

**APPROVED**

*By Deborah Branton at 2:59 pm, Jun 10, 2021*

**University of Plymouth**

Academic Partnerships

Dartington Trust, Schumacher College

**Programme Specification**

**MA Movement, Mind and Ecology**

Date of Approval: 5 March 2021

Start date: 21 June 2021

Date of First Award: December 2022

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### **1. MA Movement, Mind and Ecology**

**Final award title** MA Movement, Mind and Ecology

**Level 7 Intermediate award title(s)**

Postgraduate Diploma Movement, Mind and Ecology

Postgraduate 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 Elmhirst 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.

MA 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.

MA 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.

### **Distinctive features**

Although deeply interwoven, three principal strands of the MA Movement, Mind and Ecology can be discerned:

#### **Movement**

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. Students engage with issues through the interwoven study of:

- Situated ecological bodies: Students will investigate relationships to place and to other more-than-human bodies, and gain an understanding of the rootedness of emotions, ethics and cognition in the more-than-human world.
- Physical engagement with place: Students will develop and practice regular rhythms of platial engagement, explore diverse sensory engagement with place through ecosomatics and other practices, build relationships with specific more-than-human actors, and share practice with broader community stakeholders within a socioecological framework.
- Social bodies: Students will gain an understanding of intersecting social identities and the ways that these identities shape bodily experience and

knowledge. They will explore the intersection of embodiment, justice, privilege, power and action.

- Embodied epistemology: students will identify and interrogate existing dichotomies, binaries and dualisms – such as mind and body, self and other, culture and nature, male and female, locality and globalism, and animate and inanimate. Students will engage in practice-led scholarship, cultivate and critically attend to their own bodily practice.
- Migration: climate-influenced human migration patterns, refugee movements, and other relocations are situated at that nexus of climate ecology, mobility studies, and human geography to offer an emergent perspective on the evolution of socioecological systems and explore the ecology of social movements and movement equity.

## Ecology

Students will 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 protosemiosis 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.

- Climate change: Underlying the whole of the MA programme is the reality of anthropogenic climate change. By taking a forward-thinking and action-based approach to understanding the impact of and mitigation of climate change, this programme will empower students to consider the role of embodied engagement across human/more-than-human boundaries can play an essential and pivotal role in evolving social and political responses to climate change.
- Movement Ecology: Inclusive of animal movement ecology and migration, ecosystem dynamics, climate science, glaciology, physical oceanography, mapping, and other disciplines, movement ecology will create a foundation for a greater understanding of human and more-than-human movement through spaces that resonate with a diversity of movement identities and create communities of movement within and across bioregions.
- Interspecies collaborations: Explorations in interspecies communication and collaborations, through the lens of biosemiotics and, more broadly ecossemiotics, will offer opportunities to envisage alternate, interweaving approaches to communication among and across species.
- Location-aware technologies: Appropriate location-aware technologies (LATs) such as GPS data recorders, RFID chips, radiolocation devices, and

georeferenced social media all play an important role in our construction and evolving understanding of place.

- Diversity: In an effort to further challenge dualistic and binary thinking based on principles of exceptionalism, the programme will introduce framing of queer ecology, ecofeminism, and critical ecology as evolving disciplinary strands that seek to redefine, subvert, complicate, and decolonise ideas of 'natural' and 'nonnatural.'

### Mind

Although ecological thinking and environmental philosophies insinuate the whole of the programme, specific ideational will introduce students to the framing that will be essential for articulating embodied experience, for connecting the strands of experience, and for helping to redefine the language students use to develop new theories and new practices moving forward.

- Embodied cognition: Students investigate enactivist approaches to cognition and consciousness and theories of embodied cognition to interrogate the deep rootedness of cartesian dualistic thinking to encourage reframing human sensory/cognitive relationships with action, movement, and the more-than-human world.
- Posthumanities: Students interrogate relationships with non-human objects from a range of posthuman perspectives, including new materialism, material ecocriticism, transcorporeality, assemblages, posthuman agency, object oriented ontology, and their attendant subdisciplines and critiques to frame both research and practice.
- Multispecies and embodied storytelling: the ability to share stories is a key skill in reshaping persistent dualistic, linear, colonising, and marginalising narratives and thus a means of making substantive change by reframing a narrative of action. Students will explore tools and techniques to recount shared trans-species experiences in innovative forms.
- Ecophenomenology and Ecosophy: From the phenomenology of active bodies as present in the world to a consideration of the ecological/social/individual nexus of ecosophical thinking and beyond, students will be encouraged to pursue lines of thinking that ask us to redefine the relationships between perception, experience, action, and reflection.
- Mindfulness: Ecological mindfulness as a *practice* (whether through forest bathing, ecosomatics, ecosensory exploration, or other practice) is foundational to the programme; as a theory, it can play a similarly important role in describing novel connects across domains such as sustainability, teaching, aesthetics, nature therapies, and others.
- Affective Studies: Framed by the proliferation of nature deficit disorder, the programme engages with questions about the role of affective approaches as complementing embodiment studies in revisioning relationships between sense, feeling, and socioecological contexts.

Additionally, MA 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 residential periods, 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. Programme Structure

Students can take the MA course full-time over one year, or part-time over two years. The course follows a low-residency model in which students are on-site in a residential learning community for 5 weeks each term and continue to learn off-site supported by online learning tools for 7 weeks each term.

Example full-time programme structure for June 2021:

Term 1			
Residential Learning			Off-Site Learning
17-18 June	21 June – 7 July	8 July – 23 July	26 July – 3 Sep
Student Welcome	Movement & Mind	Ecology & Embodiment	M&M and E&E
Term 2			
Residential Learning		Off-Site Learning	Residential Learning
13 Sep – 24 Sep	27 Sep – 9 Oct (field trip 4 – 9 Oct)	11 Oct – 27 Nov	29 Nov – 10 Dec
Performing Place	Mediating Boundaries	Performing Place & Mediating Boundaries	Performing Place
Term 3			
Off-site learning			
10 Jan – 31 March 2022			
Dissertation			

### a) Full-time

<b>MA Movement, Mind and Ecology (180 L7 credits)</b>		
<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>

SCH5490 <i>Movement and Mind</i>  (30 credits)	SCH5492 <i>Mediating Boundaries</i>  (30 credits)	SCH5494 <i>Dissertation/Project</i>  (60 credits)
SCH5491 <i>Ecology and Embodiment</i>  (30 credits)	SCH5493 <i>Performing Place</i>  (30 credits)	
PG Cert 60 credits <i>term 1</i> RQF Level 7	PG Dip 120 credits <i>term 2</i> RQF Level 7	MA 180 credits <i>term 3</i> RQF Level 7

MA Movement, Mind and Ecology is a programme with 4 x 30 credit modules and 1 x 60 credit (Major Project/Dissertation) module, all RQF Level 7.

### Part-time

Part-time MA students can gain their 180 credits over 24 months in which students enrol on one 30 credit module per term over 4 terms thereby completing 120 credits on the following pattern below followed by their 60 credit dissertation/project in the final term.

Year 1

- Term 1: Movement and Mind
- Term 2: Ecology and Embodiment

Year 2

- Term 1: Mediating Boundaries
- Term 2: Performing Place
- Term 3 Dissertation /Project

<b>Part Time MA Movement, Mind and Ecology Year 1 (60 L7 credits)</b>		
<b>Term 1</b>	<b>Term 2</b>	

<i>SCH5490 Movement and Mind  (30 credits)</i>	<i>SCH5492 Mediating Boundaries  (30 credits)</i>	
30 credits <i>term1</i> RQF Level 7	60 credits <i>term 2</i> RQF Level 7	

<b>Part Time MA Movement, Mind and Ecology Year 2 (120 L7 credits)</b>		
<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
		<i>SCH5494 Dissertation/Project  (60 credits)</i>
<i>SCH5491 Ecology and Embodiment  (30 credits)</i>	<i>SCH5493 Performing Place (30 credits)</i>	
90 credits <i>term1</i> RQF Level 7	120 credits <i>term 2</i> RQF Level 7	MA 180 credits <i>term 3</i> RQF Level 7

## 7. 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.
6. To develop in students research, writing, presentation, and time-management skills, as well as a sense of critical judgment and the ability to produce high quality work.
7. To provide a critical and reflective setting in which to explore personal and interpersonal boundaries in the context of pursuits across a diversity of locations.

## **8. Programme Intended Learning Outcomes**

### **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.
3. A critical awareness of the social, cultural and ecological implications that follow from different modes of engaging with the more-than-human world.
4. A knowledge of relevant techniques and research methodologies and the ability to apply these critically to student's own research and scholarship where appropriate.

### **8.2. Cognitive and intellectual skills**

On successful completion graduates should have developed:

1. The ability to analyse, appraise, articulate and critically reflect upon a range of relevant discourses to do with ecological 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.
3. The ability to analyse, evaluate, compare, contrast, synthesise and work creatively with conflicting ideas and uncertainty.
4. An ability to undertake original self-directed research on a suitable topic, to synthesise findings that have been generated within an appropriate ethical framework and using appropriate methods.

### **8.3. Key and transferable skills**

On successful completion graduates should have developed the ability to:

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

### **8.4. Employment related skills**

On successful completion graduates should have developed:

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

5. An ability to work in a diverse range of place-based contexts
6. Clear strategies for acting in innovative ways in service of the world's ecological problems, employing and articulating specialist knowledge where appropriate.

### **8.5. Practical skills**

On successful completion graduates should have developed:

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

## **9. Admissions Criteria, including APL and Disability Service arrangements**

<b>Qualification(s) required for entry to the MA</b>	<b>Comments</b>
Degree	A relevant 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) 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 the type of projects engaged with. If required by student-determined project focus, there may be additional cost to the student.

## 10. Progression criteria for Final and Intermediate Awards

Students must successfully achieve 60 credits at L7 for the award of PGCert Movement, Mind and Ecology.

Students must successfully achieve 120 credits at L7 for the award of PG Dip Movement Mind Ecology.

Students must successfully achieve 180 credits at L7 for the award of MA Mind, Movement and Ecology.

**11. Non Standard Regulations**                      None

**12. Transitional Arrangements**                      None

## Appendices

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

## Appendix 1

### MA Programme Specification Mapping (PGT)

Module	Credits	C core E elective	Programme Learning Outcomes contributed to (for more information see Section 8)																				Compensation Y/N	Assessment element(s) and weightings [use KIS definition] E1 - exam E2 - clinical exam T1 - test C1 - coursework A1 - generic assessment P1 - practical		
			Knowledge & understanding 8.1				Cognitive & intellectual skills 8.2				Key & transferable skills 8.3				Employment related skills 8.4						Practical skills 8.5					
			1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	5	6	1	2			3	4
SCH5490	30	C	X	X	X		X	X	X	X	X	X	X	X	X		X				X			X	Y	C1
SCH5491	30	C	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X				X		X	X	Y	C1
<b>Learning Outcomes 60 credits</b>			Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y				Y		Y	Y		
SCH5492	30	C	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	Y	C1
SCH5493	30	C	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	Y	C1
<b>Learning Outcomes 120 credits</b>			Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		
SCH5494	60	C	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X							X	N	C1
<b>Learning Outcomes 180 credits</b>			Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y			Y	Y	Y	Y		
<b>Confirmed Award LOs</b>			Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		



## Appendix 2

### Module Learning Outcomes

<b>SCH5490 Movement and Mind 30 credits</b>
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&amp;U: 1, 2; C&amp;I: 1, 3; K&amp;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&amp;U: 2, 3; C&amp;I: 2; K&amp;T: 1, 3.</i>
3) Develop, maintain, and document personal embodied practice. <i>C&amp;I: 2; K&amp;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&amp;U: 2; C&amp;I: 1, 3, 4; K&amp;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&amp;I: 3; K&amp;T: 2, 4; P: 4</i>

<b>SCH5491 Ecology and Embodiment 30 credits</b>
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&amp;U: 1, 2, 3; C&amp;I: 1, 3, 4; K&amp;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&amp;U: 2, 3, 4; C&amp;I: 1, 2, 3; K&amp;T: 1, 2; P: 4.</i>
3) Articulate and appraise thought regarding the relationship between ecology, movement, and place. <i>K&amp;U: 1, 2, 3; C&amp;I: 1, 2, 3; K&amp;T: 1, 2, 3, 4; P: 4.</i>
4) Present a completed artefact, and a reflective rationale, in front of an audience. <i>K&amp;T: 2; ER: 1;P: 3.</i>

<b>SCH5492 Mediating Boundaries 30 credits</b>
1) Appraise and reflect upon the intersection of different boundaries, including those drawn from the module's field component. <i>K&amp;U: 1, 2, 4; C&amp;I: 1, 2, 4; K&amp;T: 2, 3; ER: 1, 2, 4, 5, 6;P: 1, 3.</i>
2) Demonstrate a critical understanding of, and evaluate how movement can challenge boundaries between the human and the more-than-human worlds. <i>K&amp;U: 1, 2, 3, 4; C&amp;I:1, 2, 3; K&amp;T:1, 3; ER: 3;P: 3.</i>

3) Apply theoretical understanding to appraise use development and transgression of socioecological boundaries in the contemporary world. *K&U: 2, 3; C&I: 3, 4; K&T: 1, 2; ER: 1, 3; P: 3, 4.*

4) Work cooperatively in small groups to present findings in front of an audience. *K&T: 2, 3, 4; ER: 1, 2, 4; P: 2, 3.*

### **SCH5493 Performing Place 30 credits**

1) Design, develop, and implement a community-facing activity that engages participants in intentionally connecting human and more-than-human domains through physical activity.

*K&U: 3, 4; C&I: 2, 3, 4; K&T: 2, 3, 4; ER: 1, 3, 4, 5, 6; P: 1, 2, 3.*

2) Reflect upon, review, and critically evaluate the effectiveness of a completed community-facing project. *K&U: 1, 2, 3, 4; C&I: 1, 2, 3; K&T: 1, 2, 3; ER: 3; P: 2, 4.*

3) Evaluate a range of activities, events, and initiatives from within a socioecological framework.

*K&U: 2, 3; C&I: 1, 3, 4; K&T: 1, 3; ER: 1, 2, 3, 4, 5; P: 1, 3.*

4) Present reflectively on their project and its outcomes as appropriate. *K&U: 1, 3; C&I: 1, 2, 3; K&T: 1, 2, 3, 4; ER: 3; P: 3.*

### **SCH5494 Dissertation/Project 60 credits**

1) Identify, research and investigate critically a defined research topic within the purview of Movement, Mind and Ecology. *K&U: 1, 2, 3, 4; C&I: 1, 2, 3, 4; K&T: 1, 2, 4; ER: 1, 2, 3; P: 4.*

2) Make use of scholarly reviews and primary resources appropriate to the discipline and research question. *K&U: 2; C&I: 3; K&T: 2; ER: 1; P: 4.*

3) Analyse the research problem using an appropriate methodology. *K&U: 4; C&I: 3; K&T: 1; ER: 3.*

4) Demonstrate the ability to assess any ethical dimensions of the research. *C&I: 4.*

5) Prepare a clear, well-structured, -presented and -written report or project that communicates the ideas, problems, solutions and results in an accessible manner. *C&I: 3; K&T: 3, 4; ER: 3; P: 4.*

## 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.