</i> (pp. 1-14). London: Sage 2001 (the copy of this on the website is a typescript)			
Reason, P., & Canney, S. (in preparation 2015). <i>Action Research and Ecological Practice</i> In H. Bradbury (Ed.), <i>Sage Handbook of Action Research</i> . London: Sage Publications			
Jonathan Smith (Ed.), <i>Qualitative Psychology: A Practical Guide to Methods</i> . London: Sage Publications.			
Silverman, D. (ed.) (2004) <i>Qualitative Research – Theory, Method and Practice</i> (London: Sage)			
Francisco J. Varela and Jonathan Shear, <i>First-person Methodologies: What, Why, How?</i> https://pdfs.semanticscholar.org/3852/a7981815f05f0a23e0710bbc7d6c52086ca3.pdf			



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