



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

PROGRAMME OF STUDY HANDBOOK

POSTGRADUATE –

MA ECOLOGY & SPIRITUALITY

FACULTY OF HUMANITIES & PERFORMING ARTS

LEVEL 7

2017-2018

CONTENTS PAGE

Page No

INTRODUCTION.....	1
FEEDBACK.....	1
WELCOME MESSAGE FROM THE DEAN OF FACULTY.....	1
PROGRAMMES OF STUDY AND PROGRAMME DIRECTORS.....	2
PASTORAL SUPPORT.....	2
ADMINISTRATIVE PROCEDURES	2
EXTERNAL EXAMINERS.....	3
ACADEMIC YEAR 2017/2018.....	4
DISCLOSURE AND BARRING SERVICE (DBS) – ENHANCED.....	4
MODULAR TERMINOLOGY.....	5
ASSESSMENT.....	5
Extenuating Circumstances.....	6
Additional needs in terms of assessment.....	6
Academic Appeals.....	6
Assessment Regulations.....	6
Responsibilities of students in relation to the assessment process.....	6
VIRTUAL LEARNING ENVIRONMENT (VLE).....	7
PROGRAMME OF STUDY.....	9
(1) ECOLOGY AND SPIRITUALITY.....	9-41
ADDITIONAL INFORMATION FOR STUDENT TAKING THE MODULE THROUGH DISTANCE LEARNING	43
ASSESSMENT OF PART I	43
COURSEWORK DEADLINES	44
DISSERTATION/PORTFOLIO PREPARATION AND ASSESSMENT.....	44
DISSERTATION	44
UNIVERSITY ATTENDANCE POLICY.....	45
FACULTY POLICIES.....	46
ABOUT UNFAIR PRACTICE AND PLAGIARISM.....	47

Plagiarism: Regulations, Procedure and Penalties	47
Avoiding Plagiarism	.47
Other types of Unfair Practice.....	48
LIBRARY AND LEARNING RESOURCES	48-49
STUDENT SERVICES	.49
STUDY SKILLS.....	.50
GRADUATE SKILLS FOR EMPLOYMENT	.50
COMPLAINTS.....	.50

INTRODUCTION

This handbook provides you with detailed information about your course, or Programme of Study, in the academic year 2017-2018. Module descriptors are presented in the accompanying Module Directory document.

The University has made every effort to make the information as full and as accurate as possible, but you should note that minor changes in the organisation of modules between the planning stage and the actual teaching are inevitable. We shall try to keep any such changes to a minimum, and you will receive plenty of advance warning in the event of any alteration. We would also be grateful if you would let us know about any changes that you think might be helpful if introduced into future handbooks.

FEEDBACK

Feedback on your programme of study and modules is welcome and important and will help us to improve and enhance your learning experience. You can give feedback in a number of ways: through the student representative for your programme of study, through module evaluation questionnaires, through informal meetings with your personal tutor, teaching staff, or Head of School, through focus groups set up by Schools to gain feedback from students on particular issues, or through the Students' Union. If there are issues, then it is important that you share these with us so that we can address them. Your opinion is valued.

WELCOME MESSAGE FROM THE DEAN OF FACULTY

I am very pleased to have this opportunity to welcome you to the Faculty of Humanities and Performing Arts.

I hope that you will enjoy your time with us, and remember that University is a time for personal growth, for changing, learning and making plans for the future. Here at UWTSD we offer our students a university experience that is fulfilling, satisfying and enjoyable. We care about your future, and our dedication to employability will ensure that when you graduate you secure the graduate role you deserve.

PROGRAMMES OF STUDY AND PROGRAMME DIRECTORS

This handbook covers the following Programmes of Study. The name and contact details of the Programme Directors are also listed below.

Programme of Study	Programme Director	Tel. No.	E-mail
MA Ecology & Spirituality	Nick Champion	01570 424985	n.champion@uwtsd.ac.uk

PASTORAL SUPPORT

A member of academic staff will be identified at the beginning of the academic year to act as a point of first contact for all pastoral support issues. Details of the arrangements for Pastoral Support are contained in the *University Regulations – Undergraduate Student Guide* which is published on the Academic Office section on the University's website:

<http://www.uwtsd.ac.uk/academic-office/university-regulations-student-guide/>

ADMINISTRATIVE PROCEDURES

Details of the administrative procedures are contained in the *University Regulations – Postgraduate Student Guide*.

All relevant forms (e.g. essay submission form, dissertation form, extension request form) can be found in the postgraduate student section on the University's VLE.

Contact details for the Faculty office administrative lead for the programme of study:

Programme Cluster B: Groups Anthropology, Ecology & Spirituality; English & Creative Writing; Philosophy; Religious Studies & Theology.

Joanne Price

01570 424723

joanne.price@uwtsd.ac.uk

EXTERNAL EXAMINERS

All taught Programmes of Study which lead to an award of the University have at least one External Examiner. The principal purposes of the University's external examiner system are to ensure that:

- the standard of each award is maintained at the appropriate level;
- the standards of student performance are comparable with standards on similar programmes or subjects in other UK institutions with which they are familiar;
- the processes for assessment and the determination of awards are sound and fairly conducted.

Students may request a copy of the previous year's External Examiner's Report for their programme of study by contacting the Programme Director.

The current External Examiners for the Programmes of Study are:

Programme of Study	External Examiner for 2017/18 (forename/surname)	External Examiner for 2016/17 (if different to current)
MA Ecology and Spirituality	To Be Confirmed	

Please note that students are not permitted to make direct contact with the External Examiners.

ACADEMIC YEAR 2017/2018

The academic year 2017/2018 will be divided up as follows:

Induction	25/09/17 - 29/09/17
Semester 1:	25/09/17 - 26/01/18
Semester 2:	29/01/18 - 13/07/18
Semester 3	16/07/18 – 21/09/17

Please check individual schedules of any distance-learning modules. Modules which are taught using webinars (especially Heavenly Discourses and Cosmology, Magic and Divination) formally take place in Semester 3, but start during Semester 2. Contact Dr Nicholas Campion, n.campion@uwtsd.ac.uk)

Examination Boards: normally November, February and June annually.

INFORMATION ABOUT YOU AND YOUR PROGRAMME OF STUDY

Information about you and your programme of study is held by the University on a central Student Record System managed by the University Registry. It is essential that the University Registry has an accurate record of your personal details at all times. It is equally important to ensure that you are enrolled on the correct Programme of Study and on the correct modules. Failure to register properly or to inform the Registry of any changes to your personal details is likely to cause some or all of the following problems:

- failure to keep you generally informed;
not being able to borrow materials from the Library and Learning Resources;
- not being able to use the Information Technology services;
- failure to contact you in an emergency;
- delay in progressing from Part I to Part II, where applicable;
- delay in graduation as a result of not completing sufficient credits at the correct level;
- general inefficiencies in administrative processes resulting in delays for other students.

Please take time to check the enrolment information provided by the University Registry and be sure to notify the Registry of any errors or changes.

DISCLOSURE AND BARRING SERVICE (DBS) – ENHANCED

If your programme involves you coming into contact with children or vulnerable adults, you will be required to undertake a DBS check (Enhanced). Further details will be provided by the University Registry or Head of School.

As part of each programme's procedures relating to DBS, continuing students will normally be required to inform their Programme Director immediately of any change to their criminal convictions status.

You will also be asked to complete a formal self-declaration during the enrolment period at the beginning of the academic year, which confirms your criminal conviction status. This declaration will be kept within Registry.

MODULAR TERMINOLOGY

Programme of Study (Course)

A Programme of Study or course is the collection of modules leading to a particular award.

Module

A module is an academically coherent unit of learning activity with defined aims/learning outcomes, content and assessment scheme.

Module Credit Rating

Every module has a credit rating. Credit is an award made to a learner in recognition of the verified achievement of designated learning outcomes at a specified level.

Level of Study

A level is assigned to each module to define the standard of its academic demand. The basic characteristics of study at Master's level, which is called Level 7 in the National Qualifications Framework. The basic characteristics of the relevant levels of study are outlined in section 6.1.5 of Chapter 6 of the University's *Academic Quality Handbook*, a copy of which is available on the Academic Office section of the website:

<http://www.uwtsd.ac.uk/academic-office/academic-quality-handbook/>

Students should note that the expectations and demands of work at Level 7 is higher than those at undergraduate Levels 4-6, and that this will be reflected in the assessment and marking of the module assessments.

ASSESSMENT

At the start of each module, tutors will provide on Moodle full details of the means by which you will be assessed in that module. This will include a full assessment brief and guidelines on the criteria that will be used for marking your work as well as clear information about when the assessments are due and the turn-around feedback time for the assessments. It will also detail how you will be able to discuss the feedback on your work and your performance and what to do if you have any questions.

All assessed written coursework needs to be submitted in electronic copy via Turnitin; alternative instructions will be provided by the Programme Director for any forms of coursework that cannot be submitted via Turnitin.

The University offers programmes in both English and Welsh. The normal expectation is that you will be assessed in the same language in which the programme or modules are delivered. If you have been taught in English and wish to be assessed in Welsh, or vice versa, you should consult your Programme Director about the options available to you.

You will receive confirmation of your assessment marks at the end of each year. Any marks released prior to formal approval by the Progression / Award Examining Board are provisional.

Extenuating Circumstances

If you believe that there are extenuating circumstances which may have adversely affected your ability to complete coursework or examinations, you should follow the University's procedures for Extenuating Circumstances for Taught Provision, which can be found on the Academic Office section on the University's website:

<http://www.uwtsd.ac.uk/academic-office/procedures-for-academic-appeals-complaints-and-other-student-cases/>

Additional needs in terms of assessment

If you have any additional needs in terms of assessment, it is your responsibility to liaise with Student Services regarding those needs at the start of the academic year, so that a Statement of Compensatory Measures can be drafted in line with the University's procedures for assessment of students with additional needs.

<http://www.uwtsd.ac.uk/services-for-disabled-students/>

Note that the period between the end of the summer examinations and the end of the summer term is an independent study period, which should be used to prepare for your next year of study. Further details will be provided by your Programme Director.

Academic Appeals

Information about how to appeal is provided in the 'Academic Appeal Procedure' in Chapter 13 of the Academic Quality Handbook, and in supporting documentation published on the Academic Office section on the University's website:

<http://www.uwtsd.ac.uk/academic-office/procedures-for-academic-appeals-complaints-and-other-student-cases/>

Additional advice is available from the Students' Union. It is very important that you note carefully the grounds on which appeals may be made and submit your appeal on the appropriate form because incomplete or ineligible appeals cannot be processed.

Assessment Regulations

The rules and regulations that govern the assessment of your Programme of Study are available in Chapters 6 and 7 of the University's Academic Quality Handbook, a copy of which is available on the Academic Office section of the website:

<http://www.uwtsd.ac.uk/academic-office/academic-quality-handbook/>

Responsibilities of students in relation to the assessment process

As noted in section 7.3(5) of Chapter 7 of the Academic Quality Handbook, students are responsible for ensuring that:

- i) They read and understand the information provided about how they will be assessed, how their final award will be determined, and the action to take in the event that they experience difficulties relating to assessment.
- ii) They attempt every assessment component of a module.
- iii) They attend examinations and other assessment events, including re-examination and re-assessment events, as required; and that they are available to attend oral examinations if required to do so within the published dates of terms or semesters, or other date notified to them in advance.
- iv) They submit work for assessment as required and in accordance with the required format and deadline.

- v) They inform their School or Student Services of any disability or long term impairment which might require special provisions for assessment.
- vi) They familiarise themselves with the University's definition of unfair practice and undertake assessments in a manner that does not attempt to gain unfair advantage.
- vii) They follow the prescribed procedures in the event that they experience extenuating circumstances or wish to appeal against the decision of an Examining Board.
- viii) They keep a copy of work presented for assessment wherever feasible.
- ix) They make their work available for sampling for external examining purposes and for archiving.

VIRTUAL LEARNING ENVIRONMENT (VLE)

Moodle is the University's Virtual Learning Environment (VLE). The VLE is used to support learning and teaching. It can be accessed by **enrolled** students from anywhere in the world using the internet and a web browser.

Some of Moodle's features allow students to:

- Access course materials
- Facilitate communication between students and tutors
- Support group tasks
- Take online assessments with automatic marking and feedback facilities

Moodle can be used for administration tasks such as:

- Displaying announcements e.g. lecture venue changed
- Submission of assignments electronically
- Administration of online surveys, such as module questionnaires

How to Access:

You can access Moodle in 3 different ways:

1. **From MyDay**
Access your MyDay dashboard either by logging into a campus PC and opening Internet Explorer, or accessing <http://myday.uwtsd.ac.uk> from any browser on an internet-connected device. Click on the Moodle tile.
2. **From the University Website**
Navigate to <http://uwtsd.ac.uk> and select Quick Links (top left side of screen) and then Moodle.
3. **URL Input**
Open any browser on an internet-connected device and navigate to <http://moodle.uwtsd.ac.uk>

Log in using your Network username and password which are the same used to access campus PC.

If you are missing courses/modules in the **My Courses** block please contact your **lecturers** to ask if they use Moodle. Please note it can take 24hrs for enrolment data to feed into Moodle. If you have problems finding resources (timetables, lecture notes, assignment briefs etc.) please contact the **lecturer** that delivers the course/module.

For any technical issues or error messages contact the **IT Service Desk** via:

Web: <https://webhelp.uwtsd.ac.uk>

Tel: 0300 500 5055

Or email: ITServiceDesk@uwtsd.ac.uk

In any correspondence please include your name and username (your student number) together with details of your issue.

PROGRAMME OF STUDY

(1) MA Ecology & Spirituality

Programme Learning Outcomes

(i) Knowledge and Understanding

Master's degrees are awarded to students who have demonstrated:

LO1 knowledge and understanding of subject-specific theories, paradigms, concepts and principles.

LO2 a comprehensive understanding of techniques applicable to their own research or advanced scholarship;

LO3 originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline;

LO4 conceptual understanding that enables the student to evaluate critically current research and advanced scholarship in the discipline;

LO5 conceptual understanding that enables the student to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

(ii) Cognitive skills:

Holders of the qualification will be able to

LO6 deal with complex issues systematically, make sound judgments in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences;

LO7 demonstrate self-direction in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level;

LO8 continue to advance their knowledge and understanding, and to develop new skills at a high level.

(iii) Practical Skills:

Holders of this qualification will have

LO9 the qualities and transferable skills necessary for employment requiring the exercise of initiative and personal responsibility;

LO10 the skills required for decision-making in complex and unpredictable situations;

LO11 an independent learning ability required for continuing professional development.

In addition to the generic programme outcomes, the following programme-specific outcomes are also required. (They are informed by the Credit and Qualifications Framework for Wales Level Descriptors, 2009].

(iv) Key Skills:

On graduating with an MA Ecology and Spirituality students should be able to:

LO12 understand the theoretical and methodological perspectives in the study of Ecology and Spirituality and demonstrate a critical awareness of current key issues in these areas of study;

LO13 analyse, interpret and evaluate complex information relating to the study of ecology, philosophy, anthropology and religion;

LO14 locate and contextualize material within the fields of ecology, philosophy, anthropology and religious studies.

LO15 Demonstrate the ability to analyse academic positions and produce arguments in response to them.

PROGRAMME STRUCTURE

Academic Year: 2017-2018

Programme: MA Ecology & Spirituality

Level: 7

Programme Director: Nick Campion

Campus: Lampeter

Full time students must select 120 credits. Having successfully completed the 120 credits, you will progress to the 60 credit Dissertation.

Part-time students will normally be expected to choose a minimum of 40 and maximum of 80 credits per year. Having successfully completed the 120 credits, you will progress to the 60 credit Dissertation.

Compulsory Module				
Module Code	Module Title	Credits	Semester	Module Lead
CSPH7069	Ecology and Spirituality	20	2	Andy Letcher
CSPH7068	Dissertation	60	1 & 2	
Select 100 credits from this group				
Module Code	Module Title	Credits	Semester	Module Lead
AHAN7006	Sacred Geography	20	1	Nick Campion
CSPH7063	The Ecological Self	20	2-3	Andy Letcher
CSPH7064	Indigeneity Today	20	2-3	Andy Letcher
CSPH7065	Sacred Activism	20	2-3	Andy Letcher
CSPH7010	Environmental Philosophy	20	2	Rebekah Humphreys
TBC	Western Esotericism	20	2-3	Andy Letcher
TBC	Evolution and Spirituality In The West	20	2-3	Andy Letcher
HPCS7001	Celtic Otherworlds – from ancient Celts to the Monastic Voyage Tale	20	2	Marion Loeffler
CSPH7066	Religion and the Environment	20	3	Rhodri Thomas
AHAN7024	Heavenly Discourses**	20	3	Nick Campion
AHAN7011	Cosmology, Magic and Divination**	20	3	Nick Campion

****NOTE:** Please check teaching schedule and assessment deadlines with Dr Nicholas Campion, n.campion@uwtsd.ac.uk

CORE RESIDENTIAL MODULE (COMPULSORY)

MODULE CODE: CSPH7069
TITLE: Ecology and Spirituality
DATED: 12/12/2016

LEVEL: 7
CREDITS: 20

JACS CODE: V500

AIM(S)

- To critically examine the philosophy, evolution and consequences of scientific and spiritual thought about the natural world and the place of the human within it.
- To analyse and assess current theories and narratives about the natural world and man, focussing specifically on those that bridge the gap between scientific and spiritual ways of knowing.
- To explore the impact of global political and religious movements on contemporary environmental debates.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to demonstrate the ability:

- To understand the evolution of different narratives about the place of the human in the natural world and articulate the consequences for current ecological and social issues.
- To critically assess the validity of different methods, data, theories and ways of knowing when applied to different ecological and social scenarios.
- To critically assess the impact of global political and religious movements on contemporary environmental debates.

INDICATIVE CONTENT

- Philosophical inquiry:
 - Religion and the environment
 - Philosophy of Mind and it's relation to the Environment – Descartes and Merleau-Ponty
 - Anthropological approaches to the material world
 - The Indigenous Worldview – a connected world
 - The Scientific Worldview – a measurable world
 - Phenomenology approaches to the environment
- Theories of the natural world
 - The Method of Reductionism

- Holistic Science - Goethean Science, Complexity and Chaos Theory, Gaia Theory
- 'Native Science'
- Quantum Physics
- New Materialities Move (NMM)
- Experiential ways of knowing, individual and group process
- Politics and the environment
- Religious movements and the environment

LEARNING AND TEACHING STRATEGY

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

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	90	45%
Independent learning	110	55%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 – 50%

An academic essay (2500 words)

Exemplar: The comparative contribution of scientific and religious worldviews on the consensus view of climate change causes, mitigation and adaptation strategies.

Assessment Component 2 – 50%

A reflective journal with academic commentary (2500 words)

Or

An artistic project with academic commentary (2500 words)

Exemplar: Insights gained from a prolonged period of Goethean study with a subject chosen from the natural world.

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100%
Practical	
TOTAL	100%

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes ✓
	No
If yes please provide brief details (no more than 100 words): The course content is fundamental to learning for sustainable development and will be delivered at Schumacher College, one of the leading institutions for sustainability learning worldwide.	

RESIDENTIAL MODULE (OPTIONAL)

MODULE CODE: CSPH7063
TITLE: The Ecological Self
DATED: 12/12/2016

LEVEL: 7
CREDITS: 20

JACS CODE: V500

AIM(S)

- To examine the theory of the 'ecological self' from psychological, scientific and spiritual perspectives.
- To experience and critically assess personal and group practices for developing the 'ecological self' and 'reconnecting' with the natural world, each other and oneself.
- To develop a dynamic and purposeful personal narrative based on life experience, values, beliefs, and a sense of a developing 'ecosophy' (ecological philosophy).

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to demonstrate the ability:

- To critically understand and differentiate between perspectives and theories on the 'ecological self' and its role in modern society.
- To critically assess the validity of using different methods of developing the ecological self under different scenarios and at individual, group and societal levels.
- To articulate their own experience of the ecological self and personal 'ecosophy' with academic commentary on its development.

INDICATIVE CONTENT

- Western Approaches to the Ecological Self – different models of the psyche as nature (Jung, Hillman, Depth Psychology, Eco-psychology)
- Eastern Approaches to the Ecological Self – Buddhism and Mindfulness
- Experiential Deep Ecology – The Work That Reconnects
- Shamanic Approaches to the Ecological Self
- Wilderness Immersion, Mythology, Cosmology and Narrative

LEARNING AND TEACHING STRATEGY

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

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	90	45%
Independent learning	110	55%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 – 50%

An academic essay (2500 words)

Exemplar: Evaluating 'The Work That Reconnects' as a process for developing a deeper sense of 'ecological self' for urban primary school children.

Assessment Component 2 – 50%

A reflective journal with academic commentary (2500 words)

Or

An artistic project with academic commentary (2500 words)

Exemplar: Insights gained from comparing three methods, shamanic journey, wilderness quest and mindfulness practice, for developing an expanded sense of ecological self.

Assessment

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100%
Practical	
TOTAL	100%

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes ✓
	No
If yes please provide brief details (no more than 100 words): The course content is fundamental to learning for sustainable development and will be delivered at Schumacher College, one of the leading institutions for sustainability learning worldwide.	

RESIDENTIAL MODULE (OPTIONAL)

MODULE CODE: CSPH7064
TITLE: Indigeny Today
DATED: 12/12/2016

LEVEL: 7
CREDITS: 20

JACS CODE: L600

AIM(S)

- To investigate the cosmological narratives and practices of a number of indigenous traditions around the world, particularly in regard to relationship with the natural world, from both anthropological and experiential perspectives;
- To evaluate how common elements of indigenous practice can inform personal practice and collective actions around place-making, spiritual practice and sustainable living;
- To develop individual understanding and experience of place, home, indigeny, nature-connection and sustainable practice in modern times.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to demonstrate the ability:

- To articulate a critical understanding of a particular 'indigenous' worldview and body of practice relating to the natural world.
- To identify and critically evaluate common elements of indigenous narrative and practice relating to nature and the place of the human within it, and how these impact on sustainable living and/or spiritual practice for the individual or collectively.
- To reflect on and articulate their own responses to place, home, indigeny and sustainable living and how these are influenced by personal narrative, worldview and spiritual practice.

INDICATIVE CONTENT

- Mythology, cosmology and narrative around the world
- Shamanic practice around the world – classical shamanism, animism
- Understanding ritual – ritual theory, ecology and ritual, religion and ritual
- Experiencing ritual, ceremony, altar-making, creating sacred objects
- Etiquette and the dangers of misappropriation

LEARNING AND TEACHING STRATEGY

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

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	90	45%
Independent learning	110	55%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 – 50%

An academic essay (2500 words)

Exemplar: Animism around the world – what it means for nature conservation in the UK

Assessment Component 2 – 50%

A reflective journal with academic commentary (2500 words)

Or

An artistic project with academic commentary (2500 words)

Exemplar: A ritual object made from the local and sustainable materials of place.

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100%
Practical	
TOTAL	100%

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes ✓
	No
If yes please provide brief details (no more than 100 words): The course content is fundamental to learning for sustainable development and will be delivered at Schumacher College, one of the leading institutions for sustainability learning worldwide.	

RESIDENTIAL MODULE (OPTIONAL)

MODULE CODE: CSPH7065
TITLE: Sacred Activism
DATED: 12/12/2016

LEVEL: 7
CREDITS: 20

JACS CODE: V210

AIM(S)

- To critically examine the dynamics of personal and collective action for change and its relationship with belief, values, meaning, purpose and narrative.
- To critically evaluate different examples of collective cohesion and group action around the world in response to different scenarios.
- To critically assess the role of spirituality and spiritual practice in the activist arena.
- To develop an individual's 'plan of action' in the world based on an understanding of personal purpose and narrative.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to demonstrate the ability:

- To evaluate different types of 'sacred activism', its dynamics and effectiveness in different scenarios.
- To develop a proven tool-kit of methods and techniques for use in action and service.
- To articulate their own plan of action or service in the world with academic commentary on its basis and development in terms of personal beliefs, values and practice.

INDICATIVE CONTENT

- Sacred Activism – theory, case studies and examples from around the world
- The dynamics of values, beliefs, meaning and values in creating change
- Activist, community-building and community-engagement toolkits

LEARNING AND TEACHING STRATEGY

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

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	90	45%
Independent learning	110	55%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 – 50%

An academic essay (2500 words)

Exemplar: An action plan for service – engaging my community around climate change adaptation.

Assessment Component 2 – 50%

A reflective journal with academic commentary (2500 words)

Or

An artistic project with academic commentary (2500 words)

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100%
Practical	
TOTAL	100%

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes ✓
	No
If yes please provide brief details (no more than 100 words): The course content is fundamental to learning for sustainable development and will be delivered at Schumacher College, one of the leading institutions for sustainability learning worldwide.	

RESIDENTIAL MODULE (OPTIONAL)

MODULE CODE: TBC
TITLE: EVOLUTION AND SPIRITUALITY IN THE WEST
DATED: 01/09/2017

LEVEL: 7
CREDITS: 20

JACS CODE: V600

AIM(S)

- To critically understand a range of orthodox and heterodox discourses of evolution, and the often contested way in which they situate humans in relationship to the cosmos.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- demonstrate a systematic and critical understanding of mainstream Darwinian theory, the new synthesis (as popularised by Richard Dawkins in *The Selfish Gene*), and philosophical interpretations thereof.
- critically evaluate a range of alternative ideas of evolution, their assumptions, philosophical or theological underpinnings, and broader implications.
- critically assess the relationship between ideas of evolution, religious orthodoxy, atheism and alternative spirituality.

INDICATIVE CONTENT

- Darwin's *On the Origin of Species*.
- Richard Dawkins *The Selfish Gene*.
- Jacques Monod, *Chance and Necessity*.
- The 1860 Oxford Evolution debate.
- Cultural Evolution, Anthropology and Folklore Studies.
- Teleology.
- Mary Midgley's *Evolution as Religion*.
- Kant, Schelling, Bergson and Whitehead.
- Ernst Haeckel.
- Pierre Teilhard de Chardin.
- Terence McKenna's *timewave*.
- Rupert Sheldrake, Alister McGrath

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	120	60%
Independent learning	80	40%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 – 50%

An academic essay (2500 words)

Exemplar: An action plan for service – engaging my community around climate change adaptation.

Assessment Component 2 – 50%

A reflective journal with academic commentary (2500 words)

Or

An artistic project with academic commentary (2500 words)

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100%
Practical	
TOTAL	100%

RESIDENTIAL MODULE (OPTIONAL)

MODULE CODE: TBC
TITLE: WESTERN ESOTERICISM
DATED: 01/09/2017

LEVEL: 7
CREDITS: 20

JACS CODE: V600

AIM(S)

- To critically examine the history and development of Western Esotericism, from Late Antiquity to the present, and to assess its role in contemporary culture.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- demonstrate a systematic and critical understanding the historical and philosophical origins of Western Esoteric thought and practice and its relationship to 'legitimate' epistemologies and ontologies.
- demonstrate a broad understanding of some Western Esoteric spiritualities, and to be able to situate them within scholarly debates about 'dark green religion', 'nature religion' and 'religions of the self'.
- critically assess the relevance of Western Esotericism to the ecological crisis.

INDICATIVE CONTENT

- The Neo-Platonic origins of Western Esotericism.
- 'High' or 'learned' magic, and 'low' or 'folk' magic.
- Developments in Western Esotericism since the nineteenth century: Eliphas Levi, The Golden Dawn, Aleister Crowley, Austin Osman Spare, The Illuminates of Thanatos.
- Victorian Anthropology and the creation of 'the primitive'.
- Mannhardt and Frazer; *The Golden Bough*.
- Folklore studies and the folk revival.
- Gerald Gardner and the creation of Wicca.
- Contemporary Druidry.
- Progressive Wicca and Goddess spirituality.
- Heathenry and Asatru.
- Paganism and popular culture: from *The Wicker Man* to *Vikings*.
- Paganism, Romanticism and the far-right.
- The relationship between Paganism, place, ecology and archaeology.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	120	60%
Independent learning	80	40%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 – 50%

An academic essay (2500 words)

Exemplar: An action plan for service – engaging my community around climate change adaptation.

Assessment Component 2 – 50%

A reflective journal with academic commentary (2500 words)

Or

An artistic project with academic commentary (2500 words)

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100%
Practical	
TOTAL	100%

DISTANCE LEARNING MODULE (OPTIONAL)

MODULE CODE: AHAN7011
TITLE: Cosmology, Magic and Divination
DATED: 23/02/2012

LEVEL: 7
CREDITS: 20

JACS CODE: L600

AIM(S)

- To introduce students to the theory and practice of magic, divination and oracles.
- To locate such practices within classical and Hellenistic cosmology and the development of astrology.
- To explore the wider context of ancient Near Eastern divination and magic.
- To consider the legacy of Hellenistic and Classical divinatory, magical and oracular practices in post-Classical culture.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to demonstrate:

- a sophisticated understanding of the theory of magic and divination;
- a systematic understanding of cosmological frameworks in the Classical and Hellenistic worlds, especially the notion of individual participation in cosmic processes, and their legacy in the Near East;
- an advanced awareness of current academic debates on ancient divination and magic, and critically evaluate scholarly theories;
- the ability to critically interpret the emergence of classical astrology, its nature and function, within a religious and divinatory context.

INDICATIVE CONTENT

1. What is Magic? What is Divination?
2. Ancient Near Eastern Divination.
 - 2.1 Codification of different types of divination
 - 2.2 Emergence of astral-divination
 - 2.3 Distinction between provoked and unprovoked divination
 - 2.4 The Heavens as a system of communication between divinity and humanity.
 - 2.5 The use of magic to engage in a dialogue with destiny.

3. Classical Cosmology

- 3.1 Orphic and Platonic concepts of the soul's relationship with the stars.
- 3.2 The notion of the 'daimon' as guiding intelligence.
- 3.3 Concepts of order and disorder in the cosmos.
- 3.4 Types of 'fate' – 'ananke' and 'heimarmene'.

4. Magic, Oracles and Divination

- 4.1 The oracular, temple tradition.
- 4.2 Magical practices as a means of negotiating fate.
- 4.3 The distinction between divination as prediction and self-knowledge.
- 4.4 Divination by 'art' and by 'nature'.
- 4.5 The emergence and use of horoscopic astrology.

5. Post-Classical Survival

- 5.1 The importation of divinatory, magical and astrological practices into the Islamic world.
- 5.2 The survival and development of ancient Near-Eastern and Hellenistic magic in early medieval Europe.

LEARNING AND TEACHING STRATEGY

Moodle Units will introduce the students to the concepts, principles and practices of the topics studied for the module. Case studies may be used to provide examples and will be used to develop further understanding of what has been learned. Alongside written material, Units might also include podcasts or videocasts, links to relevant websites and e-resources, scanned chapters from books and journals (in accordance with copyright law) as well as suggestions for further reading. Each Unit will contain clear instructions about the order in which students should consult the material as well as offering reasons for the inclusion of each item of material. Unit information will be geared towards the student achieving the module learning outcomes.

Tutorials and webinars may be used in order to support discussion and critical evaluation of what has been learned as well as enabling students to pursue their own questions. Module information may be supported by student chatrooms and webinars to explore more fully the concepts, principles and practices of each topic, to explore aspects of the set reading for the Unit, or to enable clarification where confusion might have arisen. In addition, tutorial support is available through email, telephone or skype conference with module tutors and the programme director.

Guided independent study allows students to further their independent learning skills with appropriate support provided by the module tutor(s). Much of this is included in the material contained in each Unit, though further guidance is available from module tutors and programme directors through email, telephone and skype conference.

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	20	10%
Independent learning	180	90%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 – 40%

2000 word document analysis of a primary source.

Exemplar: 'Write a critical review of Cicero's arguments against divination in *De Divinatione*.'

Assessment Component 2 – 60%

3000 word assignment

Exemplar: 'Can theurgy be considered a form of magic?'

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100%
Practical	
TOTAL	100%

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes ✓
	No
If yes please provide brief details (no more than 100 words): This module is designed in line with 2 of the 5 pedagogic approaches to sustainable development identified by UNIESCO: • Critical and Creative thinking Critical and creative thinking enables people to explore new ways of thinking and acting, make informed decisions, and create alternatives to present choices. It involves reflecting on how people interrelate with one other, understanding cultural differences and creating alternative ways to live together. • Systemic thinking Thinking systemically is essential to sustainable development, as piecemeal approaches have proved not to work - instead resolving one issue while creating other problems. Sustainable development requires approaches which go beyond analysis in terms of 'problem-solving' and/or 'cause-effect'.	

DISTANCE LEARNING MODULE (OPTIONAL)

MODULE CODE: CSPH7010
TITLE: Environmental Philosophy
DATED: 15/07/2013

LEVEL: 7
CREDITS: 20

JACS CODE: V500

AIM(S)

- To provide students with a systematic and critically aware understanding of current problems and recent insights in environmental philosophy.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to demonstrate the ability to:

- demonstrate an advanced level of knowledge of key themes, debates and thinking in environmental philosophy;
- display the ability to critically evaluate positions encountered within the 'land ethic' debate;
- demonstrate a sophisticated critical awareness of competing models of environmental value;
- show a sophisticated critical awareness of rival models of environmental thought.

INDICATIVE CONTENT

This module will explore some key perspectives in the broad area of environmental philosophy, beginning with one of modern environmentalism's key writers: Aldo Leopold, and in particular his notion of a 'land ethic'. The module will cover some or all of the following:

- normative stances in environmental ethics;
- development ethics, population ethics, and ethical approaches to climate change;
- the concept of sustainable development;
- obligations to future generations;
- global citizenship and international co-operation;
- allegiances and divergences between animal ethics and environmental ethics.

LEARNING AND TEACHING STRATEGY

Guided independent study allows students to further their independent learning skills with appropriate support provided by the module tutor(s) (e.g. preparation for lectures and seminars, follow-up work, background reading, revision, completion of assessment tasks).

Distance Learning - Moodle Units will introduce the students to the concepts, principles and practices of the topics studied for the module. Case studies may be used to provide examples and will be used to develop further understanding of what has been learned. Alongside written material, Units might also include podcasts or vidcasts, links to relevant websites and e-resources, scanned chapters from books and journals (in accordance with copyright law) as well as suggestions for further reading. Each Unit will contain clear instructions about the order in which students should consult the material as well as offering reasons for the inclusion of each item of material. Unit information will be geared towards the student achieving the module learning outcomes.

Tutorials and webinars may be used in order to support discussion and critical evaluation of what has been learned as well as enabling students to pursue their own questions. Module information may be supported by student chatrooms and webinars to explore more fully the concepts, principles and practices of each topic, to explore aspects of the set reading for the Unit, or to enable clarification where confusion might have arisen. In addition, tutorial support is available through email, telephone or skype conference with module tutors and the programme director.

Guided independent study allows students to further their independent learning skills with appropriate support provided by the module tutor(s). Much of this is included in the material contained in each Unit, though further guidance is available from module tutors and programme directors through email, telephone and skype conference.

Activity type	Hours	Percentage
Scheduled learning	20	10%
Independent learning	180	90%
Placement learning	0	
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 – 50%

Coursework – Book Review (2500 words).

Exemplar: Write a critical review of Robin Attfield's Environmental Ethics.

Assessment Component 2 – 50%

Coursework – Essay (2500 words).

Exemplar: 'What light does environmental ethics throw on the extent of moral standing?'

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100%
Practical	
TOTAL	100%

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes ✓
	No
If yes please provide brief details (no more than 100 words): The module directly addressed issues relating to environmental sustainability by exploring Environmental Philosophy.	

DISTANCE LEARNING MODULE (OPTIONAL)

MODULE CODE: AHAN7024
TITLE: Heavenly Discourses
DATED: 23/02/2012

LEVEL: 7
CREDITS: 20

JACS CODE: L600

AIM(S)

- To introduce students to the history of the role of the sky in western thought.
- To become familiar with the use of visual data as a means of establishing evidence for the existence of celestial symbolism in culture.
- To examine the evidence in recent academic literature for celestial knowledge within a variety of cultures.
- To become familiar with the cultural context of modern developments in modern astronomy.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to demonstrate the ability to:

- demonstrate a systematic understanding of the origins of zodiacs and constellations and the mapping of the sky in a variety of cultures;
- critically evaluate representations and applications of celestial knowledge in literature, music and the visual arts;
- display a sophisticated understanding of the celestial basis and use of calendars;
- reflect on their own responses to visual celestial phenomena.

CONTENT

1. Introduction to the key principles and coordinates of naked-eye astronomy:
 - 1.1. The understanding of the construction of calendars.
 - 1.2. Precession of the equinoxes and movement of the celestial sphere.
 - 1.3. Solar, lunar and stellar cycles.
 - 1.4. The use of an astrolabe.
2. Phenomenological versus Objectivist views of the sky
 - 2.1. The phenomenological sky: the sky as a landscape, patterns, time and narrative, notions of place.
 - 2.2. The objective sky: the sky as a neutral resource or a place to be colonised, notions of space and large scale astronomy.
3. Mapping the sky.
 - 3.1. The history of zodiacs and constellations
 - 3.2. Cross cultural comparisons of sky mapping

4. Calendars
 - 4.1. The basis of calendars in observations of the sun, moon and stars.
 - 4.2. Ritual and social uses of calendars
5. Star myth
 - 5.1. Introduction to stellar mythology – Babylonian, Indian, Chinese, Japanese
 - 5.2. Myths and story as navigation – Polynesian and other cultures.
 - 5.3. Moon myth and lore.
6. Architecture and the Built Environment
 - 6.1. Egypt –Pyramids as cosmological buildings, astronomical ceilings.
 - 6.2. Europe - Cathedrals, stain glass, domes and the sky.
 - 6.3. Medieval and Renaissance imagery.
 - 6.4. Cosmograms and urban planning.
 - 6.5. Modern use of sky in buildings.
7. The Arts, Literature, Film.
 - 7.1. Views of the sky in classical and sacred literature.
 - 7.2. Images of the sky in non-western art
 - 7.3. The sky in Medieval and Renaissance painting.
 - 7.4. The sky as metaphor in modern literature.
 - 7.5. The celestial journey in contemporary cinema.
8. The sky today
 - 8.1. The politicising of the sky - space race, the stars and constellations on national emblems and flags.
 - 8.2. The approbation of sky images and sky names into the commercial world - a post-modern sky.
 - 8.3. The changing cultural perception of the sky: deep space and Hubble telescope – the current cultural view of the universe.
 - 8.4. The re-emergences of naked-eye sky – the Dark Sky movement, WAN (World At Night).

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	20	10%
Independent learning	180	90%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Written Assignments: 5000 words of written work

Assessment Component 1 – 40%

Coursework: 1 essay (2000 words)

Exemplar

‘Using at least two examples, explore the use of mythical narratives of celestial journeys in recent cinema.’

Assessment Component 2 – 60%

Coursework: Reflexive Journal with Academic Commentary (3000 words)

Exemplar

Students are expected to keep a daily journal of observations of the sky over a two month period, and to write an academic commentary using primary and secondary texts in the subject area.

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100%
Practical	
TOTAL	100%

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes ✓
	No
If yes please provide brief details (no more than 100 words): 1. Delivery of the module is mainly on line, with a requirement for only one course book. 2. Being distance-learning the module is inclusive and accessible to people who, for any reason, are unable to travel to Lampeter. 3. The content focuses the student on their relationship with the sky, 50% in spatial terms of the environment: it is the only module we know of anywhere to do this.	

DISTANCE LEARNING MODULE (OPTIONAL)

MODULE CODE: CSPH7070
TITLE: Law, Humanitarianism and Sustainable Development
DATED: 12/12/2016

LEVEL: 7
CREDITS: 20

JACS CODE: M100

AIM(S)

- To critically examine Environmental Law
- To critically examine Human Rights Law
- To analyse and assess political and legal frameworks that relate to Sustainable Development.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to demonstrate the ability:

- To understand and critical assess key features of Environmental Law and Human Rights Law.
- To critical evaluate key environmental policies.
- To critically assess key legal and political frameworks that relate to Sustainable Development.

INDICATIVE CONTENT

- National and European Environmental Law
- International Environmental Law
- Environmental Politics and Policies
- Human Rights Law
- Humanitarianism and Environmental Laws
- Law and Sustainable Development
- A Sustainable Spiritual and Material Future – i] Law, Ethics, Environment and Systems of Belief ii] Ecological Law Frameworks, Justice, growth and de-growth

LEARNING AND TEACHING STRATEGY

Guided independent study allows students to further their independent learning skills with appropriate support provided by the module tutor(s) (e.g. preparation for lectures and seminars, follow-up work, background reading, revision, completion of assessment tasks).

Distance Learning - Moodle Units will introduce the students to the concepts, principles and practices of the topics studied for the module. Case studies may be

used to provide examples and will be used to develop further understanding of what has been learned. Alongside written material, Units might also include podcasts or vidcasts, links to relevant websites and e-resources, scanned chapters from books and journals (in accordance with copyright law) as well as suggestions for further reading. Each Unit will contain clear instructions about the order in which students should consult the material as well as offering reasons for the inclusion of each item of material. Unit information will be geared towards the student achieving the module learning outcomes.

Tutorials and webinars may be used in order to support discussion and critical evaluation of what has been learned as well as enabling students to pursue their own questions. Module information may be supported by student chatrooms and webinars to explore more fully the concepts, principles and practices of each topic, to explore aspects of the set reading for the Unit, or to enable clarification where confusion might have arisen. In addition, tutorial support is available through email, telephone or skype conference with module tutors and the programme director.

Guided independent study allows students to further their independent learning skills with appropriate support provided by the module tutor(s). Much of this is included in the material contained in each Unit, though further guidance is available from module tutors and programme directors through email, telephone and skype conference.

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	20	10%
Independent learning	180	90%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 – 100%

An academic essay (5000 words)

Exemplar: How effective have international legal frameworks been in addressing the problems of climate change?

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100%
Practical	
TOTAL	100%

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes ✓
	No
If yes please provide brief details (no more than 100 words):	
This module directly addresses environmental law.	

DISTANCE LEARNING MODULE (OPTIONAL)

MODULE CODE: CSPH7066
TITLE: Religion and the Environment
DATED: 12/12/2016

LEVEL: 7
CREDITS: 20

JACS CODE: V610

AIM(S)

- To examine critically the ecological legacy of a variety of religious traditions.
- To assess the extent to which 'religion' can be a useful resource for the formulation of a positive 21st century environmental ethic.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to demonstrate the ability to:

- Engage critically with the hermeneutical and exegetical challenges of approaching religion, and interpreting ancient texts, from an ecological perspective.
- Analyse a range of themes pertaining to the environment that arise from engagement with major and lesser known religious traditions.
- Evaluate the message/s of religion in light of the modern environmental crisis and the need to encourage positive attitudes towards issues of environmental sustainability and care.

INDICATIVE CONTENT

- Creation vs. chaos in the mythology of the ancient Near East.
- God as Creator and divine ownership of the land in ancient Israelite religion.
- The corruption and redemption of creation in Judeo-Christian tradition; God's environmentally catastrophic judgement on sin.
- The ideal of 'stewardship' in the Abrahamic faiths; the contribution of Francis of Assisi and medieval Christian theology to issues of environmental sustainability.
- The ecological outlook of the major eastern traditions: the deification of nature in the Vedas; *dharma* and the natural world; cow veneration and its political/environmental implications; creation as a 'cooperative' and the interconnectedness of the cosmos in Hindu and Buddhist thought.

- Indigenous traditions and the ideal of 'kinship' with earth (with a particular emphasis on Native American perspectives on environmental justice).
- The neo-pagan approach to environmental ethics.
- The rise of religious activism in relation to environmental concerns.

LEARNING AND TEACHING STRATEGY

E.g. Lectures will introduce the students to the concepts, principles and practices of the topics studied for the module. Tutorials and seminars will introduce practical examples which will be used to support the application, discussion, and critical evaluation of techniques learned. Case studies will also be used to develop understanding and application of the techniques.

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	20	10%
Independent learning	180	90%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 – 50%

Coursework: 1 essay (2500 words)

Assessment Component 2 – 50%

Coursework: 1 essay (2500 words)

Exemplar: Critically evaluate the ecological legacy of ONE major religious tradition and its sacred text/s.

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100%
Practical	
TOTAL	100%

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes ✓
	No
If yes please provide brief details (no more than 100 words): The content of this module relates directly to the sustainability agenda of UWTSD. It also contributes to the agenda in its broadest sense by encouraging students to think about skills they require to solve their academic problems. These are transferable skills and assist in nurturing critical and creative thinking. As such the module is focused on meeting the immediate needs of the students while also equipping them to think critically and solve problems in an unknown future.	

DISTANCE LEARNING MODULE (OPTIONAL)

MODULE CODE: AHAN7006
TITLE: Sacred Geography
DATED: 23/02/2012

LEVEL: 7
CREDITS: 20

JACS CODE: L600

AIM(S)

- To reach a sophisticated understanding of the concept of 'sacred geography'.
- To critically examine the theories of sacred and profane space.
- To consider whether the sacred is inherent in space, or is projected on to it.
- To critically explore the theory and practice of pilgrimage.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to demonstrate:

- a sophisticated understanding of the concepts of sacred geography and sacred space;
- the ability to critically evaluate primary data and secondary scholarship in the subject area;
- the ability to apply theoretical perspectives such as phenomenology to the data;
- the ability to evaluate the ways in which sacred geography manifest in, and relates to, different dimensions of human religious experience;
- a critical understanding the application of cosmological theory to architecture.

INDICATIVE CONTENT

1. Sacred and Profane Space.
 - 1.1 Sacred and profane space as inherent in the landscape
 - 1.2 Sacred and profane space as artificial constructs
 - 1.3 Questioning the sacred-profane dichotomy
2. Sacred Architecture
 - 2.1 Vitruvius and the classical tradition
 - 2.2 Temples and monuments in the ancient world.

2.3 Christian architecture and the orientation of churches

3. Pilgrimage

4. Archaeoastronomy

4.1 Origins and development of the discipline

4.2 Theories of knowledge: disputes over data and evidence

4.3 Methodologies

5. Earth Mysteries

5.1 Pagan and New Age contexts

5.2 Ley lines, geomancy, and gaia.

6. Theoretical contexts

6.1 Phenomenology and embodiment

6.2 Transcendentalism and the Romantics

6.3 Postmodernism and gendered space.

LEARNING AND TEACHING STRATEGY

Moodle Units will introduce the students to the concepts, principles and practices of the topics studied for the module. Case studies may be used to provide examples and will be used to develop further understanding of what has been learned. Alongside written material, Units might also include podcasts or videocasts, links to relevant websites and e-resources, scanned chapters from books and journals (in accordance with copyright law) as well as suggestions for further reading. Each Unit will contain clear instructions about the order in which students should consult the material as well as offering reasons for the inclusion of each item of material. Unit information will be geared towards the student achieving the module learning outcomes.

Tutorials and webinars may be used in order to support discussion and critical evaluation of what has been learned as well as enabling students to pursue their own questions. Module information may be supported by student chatrooms and webinars to explore more fully the concepts, principles and practices of each topic, to explore aspects of the set reading for the Unit, or to enable clarification where confusion might have arisen. In addition, tutorial support is available through email, telephone or skype conference with module tutors and the programme director.

Guided independent study allows students to further their independent learning skills with appropriate support provided by the module tutor(s). Much of this is included in the material contained in each Unit, though further guidance is available from module tutors and programme directors through email, telephone and skype conference.

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	20	10%
Independent learning	180	90%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 – 30%

1500 word essay examining a theoretical issue in the subject area.

Exemplar: 'Compare and critically contrast Mircea Eliade and Emile Durkheim's views of sacred space.'

Assessment Component 2 – 70%

3500 word essay based on a research project investigating the theory of sacred space.

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100%
Practical	
TOTAL	100%

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes ✓
	No
If yes please provide brief details (no more than 100 words): This module is designed in line with 2 of the 5 pedagogic approaches to sustainable development identified by UNESCO: • Critical and Creative thinking Critical and creative thinking enables people to explore new ways of thinking and acting, make informed decisions, and create alternatives to present choices. It involves reflecting on how people interrelate with one other, understanding cultural differences and creating alternative ways to live together. • Systemic thinking Thinking systemically is essential to sustainable development, as piecemeal approaches have proved not to work - instead resolving one issue while creating other problems. Sustainable development requires approaches which go beyond analysis in terms of 'problem-solving' and/or 'cause-effect'.	

DISTANCE LEARNING MODULE (COMPULSORY)

MODULE CODE: CSPH7068
TITLE: Dissertation
DATED: 12/12/2016

LEVEL: 7
CREDITS: 60

JACS CODE: V500

AIM(S)

- To provide an opportunity for students to undertake a major and sustained critical and evaluative research project in the field of Ecology and Spirituality.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to demonstrate the ability:

- To critically understand a defined area of Ecology and Spirituality
- To defend hypotheses, interpretations or analyses
- To utilize the research skills required for the successful completion of an independent research project

INDICATIVE CONTENT

In this module, the student chooses a topic of special interest in Ecology and Spirituality and conducts research into this area of interest via reading and private study under the auspices of the supervisor to whom they have been allocated. The student then produces a systematic piece of written work, organized in chapters/sections in the manner of professional and published work.

The supervisor will be responsible for introducing the student to the research skills necessary for the completion of the dissertation. The research skills required will be assessed after the student has submitted their research proposal.

LEARNING AND TEACHING STRATEGY

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

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	30	5%
Independent learning	570	95%
Placement learning		
TOTAL	600	100%

ASSESSMENT

Assessment Component 1 – 10%

A research proposal (1000 words)

Exemplar: Specific to the student's research project.

Assessment Component 2 – 90%

A dissertation (14000 words)

Exemplar: Specific to the student's research project.

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100%
Practical	
TOTAL	100%

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes ✓
	No
If yes please provide brief details (no more than 100 words): The dissertation will be an independent project focusing on the topic of Ecology and Spirituality.	

Where appropriate, the University may allow students to study modules in addition to the 120 credits studied for the level of study e.g. Welsh medium or IT modules. Students would need to discuss this with their Programme Director.

Note that on Programmes of Study offering a large number of options, timetable constraints will inevitably mean that not all combinations of options will be possible.

Module details are correct on 1 September 2017, and will not normally be changed during the year. In the unlikely event of the School having to make changes to these details during the year, you will be notified in writing. Module descriptors are presented in the accompanying Module Directory document.

ADDITIONAL INFORMATION FOR STUDENT TAKING THE MODULE THROUGH DISTANCE LEARNING

If you are taking this programme of study by distance learning, additional general information about studying through this mode of study is given to students in the *University Regulations – Distance Learning Student Guide*.

School to insert general information about opportunities available to students to support their learning on this programme of study (more specific information related to a particular module will be given in the module information booklets: e.g. discussion forum, web-based conferencing, tutorial sessions, podcasts etc.). Information that is given here should include frequency of availability of support and anticipated response times to enquiries / emails.

School to insert information about any residential schools associated with the programme of study. It should be made clear whether this activity is compulsory or optional, what costs are associated with it, when it is held, and how students should enrol for this. Information should also be given about the content of the residential so that the students can make an informed choice.

ASSESSMENT OF PART I

Each module will be assessed independently in ways which reflect the objectives and learning outcomes of the module and the programme of study as a whole and the learning and teaching strategies employed within the module.

Details of assignments, guidance on the objectives of the assessment and criteria applied in marking will be provided at the beginning of each module.

Full information about the classification of results and regulations for progression can be found in Chapter 6 of the *Academic Quality Handbook*.

Details of what constitutes 'satisfactory progress' can be found in Chapter 6 of the *Academic Quality Handbook*. For further information on 'progress' see the *University Regulations – Postgraduate Student Guide*.

All work in Part I will normally be marked within the University's agreed 20 clear term-time working days turn-around time for assessed coursework. You will be contacted by the module co-ordinator if this is not possible.

COURSEWORK DEADLINES

Individual assessments in different modules will have their own deadlines. These will be contained within the course information for each module, so please be sure to check.

All assessed written coursework needs to be submitted in electronic copy via Turnitin; alternative instructions will be provided by the Programme Director for any forms of coursework that cannot be submitted via Turnitin.

DISSERTATION/PORTFOLIO PREPARATION AND ASSESSMENT

Each candidate accepted into Part II will be required to submit a dissertation/portfolio not exceeding 15,000 words or the equivalent. The word limit does not include appendices (if any), essential footnotes, the formal declarations and statements or the bibliography and index. The appendices can act as a repository of raw data. It should be noted that examiners are not obliged to read the appendices when examining a piece of work.

If a piece of work is clearly above the indicated word limit, then the student should discuss editorial action with his/her supervisors before submission.

DISSERTATION

It is expected that students reaching the dissertation stage of a Master's Programme of Study will have acquired and practised research skills relevant to the modules studied. Students will be allocated a supervisor who will advise them on the issues arising at various stages in the research project.

Dissertations must be submitted in accordance with the University's requirements as set out in the Guide to Postgraduate Taught Dissertations (Appendix GA29).
<http://www.uwtsd.ac.uk/academic-office/appendices-and-forms/>

Students are advised that the dissertation will then be "open access", i.e. freely available to be used in accordance with copyright and end-user permissions. Students wishing to request a bar on access should refer to section 7.16.1 (2) of Chapter 7 of the *Academic Quality Handbook*.

Please note that if you would like to graduate in July, you should hand in your dissertation no later than 1 April in order to make sure that all the marking and examination procedures are completed in good time. Master's dissertations will normally be marked within the University's agreed 30 clear working days turn-around time.

Details of the responsibilities of the student and dissertation support entitlement can be found in the Supervision Policy for Taught Master's Students (Appendix GA30).
<http://www.uwtsd.ac.uk/academic-office/appendices-and-forms/>

UNIVERSITY ATTENDANCE POLICY

All students are required to attend all scheduled classes and tutorials and Faculties will record individual academic attendance on a weekly basis.

Contact points will be specified for each programme, taking into account the structure of the programme and the scheduled timetable. Disciplinary action will be taken for any sustained periods of unauthorised absence. Students who have a legitimate reason for unexpected absences (including the instance of illness or injury) must provide evidence to their Tutor, London Student Services or Faculty Office, as appropriate, immediately following their return, to ensure that it is noted as authorised leave.

Wherever possible, students should request permission through their Tutors, London Student Services or Faculty Office in advance of any absence, completing the appropriate forms to explain the circumstances that require this. Although short authorised absences are not normally counted against the student, these are taken into consideration in the annual review of each student's cumulative attendance (see below). Confirmation of authorised absence will be lodged on each student's record.

If a student does not provide any reasonable justification for periods of unauthorised absence, fails to respond to initial and/or final Attendance Warning Letters, and/or the required actions agreed at meetings with academic staff, and does not improve their attendance record, the Faculty will ask the Registry to withdraw the student.

International Students with a UKVI Tier 4 Visa

In addition to the attendance requirements noted above, the following regulations will apply to international students who require a 'Tier 4' visa for their studies in the UK.

Each student's **cumulative attendance** (%) will be reviewed during and at the end of each academic Term. The required level of attendance will be defined by the Faculty/campus taking into account the level of study, structure of the programme, and scheduled timetable. Initial and Final Warning letters will be issued for low levels of attendance to advise her/him that attendance is below the level expected by the University and that, if poor attendance continues, this may lead to the individual being withdrawn from the programme. Very low levels of attendance for an academic Term will lead to immediate withdrawal.

Appeal against withdrawal due to poor attendance – Information on how to appeal against withdrawal is provided on the University's website (<http://www.uwtsd.ac.uk/academic-office/procedures-for-academic-appeals-complaints-and-other-student-cases/>).

It is very important that you note carefully the grounds on which appeals may be made and submit your appeal on the appropriate form because incomplete or ineligible appeals cannot be processed (<http://www.uwtsd.ac.uk/academic-office/other-forms-and-policies/>).

If travelling within or outside of the UK during term-time or vacation periods, students should provide contact details and/or a travel itinerary to the Faculty Office or London Student Services to assure immediate contact in the case of an emergency.

Students must always request permission from the University prior to their departure, for authorisation to travel away from their campus during term-time. They must also inform their Tutor, London Student Services or Faculty Office of the date on which they plan to leave the University at the end of each Term, once all teaching and examination requirements have been completed.

It is a requirement of UK Visas & Immigration (UKVI) and a condition of all Tier 4 visas that missing 10 consecutive contact points without any form of authorisation will result in the student being reported to Registry. Registry will then withdraw the student from their programme and inform the UKVI that their Tier 4 visa sponsorship is withdrawn.

All international students holding a Tier 4 visa are also required to attend one (for the London campus) or three (for the Wales-based campuses) compulsory, University re-registration events in each academic year. Students will receive a notification of the timing and location of each event. If an international student fails to attend a re-registration event the student will be reported to Registry. Registry will then withdraw that student from their programme and inform the UKVI that their Tier 4 visa sponsorship is withdrawn.

Students who have a legitimate reason for absence (including the instance of illness or injury while in the UK preventing attendance) must provide evidence to their Tutor, London Student Services or Faculty Office immediately following their return, to request that it be noted as authorised leave. If approved, the confirmation of authorised absence will be lodged on the student's record.

FACULTY POLICIES

Your Faculty have additional policies in a range of areas. Your Programme Director will provide you with relevant details.

ABOUT UNFAIR PRACTICE AND PLAGIARISM

The University defines unfair practice as 'any act, intentional or otherwise, whereby a person may obtain for himself/herself or for another, an unpermitted advantage...'. Committing unfair practice in assessment is one of the most serious offences in academic life, and its consequences can be severe. It undermines the integrity of scholarship, research, and of the examination and assessment process.

It is very important to understand that it is no defence to claim that unfair practice has been committed unintentionally, accidentally, due to extenuating circumstances or a long-term impairment (irrespective of whether or not these circumstances or long-term impairment have been acknowledged by the University).

Plagiarism is one type of unfair practice. Plagiarism is passing off, or attempting to pass off, another's work as your own. It includes copying the words, ideas, images or research results of another **without acknowledgement**, whether those words etc. are published or unpublished. It is plagiarism, for example, to copy the work of another student, of a member of staff or a published article without crediting the author. Persons who allow their work to be plagiarised are also guilty.

It should be noted that re-submitting work that has already been submitted for a different assessment task without noting that this is the case is also regarded as plagiarism (and is called self-plagiarism) and will be treated as such.

Plagiarism is one of the worst offences in academic life, and its consequences can be severe. It undermines the integrity of scholarship, research, and of the examination and assessment process. The guidance that follows explains what is meant by plagiarism, describes the University's regulations for dealing with it, and provides help in avoiding it.

When enrolling as a student at the University of Wales Trinity Saint David you have consented to your work being scrutinised both electronically and in person to check for cases of plagiarism. In many Schools your work will be submitted electronically via Moodle.

For submissions outside of the Moodle platform, it is equally important that you reference your sources accurately. In some cases you will be expected to submit both hard and electronic copies, which can be checked against the database of the UK Higher Education Plagiarism Detection Service. For handwritten, portfolio and process workbook submissions check with your module tutor if you are in any doubt about whether you have infringed the regulations. They are here to assist you; ensure that you take advantage of their expertise.

Plagiarism: Regulations, Procedure and Penalties

Full details of the University's procedures and penalties for dealing with issues of plagiarism can be found in Chapter 13 of the *Academic Quality Handbook*, which can be seen on the University website or obtained from the Faculty Offices. These details are also summarised in the *University Regulations – Undergraduate Student Guide* which is published on the Academic Office section on the University's website: <http://www.uwtsd.ac.uk/academic-office/university-regulations-student-guide/>

Avoiding Plagiarism

Coursework, dissertations, or creative work are meant to be your own original work. Obviously you will use the work of others. Not only is this inevitable, it is expected.

All scholarship builds on the work of others. The important thing to remember is always to **acknowledge your sources**. Your School will provide sessions on referencing and plagiarism but as a general rule of thumb observe the following guidelines:

- *Anything that is copied or quoted from another source, including electronic sources such as the internet, must be in quotation marks and attributed to the original author. This may be in the body of the text or as a footnote. Full details of a source should be contained in a bibliography. Whatever method is used, always acknowledge your source and give full details of it (i.e. author, date, page number).*
- *Synthesising the work of others involves putting their ideas into your words. This is fine, but again, acknowledge your source. This can be done in a number of ways depending on the context. For example: 'Hart (2003, 52) maintains that...' 'Hart (2003, 52) provides evidence for...': 'It is argued, or submitted by Hart (2003, 52) that...' Then give the source of the original work.*
- *Where you are generally indebted for your ideas to one or two main sources, this can be a bit trickier. If the ideas or the way they are presented come from one or two sources, make this clear. Do the same if they come from lectures. It is important not to claim originality where it does not exist but to indicate in general where the information comes from.*
- *Full citations in timed unseen examinations are obviously not expected, but you should indicate general indebtedness and always credit any quotations you have managed to remember.*

The golden rule is; **'if in doubt, provide references'**. Consult your tutors if you have any problems, in particular with the method of citing books and articles, which may differ from subject to subject. There are no penalties for asking for advice and guidance; there are severe penalties for plagiarism and failure to reference means your work could be considered to be plagiarised.

Other types of Unfair Practice

There are other types of unfair practice, including, but not limited to producing work as a group where it is an individual task (called collusion), fabricating data or making false claims to have carried out research, using the service of an essay bank/essay mill, having an unauthorised source of information in an examination, prohibited communication during an examination. The same regulations, procedures and penalties apply to all types of unfair practice.

LIBRARY AND LEARNING RESOURCES

Library and Learning Resources (LLR) supports the learning, teaching and research activities of staff and students across the University with libraries at Carmarthen, Lampeter, London and Swansea and includes online resources, social learning spaces, special collections and archives. There are seven libraries across the Carmarthen, Lampeter, London and Swansea campuses.

The library provides different loan periods for print books so that the changing needs of students can be accommodated and prioritises the purchase of e-books over print wherever possible. Loan periods are regularly reviewed by the library to ensure that they are appropriate and provide equitable access to resources. The LLR recently

launched a Fairer Fines policy which means students are only fined on items if they are in heavy demand or requested by another library user.

The LLR provides a *Need More?* service which aims to provide a one stop shop for all learning resource needs, for example, if a book, journal or thesis is needed which is not in the library stock then it may be purchased or borrowed from another library. Further information can be found here: <http://www.uwtsd.ac.uk/library/library-guide/need-more/>.

Online Library

The LLR offers a wide range of printed and electronic resources including an extensive collection of online e-journals and e-books that are available 24/7. Users may access an extensive collection of online e-journals and e-books that are available 24/7 including scholarly journals, newspapers, company reports and reference material. The library catalogue searches the whole range of print and online library materials and gives access to your library account from anywhere.

Information and Digital Literacy Skills

All students take part in general induction tours of the Library in their first few weeks at the University. Academic Liaison Librarians will help students to develop the skills required to find, use and evaluate information sources within their subject areas. Numerous sessions are offered and organised to teach students how to use e-resources, journals/e-journals, e-books and useful websites as well as support for referencing, ethical use of information and accessing a wide range of information sources in accessible formats. The LLR operates an open door policy which enables students to ask for help and advice on the information resources available throughout the academic year. Academic Liaison Librarians are welcomed to Staff / Student Committees, School Board meetings and also attend other relevant Faculty meetings where invited, including Faculty Board. For further information on Digital and Information Literacy Skills provision go to: <http://www.uwtsd.ac.uk/library/digital-and-information-literacy/>

For recent service developments, updates and contact information please visit the University Library website at <http://www.uwtsd.ac.uk/library/>. Please also follow the Library and Learning Resources Facebook and Twitter feeds for up-to-date news, service developments and information on new services and resources.

STUDENT SERVICES

A professional support service providing high quality information, advice, guidance, practical and emotional support to enable all students to reach their full potential. Support available includes the Careers Service, Financial Support, Learning Support, Counselling Service and support for students from a care background. For further details see <http://www.uwtsd.ac.uk/student-services/>.

STUDY SKILLS

All students have access to study skills support to assist them in their studies. Details of provision are available from the Student Services offices on each campus and at <http://www.uwtsd.ac.uk/study-skills/>.

Topics covered include:

- Developing effective study strategies
- Planning and writing assignments
- Preparing presentations
- Planning for seminars
- Preparing for exams

Drop-in study skills sessions and 1:1 appointments are available on the Carmarthen, Lampeter and Swansea campuses during term time – no appointment necessary. Distance learning students are also able to access the Study Skills Distance service using e-mail, telephone or Skype. Please see the Student Services study skills webpages for further details: <http://www.uwtsd.ac.uk/study-skills/>.

GRADUATE SKILLS FOR EMPLOYMENT

Students are encouraged to use the Careers Service from the first year so that they can begin to plan their professional development in preparation for future employment.

Time at University should be seen as preparing for the world of work, which is increasingly a world that lays a premium on flexibility and ability to adapt to changing situations. Within this context Personal Transferable Skills (PTS) and Professional Development Planning (PDP) have come to feature very prominently as important graduate attributes. PTS are skills acquired in the course of academic study which might be independent of the discipline in question and, therefore, transferable and usable in other contexts, including the world of work. PDP is the planning process through which one is able to reflect upon and analyse, personal strengths and identify areas for future development. Four main categories of such skills have been identified: problem solving, managing/organising, team work and communication. Each Programme of Study has been designed to include opportunities to acquire and develop personal skills and plan professional development in readiness for graduation. Further details are available from your Programme Director.

COMPLAINTS

You have a right to make a complaint about any specific concern about the provision of your Programme of Study or a related academic service. Full details of the complaints process can be found in the 'Procedure for Student Complaints' in Chapter 13 of the Academic Quality Handbook and in supporting documentation published on the Academic Office section on the University's website: <http://www.uwtsd.ac.uk/academic-office/procedures-for-academic-appeals-complaints-and-other-student-cases/>