

APPROVED

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University of Plymouth

Academic Partnerships

Dartington Trust, Schumacher College

Programme Specification

PGCert Movement, Mind and Ecology

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Contents

1. Programme Details	3
2. Awarding Institution/Teaching Institution	3
3. Accrediting Body	3
4. Distinctive Features of the Programme and the Student Experience	3
5. Relevant QAA Subject Benchmark Group(s)	4
6. Programme Structure	5
7. Programme Aims	5
8. Programme Intended Learning Outcomes	6
9. Admissions Criteria	8
10. Progression Criteria for Final and Intermediate Awards	8
11. Non-Standard Regulations	8
12. Transitional Arrangements	8
Appendices:	
Appendix 1: Programme Specification Mapping (PGT)	10
Module Learning Outcomes	11

1. **PGCert Movement, Mind and Ecology**

Final award title: Post Graduate Certificate Movement, Mind and Ecology

UCAS code n/a

HECOS code 100065

2. **Awarding Institution:** University of Plymouth

Teaching institution(s): The Dartington Hall Trust. Registered in England as a company limited by guarantee, Company No. 1485560. Registered charity, Charity No. 279756. Registered office: The Elmhurst Centre, Dartington Hall, Dartington, Totnes, Devon TQ9 6EL.

3. **Accrediting body(ies)** N/A

4. **Distinctive Features of the Programme and the Student Experience**

This programme explores the rich intersection of embodied practice, environmental philosophy, and ecological thinking. Literally grounded in the experience of its participants to place, this programme has the capacity to reshape our relationship to broader world, to nature, and to ourselves.

In an era when climate change has become broadly accepted, yet the majority of economic, social, and legislative systems have not substantively changed to meet the challenges of a warming climate, a programme that gives students tools to help communities and individuals reconnect with the places in which they live through physical activity is an essential tool in reframing our relationship with the more-than-human world.

PG Cert Movement, Mind and Ecology takes as its inspiration a foundational concept of posthumanism: that as humans, we are not at the centre of the universe and are rather deeply enmeshed in a complex sympoietic socioecological network. This multi-scale network is always in the process of becoming — with inputs and outputs

from a diversity of human and nonhuman actors, continually manifesting a world in which all organisms are processual entities always in continual motion.

We live, in the consensus view of many, in an age of ecological crisis — from marine pollution and acidification to species extinction to global climate change. Our role must be, on some level, to respond to this sense of crisis in thoughtful and engaging ways that have the capacity to make meaningful changes in how humans relate to the world in which they live.

PG Cert Movement, Mind and Ecology seeks to surface pre-reflective bodily self-consciousness as a means toward expanding connections with a larger world — as an always-becoming phenomenological fact — to emphasize both the thickness of corporeal presence and experience and the cobecoming of the self within the context of social and ecological domains. The programme aims to celebrate the ecological, political, and philosophical significance of corporeal activity by underscoring the processual nature of human incompleteness.

A fully inclusive approach to movement practice of many sorts presents an entry to a deep sensual relationship with place — physical engagement with place is a rich site where touch and place meet through action, which allows us to investigate the primacy given to human perception in constructing environments. Perception, as the foundation of our relationship with anything that is not us — is indeed a performative act. In this event, sympoiesis is a useful tool to connect perception with the dynamics of an evolving place by means of folding the sensual into the sympoietic.

The location of Schumacher College nearby to both Dartmoor National Park and the South Devon coastline presents a range of outdoor opportunities for students enrolled in the programme. Access to trail running, canoeing, kayaking, rock climbing, cycling, swimming, and other resources abound in the area on and around the Dartington Estate. Partnerships with on and off campus organisations and individuals including Dynamic Adventures, Devon; TYF, Wales; Wildwise, Devon; Rickey Gates (ultrarunner and author); Lizzy Hawker (ultrarunner, adventurer, author, race director); and Annelie Pompe (free diver, seven summits mountaineer, author).

By drawing on the expertise of existing faculty and staff at Schumacher College and on world-renowned experts in a wide range of physical pursuits – from record-holding free divers, high altitude alpinists, long-distance walkers, ultrarunners, somatic and movement practitioners, and many others – this course will braid together, for the first time in an MA programme, students' physical, corporeal engagement with the world with diverse threads of ecophilosophy, mindfulness, and ecological thinking.

A foundational tenet of the programme is a focus on redefining, interrogating and challenging boundaries in the context of human and more-than-human experience, gendered concepts of place; decolonial perceptions and constructions of place-based experience; racially and culturally influenced perceptions of place, identity,

and movement; and perceived socioeconomic barriers to intentional embodied practice.

Throughout the programme, students will

- Cultivate their relationship with place through movement
- Writing about immersive experiences
- Interrogate their perceived boundaries
- Develop resilience in their engagement with place, self, and others
- Explore a range of techniques with which to mediate their relationships with self through action
- Redefine adventure and embody practice

The course seeks to make a contribution to an evolving intellectual and performative field but will also offer a range of unique features drawn from Schumacher's heritage and expertise, as part of the wider Dartington experiment.

Students engage in integrative and transdisciplinary conversations and explorations across the domains of ecology, embodiment and movement studies, and the environmental humanities with specific attention paid to anthropocentric epistemologies and challenges to human-centred ontologies. Topics might include the study of situated ecological bodies, social context of identity, physical engagement with place, migration, and more.

Students will also explore a diversity of ecological systems in the face of a changing climate to provide a framework with which they can understand the challenges of accurately representing, mapping, and predicting emergent properties of complex ecological systems. From protoseminosis to glacial surges, we will look across evolving rhythms of more-than-human agency, movement, and relational practices across species to challenge assumptions about what constitutes a body, what defines movement, and how can communities and bioregions emerge and merge into new forms. Topics might include climate change, movement ecology, movement ecology, decoloniality in approaches to ecology, and more.

Further, students will be introduced to concepts including embodied cognition, posthumanities, multispecies and embodied storytelling, mindfulness, ecophenomenology, and more.

Additionally, PG Cert Movement, Mind and Ecology will be scaffolded by:

- A deeply integrative and transdisciplinary approach to learning that incorporates thought from the ecology, humanities, the social and natural sciences, as well as other-than-Western epistemologies, and a purview that includes issues to do with spirituality and meaning.

- An emphasis on movement as a principal form of engagement. The programme seeks to broaden the concept and relevance of 'movement' so as to enable students to find their own way to engage with ecological, social, and cultural problems while enhancing their employability within these areas.
- An emphasis on reflection through ongoing journaling as core to students' engagement with an experiential learning model throughout the course.
- A practice-led and experiential pedagogical approach to ecological and embodied inquiry. Students will benefit from the rich history of growers, artists, makers, craftivists, radical thinkers, social entrepreneurs, pedagogues, local and regional land-based and outdoor learning-centred partners -- not to mention the land itself, that together comprise the Dartington experiment.
- The programme is founded upon, develops, and extends Schumacher College's thirty-year expertise in teaching ecological thought and practice. It draws upon the College's unique approach to pedagogy, in which traditional modes of learning are blended with engaged, embodied, experiential and reflective practices that take place indoors and out. During a 5-week residential period, students will benefit from being a vital part of the Schumacher College learning community, whilst between residential sessions, students will draw on experience, place, and expertise from other communities. Throughout the programme, learning occurs as much within as outside the classroom, as staff, students (on this, and other programmes), volunteers and visitors live and work together to make the daily life of the College possible.

5. Relevant QAA Subject Benchmark Group(s)

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

6. PG Cert Programme Structure

Students take the PG Cert course full-time over one term in an academic year. The start term for the PG Cert is Summer. This course is low-residency over the summer consisting of two 30 credit modules, each of which consists a 2 ½ week residential period and a 6-week online session. The 60 credits of the PG Cert can be completed full-time between June and September.

a) Full-time

PGCert Movement, Mind and Ecology 60 L7 credits	
<i>SCH5490</i> <i>Movement and Mind</i> (30 credits)	
<i>SCH5491</i> <i>Ecology and Embodiment</i> (30 credits)	
PG Cert 60 credits <i>term1</i> RQF Level 7	

PGCert Movement, Mind and Ecology is a programme with 2 x 30 credit modules both at RQF Level 7.

7. PG Cert Programme Aims

1. To provide students with a critical understanding of our current ecological challenges in the context of an integrative transdisciplinary approach to our shared socioecological system.
2. To foster a creative and nuanced approach to these issues that interweaves the humanities, social and natural sciences, and evolving disciplinary debates and methods.
3. To provide students with the opportunity to experiment with a range of methods for engaging with the more-than-human world, and to develop in them the ability to reflect critically upon the ecological, cultural, aesthetic, social, economic, philosophical, and ethical implications that follow.
4. To provide students with the confidence to explore and critically assess a diversity of worldviews, discourses, materials, practices and methodologies.
5. To enable students to reach a reflective and nuanced understanding of how best to act in service of the world's problems.

8. Programme Intended Learning Outcomes for Post Graduate Certificate Movement, Mind and Ecology

8.1. Knowledge and understanding

On successful completion graduates should have developed:

1. A nuanced understanding of current ecological challenges and crises and their related socioecological contexts, problems, and entanglements.
2. A knowledge of critical and evolving concepts, debates, discourses, theories and worldviews concerning human engagement with the more-than-human world.

8.2. Cognitive and intellectual skills

On successful completion graduates should have developed:

1. The ability to analyse, appraise, articulate and critically reflect upon a range of relevant discourses to do with ecological entanglements of the human with the more-than-human world.
2. Original insight into implications and problems that stem from differing modes of ecological, social, and embodied engagement, and to generate and test, where practicable, workable solutions to those problems.

8.3. Key and transferable skills

On successful completion graduates should have developed the ability to:

1. Engage with complex issues critically and in a nuanced manner, with intellectual rigour and originality of thought.
2. Work and learn autonomously and in groups, to reflect upon, implement, and plan their own learning, and to make use of primary and secondary resources to improve personal and professional practice.
3. Contextualise individual and collective movement practices within an appropriate intellectual framework using visual, verbal and written communication.

8.4. Employment related skills

On successful completion graduates should have developed:

1. An ability to exercise initiative and personal responsibility, and to reflect upon worldviews, values and behaviours in order to improve personal and/or professional practice.
2. An ability to make decisions in complex and unpredictable contexts and in the absence of complete information.

8.5. Practical skills

On successful completion graduates should have developed:

1. A range of practices and techniques for engaging with the more-than-human and the world at large.
2. A high level of competence in written forms of communication.

9. Admissions Criteria, including APL and Disability Service arrangements

Qualification(s) required for entry to the PGCert	Comments
Degree	A first degree. Where the first degree is not a 2.1 further support of the application or experience may be required
Other non-standard awards or experience	A willingness to engage with the field of Movement, Mind and Ecology. Candidates will be considered with appropriate APL (UoP regs apply) subject to interview.
Interview requirements	All applicants are required to attend an interview, either at the College or online.
IELTS or equivalent to an average score of 6.5	All overseas students requiring a Tier 4 visa who normally do not have an undergraduate degree awarded in English will require written confirmation.
DBS Check	May be required depending on type of projects engaged with, which may result in additional cost (see Appendix 3).

10. Progression criteria for Final and Intermediate Awards

The progression routes for this programme are:

PgDip Movement, Mind and Ecology
MA Movement, Mind and Ecology

It should be noted that PG Cert students who wish to be considered for either Diploma or Masters need to wait until their prior Cert award is confirmed and then apply to enrol the following academic session in the subsequent Award. Therefore, students who seek enrolment on either the Diploma or MA awards will be counselled explicitly on this requirement prior to admission.

11. Non Standard Regulations None

12. Transitional Arrangements None

Appendices

- 1) Programme Specification Mapping (PGT)**
- 2) Module Learning Outcomes**
- 3) Costs for Students**

Appendix 2

Module Learning Outcomes

SCH5490 Movement and Mind 30 credits
1) Identify, explain and critique key terms, concepts and debates concerning human engagement with the more-than-human world in the context of socioecological systems. <i>K&U: 1, 2; C&I: 1, 3; K&T:1, 3.</i>
2) Demonstrate a critical understanding of the role of embodiment, environmental philosophy, and ecological systems in the context of addressing issues related to global environmental crises. <i>K&U: 2, 3; C&I: 2; K&T: 1, 3.</i>
3) Develop, maintain, and document personal embodied practice. <i>C&I: 2; K&T: 2, 3, 4; P: 1.</i>
4) Critically assess and evaluate a range of quantitative and qualitative, theoretical and experiential methods of engaging with the more-than-human through embodied practice. <i>K&U: 2; C&I: 1, 3, 4; K&T: 1, 3, 4; ER: 1, 3; P: 4.</i>
5) Perform an appropriate literature review using material derived from online databases, libraries, and other appropriate sources. <i>C&I: 3; K&T: 2, 4; P: 4</i>

SCH5491 Ecology and Embodiment 30 credits
1) Demonstrate an ability to engage with, understand, and articulate a <i>movement ecology</i> in both human and more-than-human contexts. <i>K&U: 1, 2, 3; C&I: 1, 3, 4; K&T: 2, 4; ER: 1, 2, 3;P: 1, 3.</i>
2) In the light of theory and embodied experience, reflect critically upon and evaluate the ways in which movement practices entangle us with the more-than-human world. <i>K&U: 2, 3, 4; C&I: 1, 2, 3; K&T: 1, 2; P: 4.</i>
3) Articulate and appraise thought regarding the relationship between ecology, movement, and place. <i>K&U: 1, 2, 3; C&I: 1, 2, 3; K&T: 1, 2, 3, 4; P: 4.</i>
4) Present a completed artefact, and a reflective rationale, in front of an audience. <i>K&T: 2; ER: 1;P: 3.</i>

Appendix 3

Costs for Students

The tuition fees for the programme are posted on our webpage:

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

under Programme Tuition Fees.

There is an additional programme specific fee (based on a 2020/21 fee of £500 per student) to cover the costs of study trips and field experience. This will be stated on the webpage above.

In addition to tuition fees, students can choose to pay for onsite accommodation and board in the Dartington Learning Community during the residential periods as posted on the webpage above under Student Accommodation. They may, alternatively, opt to rent accommodation nearby or commute in and out of the campus if they live locally.

Unless students are living onsite or locally, they will need to budget for the cost of travel to and from Dartington for the face-to-face teaching weeks.

Other costs that students are likely to incur on the programme are:

- Travel costs to and from the field session in Module 3. Other anticipated costs of the field session are covered under the additional programme specific fee described above.
- Travel, lodging, and food costs connected to any field experiences during the off-site portions of the course.
- Books and journals. All books and journals to be studied on the programme are available either in the Dartington Libraries or in University of Plymouth Library, but students may wish to purchase their own copies of selected key texts.
- If an international student, they will need to budget for the cost of a Tier 4 visa.
- DBS check where necessary.