



A partner of



Programme Handbook

B A (Hons) Philosophy, Politics and Economics (PPE)

2023-2024

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Introduction

Welcome to the BA Honours in Philosophy, Politics and Economics Programme (PPE). The PPE programme is a University of the Highlands and Islands (UHI) programme, accessible to students from most UHI partner colleges, with the Highland Theological College (HTC) as the responsible partner. A student pursuing studies on the PPE programme will be registered as a UHI student. For more information on UHI, please familiarise yourself with the UHI web-site <https://www.uhi.ac.uk/en/> Once on the UHI's webpage, you can also click on '**Current Students**' which will take you to the **MyDay** portal. **MyDay** is our NEW university student portal. A single login will give you access to, amongst other things, your **Brightspace** (Virtual Learning Environment -VLE), your **UHI Records** and your **UHI Email Account**, the UHI **University Library**, and many more. Please, explore these and as often as you can.

In this Student Programme Handbook, you will find all you need to know about the PPE Programme, including the academic calendar, details of modules, academic regulations and so on. An electronic version of this PPE Student Programme Handbook is available to enrolled students on the VLE (Brightspace) under [UVL52: Philosophy, Politics and Economics BA Honours](#).

The policies and practices of the PPE programme are governed by the relevant sections of the UHI [Academic Standards and Quality Regulations](#) (ASQR). Regular reference will be made to this document in the handbook and students should consult it for fuller details regarding the regulations for taught graduate degrees at UHI.

About UHI

The University of the Highlands and Islands (UHI) is the only university based in the Highlands and Islands of Scotland. The UHI campus is very different from most university campuses; we offer you the choice of studying at one of our [12 colleges](#) and research centres, more than 50 learning centres, or online from wherever you are.

Our colleges and research centres are spread right across the Highlands and Islands – from small towns and island communities to the larger towns and busy cities of the region.

At UHI you'll find a course and a campus to suit you. You'll be part of a student community of more than 8000, and you'll have the chance to make friends with students at your own campus and other UHI campuses, thanks to the technology we use to teach students in multiple locations at the same time.

You can choose from more than 30 degrees and over 70 higher national awards. Many of our courses take full advantage of the region's natural assets, including the landscape, culture, heritage, history and renewable resources. You can progress from sub-degree level (HNC, HND), right through to Masters level and even undertake a PhD at UHI.

At the University of the Highlands and Islands you will have:

- **A more personal experience of university, thanks to our smaller class sizes**
- **Safe and friendly communities in which to live, study and make the most of your talents**
- **Access to traditional and electronic learning resources of the highest quality**
- **The opportunity to stand out from the crowd and do something really different!**

Programme Information

Programme Title

B.A. (Hons) in Philosophy, Politics and Economics

Duration of Studying on the Programme

4 years full time (see below for part time)

The programme is validated by: The University of the Highlands and Islands

SCQF level: **7 – 10**

Mode of Delivery

Full-Time (FT) and Part-Time (PT)

Mode of Study

Teaching, learning, and assessment are supported through a combination of physical attendance, video conferences, electronic learning environments, email, telephone, and mail.

Programme Levels and Exist Awards:

| Award | SCQF Level | FT | PT |
|-----------------------|-------------------|-----------|-----------------------------|
| Cert-HE: | 7 | 2 | 3 (Maximum Duration) |
| Dip-HE: | 8 | 3 | 5 |
| BA-HE | 9 | 5 | 6 |
| BA (Hons) - HE | 10 | 6 | 8 |

Full-Time Students will normally be expected to complete each level of the programme in one academic year.

Programme Aims

The general aims of the programme:

The educational aim of the programme is to produce citizens with in-depth knowledge and understanding of the philosophical reasoning behind various operating political and economic systems, as well as grounding in the developing of philosophical ideas and theories that impact on society at large.

The programme is built on three independent academic disciplines, namely philosophy, politics and economics. However, it is designed to cohere specific themes from these three disciplines, in order to achieve the educational aims of this programme and to provide a broad-based programme that would produce citizens with well-balanced knowledge and understanding.

Philosophy Strand

In the philosophy discipline, the aim is to introduce students to important abstract philosophical concepts in which much of our thinking processes are embedded, and

to develop meta-skills for reasoning in a logical and coherent fashion, to develop critical and analytical thinking and to facilitate ethical reflection.

Politics Strand

In the politics discipline, the aim is to critically assess various forms of governance in terms of their theoretical foundations and practical applications in past and present times.

Economics Strand

The economic discipline encourages the student to critically assess various economic systems on micro and macro levels in terms of their theoretical bases and practices.

A Multi-Disciplinary Approach

The programme is a multi-disciplinary programme, and the educational aims are set within the scope of each of the three disciplines according to their subject specifics. However, there is an inherent interdisciplinary cohesion to the programme based on the interrelatedness of these disciplines. Economic decisions are rarely made out with a political context and *vice versa*; rigorous reasoning and logical arguing are foundational to any political and/or economic theory or system; political and economic systems are embedded in abstract philosophical presuppositions undergirding societal and individual thinking at large. The interdisciplinary properties of the programme are therefore predominantly covertly embedded within each discipline. However, there are elements in some modules within each discipline where the interdisciplinary properties are more overtly evident, as for example, in the economics module *Exploring Economics in a changing world* and the philosophy module *Theory of Knowledge*, etc. The dissertation in particular offers the opportunity for the individual student who would like to work in a more interdisciplinary way.

The Programme Outcomes

Students acquire the following learning outcomes over the duration of their programme of study. The reference points for these learning outcomes are the SCQF Level Descriptors and the QAA *Subject Benchmarks for Philosophy, Politics and International Studies*, and

Economics. Each module delivers a number of these different outcomes. As students progresses from SCQF level 7 to level 10, they will develop the full range of these outcomes, and by level 10, they are expected to show competence in each area.

A - In the area of Knowledge and Understanding it is to bring the student to an

- understanding and knowledge of the vocabulary, concepts, arguments, and theories within the various fields within each of the disciplines (philosophy, politics and economics) that constitutes the programme
- understanding and knowledge of the key methodologies associated with each of these disciplines
- understanding and knowledge of the key sources for each of these disciplines
- understanding and knowledge of some of the historical developments within these disciplines
- understanding and knowledge of the impact of philosophical, political and economic realities and theories on everyday life and society at large

B – In the area of Intellectual Skills it is to develop

- the ability to organise and apply specific theories, concepts and principles appropriate to each of these disciplines
- the ability to evaluate and critically analyse the primary and secondary sources associated with these disciplines
- the ability to argue logically and persuasively
- the ability to read effectively and critically
- the ability to think critically and analytically
- the ability to think conceptually
- the ability to formulate and suggest solutions to specific problems as presented within each of these disciplines

- the ability to condense facts, ideas and arguments
- the confidence to challenge established views
- the capacity for argument, debate and speculation
- the ability to approach questions within each discipline objectively

C - In the terms of Practical Skills it is

- to use and critically evaluate different types of primary sources
- to identify, find and retrieve information from a wide variety of sources as appropriate to each discipline within the programme
- to gain competence in the method of constructing coherent arguments
- to evaluate different arguments within the various disciplines appropriately
- to be competent in the use of research methods appropriate to each discipline

D – In terms of Transferable Skills it is

- numeracy and IT skills
- effective communication both orally and in written form
- the ability to work with others and demonstrate effective interpersonal and team working skills
- the ability to work independently and use initiative
- the ability to work to tight deadlines
- the ability to organize information logically
- the ability to base conclusions on coherent argument and objective analyses, statistical research, etc.

Programme Aims for Each Level of Study

Certificate Level

On completion of the **Certificate of Higher Education**, (CertHE) students will:

- understand the nature of the disciplines as academic subjects

- be familiar with subject-specific evidence and sources
- understand the importance of debate and argument in the formation of academic knowledge
- have knowledge and practice of the skills and methods used by professionals in their fields
- have been introduced to a variety of different methodologies within the study of the disciplines
- have begun to develop basic critical and analytical skills
- have mastered basic IT skills relevant to the study of the disciplines
- have started to develop transferable skills including independent study skills, verbal and written skills, and group working skills
- be competent in the use of video conference technology
- be competent in the use of virtual learning environment technology
- be able to conduct searches for material online and in libraries

Diploma Level

On completion of the **Diploma of Higher Education**, (DipHE) students will have mastered the requirements for the CertHE and:

- have built on the transferable skills acquired at level 7, including greater competence in written skills, have increased knowledge and practice of using relevant source material, and have acquired a greater degree of independence in the use of library resources
- have developed skills in locating and interpreting source material
- be able to analyse issues of the three disciplines within a comparative perspective
- be familiar with the use and the practices of subject-specific research as well as having undertaken some practical research

Degree Level

On completion of the **BA Degree**, students will have mastered the requirements for the DipHE and:

- be able to reflect critically on the nature of the disciplines
- have an ability to apply a high level of critical and analytical skills
- have enhanced written and oral communication skills
- have developed the ability to undertake self-directed learning and work independently
- be able to apply detailed knowledge and critical understanding to a range of subject-specific questions and problems
- have developed an interdisciplinary approach to the study of the disciplines
- be familiar with a range of subject specialisms
- be able to synthesise large quantities of information

Honours Level

On Completion of the **BA Honours Degree**, students will have mastered the requirements for the BA and:

- have competent research skills
- have undertaken intensive critical work on a range of related sources
- be able to design and conduct investigation and research proposals
- be able to apply a depth of theoretical knowledge
- be able to apply a range of methodologies
- be adept at the construction of argument
- be able to define problems and discuss issues in a range of subject-related topics
- be independent learners
- be prepared to undertake postgraduate research activities

Programme Content and Structure

The PPE (Hons) is a multi- disciplinary programme designed with a coherent combination of modules from three specific disciplines namely philosophy, politics and economics.

The PPE (Hons) programme is located in the Humanities Scheme which provides students with an opportunity to combine three disciplines making use of specific modules from the philosophy, politics and economics disciplines. The PPE (Hons) is developed to present the opportunity of a single programme but with three distinct and compulsory disciplines running through the award from level 7 to level 10.

The programme structure for this award as with others in the Humanities Scheme aligns with the principles of C21C as adopted and revised by the Humanities Scheme to best suit the needs of our students and programmes. This entails the use of a 2/2/2 model structure at levels 7, 8, 9 and 10. That is to say, students will take *two* modules in each of the three disciplines throughout the programme.

The basic structure for the award is therefore, as follows:

| PPE: 1 - 3rd Year/SCQF Level 7 - 9 (Structure) | | |
|---|---|--|
| Discipline A | Discipline B | Discipline C |
| Philosophy 2 Modules – compulsory (20 credits each) | Politics 2 Modules – compulsory (20 credits each) | Economics 2 Modules – compulsory (20 credits each) |
| PPE: 4th Year/SCQF Level 10 (Structure) | | |
| * An appropriate combination of four modules out of the three disciplines with the minimum of one module from each discipline, plus a Dissertation. | | |
| <p style="text-align: center;">Dissertation (40 Credits)</p> <p>This module constitutes a written dissertation on a topic agreed between a supervisor (tutor on the PPE team) and a student. It can cover any area that has been arranged with the tutor within any one of the disciplines within the PPE programme or it can be an interdisciplinary dissertation arranged with a key supervisor and supported by other experts on the programme.</p> | | |

Helpful Definitions in terms of module status:

Academic Core module

- A module which must be taken and must be achieved before students can progress to the next level

Mandatory Core module

- A module which is being offered and which leaves students little or no choice but to take it
- Other modules may be offered instead from time to time

Core

- May be either mandatory or academic core

Scheme Option (SO)

- Where a choice is made from the cores or restricted options running within the Scheme as a whole

The table below sets out the modules that constitutes the programme. Students will take two modules in each discipline at each level.

PPE Course Structure

First Year (SCQF Level 7) – Semester 1

| | | | |
|------------|-----------|--|----------------------------|
| Philosophy | Mandatory | Thinking and Writing for Study Work and Life (UV507004) | ML: Mark Lindley-Highfield |
| Politics | Mandatory | Ideas and Ideologies in Politics (UL207174) | ML: Ronnie Dewar |
| Economics | Mandatory | Economics for Business UL107121 | ML: Sara Sutherland |

First Year (SCQF Level 7) – Semester 2

| | | | |
|------------|-----------|--|------------------|
| Philosophy | Mandatory | Problems in Philosophy (UV507001) | ML: Paul Renton |
| Politics | Mandatory | The Evolving Politics of the British Isles (UL207169) | ML: Kevin Lowrie |
| Economics | Mandatory | Exploring Economics in a changing world - UL107119 | ML: David Skene |

Second Year (SCQF Level 8) – Semester 1

| | | | |
|------------|-----------|---|-------------------|
| Philosophy | Mandatory | Knowledge: A Philosophical Analysis (UV508001) | ML: Innes Visagie |
| Politics | Mandatory | History of Political Ideas (UL208485) | ML: |
| Economics | Mandatory | Approaches to Economic Development UL708474 | Rebecca Smith |

Second Year (SCQF Level 8) – Semester 2

| | | | |
|------------|-----------|---|-------------------|
| Philosophy | Mandatory | Moral Philosophy (UV508008) Module leader: Innes Kennedy | ML: Innes Kennedy |
| Politics | Mandatory | Comparing Politics Systems (UL208484) | ML: Lucy Huby |
| Economics | | Marketing Fundamentals (UN508384) | Sinead Brydon |

Third Year (SCQF Level 9) – Semester 1

| | | | |
|------------|----------|--|----------------------|
| Philosophy | Option 1 | Philosophy of Religion (UV509567) | ML: Robert Shillaker |
| Politics | Option 1 | Challenging Liberal Democracy: Political Ideas in a Changing World (UL209651) | ML: Kevin Lowrie |
| | Option 2 | Wars of the Promised Land (UV209794) | Ronnie Dewar |
| Economics | Option 1 | Globalisation and Sustainable Development (UF809759) | ML Roddy Murray |

Third Year (SCQF Level 9) – Semester 2

| | | | |
|------------|----------|---|-------------------|
| Philosophy | Option 1 | Philosophy of Science (UV509568) | ML: Innes Visagie |
| Politics | Option 1 | European Politics (UL209652) | ML: |
| | Option 2 | Devolution, Federalism and Territorial Politics module: a comparative perspective (UL209653) | ML: Lucy Huby |
| Economics | Option 1 | Community-Based Economic Development (UD409203) | ML: David Skene |

FOURTH YEAR (SCQF LEVEL 10) – Dissertation

| | | | |
|---|--|--|--|
| <p align="center"><i>Core Module (SC) Dissertation (40 Credits) (UV510762) – Module Leader: Innes Visagie</i></p> <p><i>The dissertation is a core module worth 40 credits. This module constitutes a written dissertation on a topic agreed between a supervisor (tutor on the PPE team) and a student. It can cover any tutor agreed upon area within any one of the disciplines within the PPE programme or it can be an interdisciplinary dissertation with a key supervisor supported by other experts on the programme.</i></p> <p>You also must choose another four modules from the choices below by following the instructions below.</p> <ul style="list-style-type: none"> • <i>Choose one module from each discipline (3 x 20 credits)</i> • <i>Choose an additional module from any of the disciplines (1 x 20 Credits)</i> • <i>See below for available modules per semester to choose from</i> | | | |
|---|--|--|--|

Fourth Year (SCQF Level 10) – Semester 1

| | | | |
|------------|----------|---|-----------------------|
| Philosophy | Option 1 | Scottish Tradition in Philosophy (UV510761) | ML: Innes Kennedy |
| Politics | Option 1 | Geopolitics: Territory, Security and Strategy UL310810 | ML: |
| Economics | Option 1 | Social Enterprise & Social Economy (UL110763) | ML: Rebecca Smith |
| | Option 2 | Geo-Political Development Issues (UF910727) | ML Roddy Murray Roddy |

Fourth Year (SCQF Level 10) – Semester 2

| | | | |
|------------|----------|---|----------------------|
| Philosophy | Option 1 | Neurons, Brains, and Minds: (UV510763) | ML: Innes Visagie |
| | Option 2 | Existential philosophy and Literature (UL310811) | ML: Innes Kennedy |
| Politics | Option 1 | Political Theory (UL210803) | ML: Callum McCormick |
| | Option 2 | Terrorism and unconventional warfare (UL210801) | ML: |
| Economics | Option 1 | The Consumerist Society (UF710840) | ML Rebecca Smith |

Assessment Map

Level 7 Semester 1

| | | | |
|--|--|--------------------------|---------------------------------------|
| Thinking and Writing for Study Work and Life | Exercise and reflection (50%) in two parts with 500 words each | Essay (50%) – 1500 words | |
| Ideas and Ideologies in Politics | Essay (50%) – 2000 words | | Exam (50%) – 2 hours |
| Economics for Business | Open Book Multiple Choice (40%) – 1 hour | | Open Book Examination (60%) – 2 hours |

Level 7 Semester 2

| | | | |
|--|------------------------------|------------------------------|--|
| Problems in Philosophy | Essay (50%) 1,500 words | Essay (50%) 1,500 words | |
| Evolving Politics of the British Isles | Essay (50%) 1 x 1200 word | Essay (50%) 1 x 1800 word | |

| | | | |
|---|----------------------------------|---|--|
| Exploring Economics in a changing world | Essay/Report (65%) 1800 words | Continual assessment (35%) 1200 words | |
|---|----------------------------------|---|--|

Level 8 Semester 1

| | | | |
|-------------------------------------|--|------------------------------|----------------------|
| Knowledge: A Philosophical Analysis | Essay 1 (50%) 2,000 words | Essay 2 (50%) 2,000 words | |
| History of Political Ideas | Essay 1 (50%) 1500 words | | Exam (50%) – 2 hours |
| Approaches to Economic Development | Continuous Assessment (35%) – 1000 words | Essay (65%) – 2000 words | |

Level 8 Semester 2

| | | | |
|------------------------|-------------------------------|-------------------------------|---|
| Moral Philosophy | Essay (30%) 1 x 1500 words | Essay (70%) 1 x 2000 words | |
| Comparative Politics | Essay 1 (50%) | | Exam (50%) – 2 hours |
| Marketing Fundamentals | Report (70%) - 2250 words | | Multiple Choice (30%) – 1 ½ hours with 20 questions |

Level 9 Semester 1

| | | | |
|---|-----------------------------|--|----------------------|
| Philosophy of Religion | Essay 1 (50%) 2000 words | Essay 2 (50%) 2000 words | |
| Challenging Liberal Democracy | Essay 1 (50%) 2000 words | | Exam (50%) – 2 hours |
| Wars of the Promised Land | Essay 1 (50%) 2500 words | | Exam (50%) – 2 hours |
| Globalisation and Sustainable Development | Essay (65%) 2500 words | Continual assessment 35% 1500 words | |

Level 9 Semester 2

| | | | |
|---|-----------------------------------|---|--|
| Philosophy of Science | Essay 1 (50%) 2000 words | Essay 2 (50%) 2000 words | |
| European Politics | Essay 1 (60%) 3500 words | Documentary Analysis (40%) | |
| Devolution, Federalism and Territorial Politics module: a comparative perspective | Essay/Report (100%) 3500 words | | |
| Community-Based Economic Development (UD409203) | Essay (60%) 2,000 words | Continual assessment (40%) 1,000 words | |

Level 10 Semester 1

| | | | |
|---|--------------------------------------|--|------------------------------|
| Scottish Tradition in Philosophy | Essay 1 (30%) 2000 words | Seminar Paper (20%) 10-12 mins | Essay 2 (50%) 3,500 words |
| Geopolitics: Territory, Security and Strategy | Essay 1 (50%) 2,000 words | Case Study (50%) 2,500 words | |
| Social Enterprise and Small Business Management | Article Critique (50%) 2000 words | Essay (50%) 2000 words | |
| Geo-Political Development Issues | Essay 1 (70%) 3000 words | Continual Assessment 2 (30%) 1000 words or equivalent | |

Level 10 Semester 2

| | | | |
|---------------------------------------|------------------------------|------------------------------|----------------------|
| Neurons, Brains, and Minds | Essay 1 (50%) 2500 words | Essay 2 50%) 2500 words | |
| Existential philosophy and Literature | Essay 1 (30%) 1,800 words | Essay 2 (70%) 4,000 words | |
| Political Theory | Essay 1 (60%) 2500 words | | Exam (40%) – 2 hours |
| Terrorism and Unconventional Warfare | Essay 1 (50%) 2500 words | | Exam (50%) – 2 hours |
| The Consumerist Society | Group Work (40%) | Essay (60%) | |

Level 10 SC

| | | | |
|--------------|--|--------------------------------|--|
| Dissertation | | Essay 1 (100%) 10,000 words | |
|--------------|--|--------------------------------|--|

UHI Qualification & Credit Requirement

UHI has adopted the Scottish Credit and Qualifications Framework (SCQF), as set out below, as the basis for its taught provision:

Credits per Level

| Level | UHI Qualification & Credit Requirement |
|---------|---|
| SCQF 7 | CertHE Minimum 120 credits with at least 100 credits at level 7 or higher |
| SCQF 8 | DipHE Minimum 240 credits with at least 100 credits at level 8 or higher |
| SCQF 9 | PPE Degree Minimum 360 credits with at least 100 credits at level 9 or higher |
| SCQF 10 | PPE (Hons) Minimum 480 credits with at least 200 credits at levels 9 and 10 and at least 100 credits at level 10 |

The adoption of SCQF by UHI makes it possible for students, if they so wish, to take a module from a lower SCQF level, assuming that there are appropriate modules available at the lower levels. [Where appropriate, and where agreed to by the Programme Leader, able students may take a module from a higher SCQF level, particularly where all core modules at lower levels have been completed already.]

Levels and Credits and nominal hours of study-time needed.

Each credit represents 10 hours of notional full-time (FT) student learning activity (1 hours x 1 credit = 10 hours). Each module is worth 20 credits which means you will study 200 hours per module (10 hours x 20 credits = 200 hours per module) which imply 6 modules per SCQF level equates to 1200 hours of study at each level.

Per semester

You will take 3 modules per semester (12 weeks = semester). This mean 3 modules x 200 hours per module = 600 hours per semester. Divide by 12 weeks = 50 hours per week! It would therefore not be possible to study full time and to work full time. It should be noted that all learning activities are included within this, i.e. managed learning time, directed student activities and time spent in private study, revision, preparation for assessment, etc.

Modules and mode of study

Each module is designed to achieve 20 credits, i.e. 200 hours of student activity and there are 6 modules per level, 3 each semester.

Full time students – 3 modules per semester

Part time structured - students will take 3 or 4 out of the 6 modules.

Part time unstructured - students will take 1 or 2 modules out of the 6 per session.

Core and Option Modules

Core modules are compulsory modules within the programme to be completed successfully by all students on the programme, while **optional modules** are modules within the programme available for student choice at specific levels. A student will not be allowed to progress if the student has not completed or passed all the core modules at each SCQF level.

Free Electives

The PPE is a coherently structured programme in order to receive a named award at completion. Free electives at levels 2-4 are only an option in consultation with the programme leader and might result in a general BA Hons Degree. With other degrees there

is normally at least one elective module from a list of modules available at the appropriate level within the UHI network of degrees.

Progression through the levels of the programme

The four levels of the programme deliver a progression and coherence in terms of structure and content which reflect the progression in Aims and ILOs from one level to the next. Consequently, the programme provides a clear pathway from CertHE to DipHE to Degree to Honours Degree.

SCQF Level 7 modules provide an introduction to the foundational sources, concepts, vocabulary, methods and skills appropriate to each of the three disciplines within PPE.

SCQF Level 8 modules seek to deepen and broaden your knowledge and understanding of more focused areas of the disciplines introduced at the previous level. In addition, at this level you will, with a measure of tutor support, be encouraged to develop some confidence in the use of critical and analytical skills.

SCQF Level 9 modules deepen and develop further the knowledge and skills gained at earlier levels, particularly critical and analytical skills. In addition, they also provide opportunities for the acquisition of greater facility and competence. Students are encouraged to take significant steps towards autonomy in their learning.

SCQF Level 10 modules allow for the development of specialisation on the basis of the knowledge and skills gained at earlier levels. The modules at this level maximise student centred learning, making extensive use of guided reading, seminars, research work, tutorial discussions etc., all of which add to the deepening intellectual maturity of the student. The dissertation, in particular, provides the opportunity for significant student autonomy and for extensive development of both skills and knowledge.

Module Content Summary

SCQF Level 7 - Semester 1

UV507004: *Thinking and Writing for Study and Life*: Mark Lindley-Highfield.

This option module, about writing logically and persuasively, has been designed to provide a foundation in academic writing skills that is underpinned by some teaching of philosophy. Nonetheless, this course can be studied without any prior module requirements and is also

available to students outside of the Philosophy programme, as it introduces both academic writing and philosophy at a level suitable for students beginning their Higher Education journey. It allows learners to develop their knowledge and understanding of the logical construction of an argument and the persuasive force of rhetoric. The aim of the module is to strengthen students' academic writing skills and to introduce them to some basic principles of philosophy.

| Assessment Details | Weight (%) | Pass Mark |
|--|------------|-----------|
| <p>Assessment 1:</p> <p>Part 1: Assess the validity, soundness and persuasive force of the arguments made in the text provided. (500 words) Part 2: Examine the value of skills of argumentation for study, work and life. (500 words)</p> | 50 | 30 |
| <p>Assessment 2: Produce an essay on a topic of your own choice that uses an argument based on premises leading to a conclusion AND/OR rhetoric to convince its readers of its argument. (1,500 words)</p> | 50 | 30 |

UL207174: Ideas and Ideologies in Politics: Ronnie Dewar

This is an introductory module which involves the examination of the key systems of moral and political thought which have shaped the modern world during the last three centuries. These systems of thought, known as political ideologies, have provided guidance and inspiration for people looking for practical ways of changing human societies for the better. They are thus often identified with political movements which seek to change the world, sometimes by violent or revolutionary means – fascism, communism and anarchism come quickly to mind in this regard. Some, of course, seek to do the opposite of this – conservatism, for example – and offer justifications for keeping and preserving what others seek to overthrow.

The aim of the module is to understand the structure of political ideologies –their characteristic features and the logic of their arguments. We explore how they respond to each other's arguments, value judgements and factual claims - for ideologies have often

emerged as the result of critical reflection on some existing and influential ideology (as socialism emerged in large part in response to the dominance of liberalism). We examine the actual effects of ideologies on political events, and examine the arguments of those who claim that it is advisable to avoid ideological thinking entirely, or that there is no longer a need for political ideology.

| Assessment Details | Weight (%) | Pass Mark |
|---|------------|-----------|
| Assessment 1: Essay 2000 words (50% of Total) | 50 | 1 |
| Assessment 2: Exam (50% of Total) | 50 | 1 |

UL107121: Economics for Business (20 credits): Sarah Sutherland

The aim of this module is to provide students with the basic understanding of economic principles and concepts and to introduce them to the potential of accurate economic analysis in the business environment.

| Assessment Details | Weight (%) | Pass Mark |
|--|------------|-----------|
| Assessment 1: Open book Multiple Choice (1 hour) | 40% | 1 |
| Assessment 2: Open book Examination (2 Hours) | 60% | 1 |

SCQF Level 7 - Semester 2

UV507001: Problems in Philosophy (20 credits): Innes Visagie & Paul Renton

Problems in Philosophy focuses on important philosophical questions and answers, such as: Do our senses of sight, touch, hearing, taste, and smell present us with a true picture of the world around us? Does every event have a cause? If every event does have a cause, is this incompatible with being able to make free choices? Are minds separable from bodies? Does God exist? When we judge that someone has done something morally good (or bad), are we doing any more than expressing our own personal views? Can morality be anything other than subjective? Is it the duty of government to redress the imbalance of wealth

within society or does government lack the legitimacy to do this? Would attempts at redistribution of wealth be morally equivalent to slave labour?

Three areas within philosophy are covered: (1) metaphysics – a focus on questions about the nature of the world at the most abstract level; (2) epistemology – that is, asking whether or not we can have (reliable or any) knowledge of this world and how we know what we know; and (3) moral and political philosophy – with the focus on questions of conduct within the world.

| Assessment Details | Weight (%) | Pass Mark |
|--------------------------------------|------------|-----------|
| Assessment 1: Essay 1 (50% of Total) | 50 | 1 |
| Assessment 2: Essay 2 (50% of Total) | 50 | 1 |

UL207169: The Evolving Politics of the British Isles (20 credits) Kevin Lowrie

The main purpose of this module is to provide students with a broad foundation in the constitutional arrangements and the role of the various nationalisms in the British Isles.

The module will focus mainly on the post-1945 period though some earlier references will be needed for Ireland. In the process of this study, students will receive a foundation in important political concepts and in the institutional arrangements of the UK and Republic of Ireland. At a time of significant constitutional change, this module will be highly relevant to the student who wants to make sense of society. The topic 'The Role of the Media in Politics' is taught by contrasting reinforcement theory with direct effects theory. Another example, specific theories of prime ministerial government and cabinet government are contrasted. Elsewhere in the course nationalism and unionism are contrasted e.g. for Scottish and Irish politics.

| Assessment Details | Weight (%) | Pass Mark |
|--------------------------------------|------------|-----------|
| Assessment 1: Essay 1 (50% of Total) | 50 | 1 |
| Assessment 2: Essay 2 (50% of Total) | 50 | 1 |

UL107119: Exploring Economics in a changing world (20 credits): David Skene

Major changes in the way our society works have been driven by economic theory – for better or worse. This module introduces key ideas which have shaped our world and are essential for understanding how we have arrived here and how we can move forward. The module explores the main economic actors and institutions and embraces a pluralistic approach to learning about Economics – with a range of theories explored. The module integrates sustainability to provide the skills for students to become both active thinkers and informed citizens.

| Assessment Details | Weight (%) | Pass Mark |
|---|-------------------|------------------|
| Assessment 1: Essay/Report (1800 words) | 65% | 1 |
| Assessment 2: Continual Assessment (1200 Words) | 30% | 1 |

SCQF Level 8 – Semester 1

UV508001: Knowledge: A Philosophical Analysis (20 credits): Innes Visage

This module aims to introduce students to contemporary and classical problems and arguments in the theory of knowledge, to become proficiently familiar with its technical vocabulary and to understand the limits of the various positions.

| Assessment Details | Weight (%) | Pass Mark |
|---|-------------------|------------------|
| Assessment 1: Essay 2000 Words (50% of Total) | 50 | 1 |
| Assessment 2: Essay 2000 Words (50% of Total) | 50 | 1 |

UL208485: History of Political Ideas (20 credits): Stewart Fraser

Students studying this course will be introduced to the development of political ideas and the development of western political science from classical times to the early 19th century. This will complement and build on political modules studied at level 7. Of central importance throughout this module is the changing nature and role of democracy, and the

idea of representation, the changing nature and role of the state, the tensions between the claims of the state and those of the individual. The earlier stages of the module will look at the historical development of political and democratic ideas leading to the democratisation of western society.

Specific Aims:

To locate the study of politics in its historical / philosophical / economic context

To introduce students to the development of political ideas with particular reference to the role of the state and changing nature of democracy

To introduce students to the formation and use of political ideologies

To demonstrate how differing political perspectives can result in political competition and conflict

To develop the idea that within any society the political process and the political organisation of society is dynamic rather than static, changing in response to the internal and external pressures and developments.

| Assessment Details | Weight (%) | Pass Mark |
|---|-------------------|------------------|
| Assessment 1: Essay 1500 words (50% of Total) | 50 | 1 |
| Assessment 2: Exam (50% of Total) | 50 | 1 |

UL708474: Approaches to Economic Development (20 credits): Rebecca Smith

This module provides students with a critical understanding of what constitutes development, and from this basis engages students in a consideration of the best methods for addressing development issues within rural areas and between the North and South. The module builds an understanding of economic theory and its influence on development policy.

| Assessment Details | Weight (%) | Pass Mark |
|---|-------------------|------------------|
| Assessment 1: Continuous Assessment (1000 words) | 35 | 30% |
| Assessment 2: Essay (2000 words) | 65 | 30% |
| All elements of assessment will require a minimum 30% pass mark in order to achieve a pass on the module overall. The normal pass mark for the module overall is 40% (UG) | | |

SCQF Level 8 – Semester 2

UV508004: Moral Philosophy (20 credits): Innes Kennedy

This module aims to introduce students to a wide range of moral theories and their backgrounds, and to problems and disputes concerning reasoning about morality.

| Assessment Details | Weight (%) | Pass Mark |
|--|-------------------|------------------|
| <i>Assessment 1: Essay 1500 words (30% of Total)</i> | <i>30</i> | <i>1</i> |
| <i>Assessment 2: Essay 2000 words (70% of Total)</i> | <i>70</i> | <i>1</i> |

UL208484: Comparative Politics (20 credits): Lucy Huby

This module will seek to introduce students to the study of comparative politics and to the insights such an approach can give. Importantly we hope to provide students with a framework which can be used to analyse political institutions and processes. The module will therefore build on the content and skills developed in Politics of the British Isles or HNC Politics units at Level SCQF7 but also complement the former Level SCQF8 module Contemporary British Political Issues. The module will also lead on to other Level SCQF9 politic modules. The initial stages of the course will focus on the rationale for the study of comparative politics, developing the scientific aspect of this particular type of study. Therefore, although actual content is of importance, the processes and skills developed are also an essential component of the module. Of particular importance is that the comparative analysis of different systems will be studied through key concepts such as: Democracy, Globalisation, Sovereignty, Constitution, Power, Authority, Rights, etc. Using these concepts students will be encouraged throughout the module to reflect on and to give consideration to perennial political questions such as: Why do democracies vary so much in their structures and political outcomes? Where should sovereignty reside? Who is included and who is excluded in the decision-making process? How do states manage competition and conflict? Students will explore a number of themes relevant to comparative and international politics and will examine different cases in each theme.

| Assessment Details | Weight (%) | Pass Mark |
|------------------------------------|------------|-----------|
| Assessment 1: Essay (50% of Total) | 50 | 1 |
| Assessment 2: Exam (50% of Total) | 50 | 1 |

UN508384: Marketing Fundamentals (20 Credits): Sinead Brydon

The aim of the module is to provide an introduction to consumer related theory and practise within marketing. Students will be exposed to the processes involved in understanding buyer behaviour, (both the consumer and business buyer) and appreciating the implications for marketing strategies. Students will also focus on how understanding Consumer Behaviour and Customer Experience supports Customer Acquisition, Retention and Development

| Assessment Details | Weight (%) | Pass Mark |
|--|------------|-----------|
| Assessment 1: Report (2250 words) | 70 | 1 |
| Assessment 2: Multiple Choice (1 ½ hours – 20 questions) | 30 | 1 |

SCQF Level 9 – Semester 1

UV509567: Philosophy of Religion (20 credits) Module Leader: Robert Shillaker

This module focuses on key philosophical questions and answers within the Philosophy of Religion context. The focus is on the concept of God (philosophical reflections on divine attributes, God's existence), religious pluralism, the phenomenology of religion (the phenomenology of religious experience as encounter with God and relationship to material context, emotions and religious experience, mundane experience and religious belief), religious language, and religion in society.

| Assessment Details | Weight (%) | Pass Mark |
|---|------------|-----------|
| Assessment 1: Essay one 2000 words (50% of Total) | 50 | 1 |
| Assessment 2: Essay two 2000 words (50% of Total) | 50 | 1 |

UL209651: Challenging Liberal Democracy: Political Ideas in a Changing World (20 credits):

Kevin Lowrie

The module is designed to enable students to: Examine the emergence in the modern era of the theory and practice of liberal democracy. It examines the tensions evident in liberal-democracy although it focuses more on the second part of this term. It explores the development and nature of democracy – examining neo-liberalism, social democracy, Marxism, feminism, classical, direct and indirect, pluralist and consociational perspectives. The role of social justice and citizenship are introduced in the contemporary context. Of central importance is the changing nature and role of the state, the tensions between the claims of the state and those of the individual, the changing nature of democracy, and ideas about representation, legitimacy, participation, consent and dissent. The module takes the ideas introduced in History of Political Ideas and follows their further development to the modern context. However, completion of History of Political Ideas is not an essential requirement for the module.

| Assessment Details | Weight (%) | Pass Mark |
|------------------------------------|------------|-----------|
| Assessment 1: Essay (50% of Total) | 50 | 1 |
| Assessment 2: Exam (50% of Total) | 50 | 1 |

UV209794: Wars of the Promised Land (20 credits): Ronnie Dewar

A chronological analysis of the conflict between Arab and Israeli, since the birth of the Modern Jewish State in 1948. To have a clearer understanding of the various causes and issues in this geopolitical minefield it is necessary to start some 3 decades earlier with the Balfour Declaration. The module will not only study times of war but also the various external influences, attempts to foster peace and how the conflict impacted on Arab and Israeli internal policy. The timescale of the module will be from the British Mandate for Palestine to the second coming of Binyamin Netanyahu as Israeli PM.

| Assessment Details | Weight (%) | Pass Mark |
|--|------------|-----------|
| Assessment 1: Exam (50% of Total) | 50 | 1 |
| Assessment 2: Essay: 2500 words (50% of Total) | 50 | 1 |

UF809759 Globalisation and Sustainable Development (Option 1): Roddy Murray

The module aims to extend conceptual knowledge of how 'sustainability' may be implemented in the global development context. The module will also compare and contrast global sustainability issues and globalisation from the perspective of the developed and developing nations.

| Assessment Details | Weight (%) | Pass Mark |
|---|-------------------|------------------|
| Assessment 1: Exam (50% of Total) Essay 2500 words (65% of Total) | 65 | 1 |
| Assessment 2: Continual Assessment 1500 words (35% of Total) | 35 | 1 |

SCQF Level 9 – Semester 2

UV509568: Philosophy of Science (20 credits): Innes Visagie

Results produced from empirical science are very impressive and scientific methods to produce these good results are held in high esteem. Philosophy of science seeks to analyse the distinctiveness of scientific explanations and theoretical constructions. This module engages with discussions in this area of scientific undertaking and asks questions such as; what makes its predictions and technologies worthy of confidence; can its theories reveal the truth about a hidden objective reality, etc.

| Assessment Details | Weight (%) | Pass Mark |
|--|-------------------|------------------|
| Assessment 1: Essay one 2000 words (50% of Total) | 50 | 1 |
| Assessment 2: Essay two 2000 words (50% of Total) | 50 | 1 |

UL209652: European Politics (20 credits): Callum McCormick

The purpose of this module is to enable students to evaluate the significance of contemporary issues and ideas in the context of the modern European Union (EU). Europe in the 1990s became a major focus of public discourse. The end of the Cold War, the

collapse of the Soviet Union and the quickening of integration processes within the European Community / Union has raised questions across Europe about the kind of Europe now being built and about the nature of European democracy. The widening of the EU to incorporate many eastern states, the discourse about common EU economic and security policies, the possibility of yet further additions to the EU all in the context of slow growth of liberal democracy in Russia and concerns about international relations add urgency to these debates. **Aims:** The aims of the module are: 1. To provide a context for the understanding of the development of the European Union in its historical context; 2. To examine the theory, function and practice of integration as a component of the European Union; 3. To examine the effectiveness and roles of EU institutions; 4. To analyse competing political perspectives and theories on issues relating to the widening and deepening of the EU.

| Assessment Details | Weight (%) | Pass Mark |
|---|------------|-----------|
| Assessment 1: Essay (2500 words) | 60 | 1 |
| Assessment 2: Documentary Analysis (1500 words) | 40 | 1 |

UL209653 - Devolution, Federalism and Territorial Politics: a Comparative Perspective: Lucy Huby

This module involves an examination of the territorial problem in politics and the different ways in which states have attempted to resolve the issues of the distribution of power and resources. Starting from a study of Britain, comparisons are made with other systems of government:

- To develop an understanding of the politics of territory and state formation and of the forces that shape territorial differences
- To develop an understanding of the range of theoretical perspectives which underpin this
- To develop an understanding of the nature of devolved and regional government and contrast that with federal systems of government

- To develop a detailed knowledge and understanding of the devolved system of government which is emerging in the United Kingdom, and of the nature of multi-level governance in the United Kingdom
- To compare the emerging devolution scheme in the United Kingdom with regional and federal schemes in other comparable political systems
- To address issues relating to territorial politics including finance and economics, national identities, representation, etc.

| Assessment Details | Weight (%) | Pass Mark |
|--|------------|-----------|
| Single Assessment : Essay/Report: 3500 words | 100 | 1 |

UD409203 - Community-Based Economic Development: David Skene

With a growing emphasis on a different type of development, and particularly community-led approaches, such as community wealth building, this module will leave students well placed to understand and evaluate such activities. The module will explore the ‘why, what, how and who’ of local and community-based development, both in terms of theory and practice, using a range of case studies from all across the United Kingdom.

| Assessment Details | Weight (%) | Pass Mark |
|--|------------|-----------|
| Assessment 1: Essay (70% of Total) | 70 | 1 |
| Assessment 2: Continual Assessment (30% of Total) | 30 | 1 |

UV510761: Scottish Tradition in Philosophy (20 credits): Innes Kennedy

This module aims to specify certain continuities in Scottish intellectual history. It addresses recurrent problems in the philosophy of mind, the freedom of the will (or lack thereof), the foundation of laws, and the question of the political sovereignty of the Scottish people. It examines the question whether there is a specifically Scottish tradition against the assumption that there can be no territorial localisation of philosophy. It begins with the philosophy of John Duns Scotus in the historical context of the Scottish Wars of Independence and continues to the advent of twentieth century Existentialism.

| Assessment Details | Weight (%) | Pass Mark |
|---------------------------------------|------------|-----------|
| Assessment 1: Essay 1 (30% of Total) | 30 | 30 |
| Assessment 2: Essay 2 (50% of Total) | 50 | 30 |
| Assessment 3: Tutorial (20% of Total) | 20 | 30 |

UL310810: Geopolitics: Territory, Security and Strategy: Stewart Fraser

The module is designed to provide students with an honours-level overview of the changing nature of geopolitics, great power geostrategic and contemporary geopolitical issues. The first part of the course examines the nature of geopolitics and its impact on notions of territorial security and strategy-making, identifying classical and contemporary theories of geopolitics and assessing their relevance in various periods and circumstances. The second part identifies key areas of geopolitical importance and analyses what makes them so important within international relations and the root causes of any resultant conflict. Examples include energy and resources, China and the Far East, the US and the War on Terror, and the Polar Regions.

| Assessment Details | Weight (%) | Pass Mark |
|---|------------|-----------|
| Assessment 1: Essay 1 2000 words (50% of Total) | 50 | 1 |
| Assessment 2: Case Study (50% of Total) | 50 | 1 |

UL110763 - Social Enterprise and Small Business Management (UL110763) Eilidh Macphail

This module aims to make students understand the value base that underpins the social economy and its practical application in social enterprises. The module will explore the role and functions of social enterprises in the wider economy as well as their business structures and practices.

| Assessment Details | Weight (%) | Pass Mark |
|--|------------|-----------|
| Assessment 1: Article Critique 2000 words (50% of Total) | 50 | 30 |

| | | |
|---|----|----|
| Assessment 2: Essay 2000 words (50% of Total) | 50 | 30 |
|---|----|----|

UF910727 - Geo-political Development Issues: Roddy Murray

This module looks at key issues in International Development. This will include key stakeholders including the World Bank, International Monetary Fund, Oxfam, Save the Children, Red Cross, Medicins sans Frontieres, Christian Aid and Cathod amongst others. The remit, funding and agenda will be examined along with an evaluation of their impact. Additionally, issues in relation to access to natural resources and political objectives will be examined and evaluated.

| Assessment Details | Weight (%) | Pass Mark |
|--|------------|-----------|
| Assessment 1: Essay 3000 words (70% of Total) | 70 | 1 |
| Assessment 2: Continual Assessment 1000 words (30% of Total) | 30 | 1 |

SCQF Level 10 – Semester 2

UV510763: Neurons, Brains, and Minds: A Philosophical Investigation (20 credits): Innes Visagie

This module focuses on main themes in the philosophy of mind debate such as scepticism, substance and cause, sensations, the human being and God. The module also explores aspects subsequent to Descartes' contribution and looks at the mind-body problem, dualism, materialism, consciousness, intentionality, mental causation, free will/determinism, perception and the self.

| Assessment Details | Weight (%) | Pass Mark |
|---|------------|-----------|
| Assessment 1: Essay one 2500 words (50% of Total) | 50 | 1 |
| Assessment 2: Essay two 2500 words (50% of Total) | 50 | 1 |

UL310811: Existential Philosophy and Literature: Innes Kennedy

This module reflects on the relationship between philosophy and literature, examines and demonstrates, across a range of texts, central existentialist themes such as alienation, revenge, and absurdity, among others.

| Assessment Details | Weight (%) | Pass Mark |
|--|------------|-----------|
| Assessment 1: Essay one (30% of Total) | 30 | 40 |
| Assessment 2: Essay two (70% of Total) | 70 | 40 |

UL210803: Political Theory (20 credits): Ronnie Dewar

On successful completion of the module, students will be able to:

Part A

- 1. Critically evaluate pluralist, elitist and class explanatory concepts**
- 2. Apply explanatory concepts to issues of participation; dissent, legitimacy, democracy, totalitarianism and power**
- 3. Evaluate the tensions between the concepts of justice, equality and liberty in modern liberal democracy: the idea of universal human rights**

Part B

- 4. Compare and contrast the ideas of Rawls, Nozick and Walzer on the search for social justice**
- 5. Make critical use of theory, evidence and argument**

| Assessment Details | Weight (%) | Pass Mark |
|-----------------------------------|------------|-----------|
| Assessment 1 Essay (60% of Total) | 60 | 1 |
| Assessment 2: Exam (40% of Total) | 40 | 1 |

UL210801: Terrorism and Unconventional Warfare (20 credits):

This module examines the various political, historical and economic contexts of international terrorism and other forms of unconventional warfare, in conjunction with contemporary theories on the nature of the phenomenon. The course also examines

historical and current approaches to and theories of counter-terrorism and counter-insurgency.

| Assessment Details | Weight (%) | Pass Mark |
|------------------------------------|------------|-----------|
| Assessment 1: Essay (50% of Total) | 50 | 1 |
| Assessment 2: Exam (50% of Total) | 50 | 1 |

UF710840: The Consumerist Society: Rebecca Smith

This module will provide an historical overview of the emergence of the consumer society from traditional patterns of consumption to modern consumerism. Students will develop their knowledge of theoretical approaches to consumption and critically evaluate motivations to consume beyond basic needs, within a global, political and social framework. Students will then critically evaluate the impact or influences of modern consumer culture on individuals, the natural world and community structures, with a particular focus on rural communities.

| Assessment Details | Weight (%) | Pass Mark |
|---|------------|-----------|
| Assessment 1: : Group Work (40% of Total) | 40 | 30 |
| Assessment 2: Essay/Report/Critique (60%) | 60 | 30 |

SCQF Level 10 – SC – Core Module

UV510762: Dissertation (40 Credits): Innes Visagie

This module constitutes a written dissertation on a topic agreed between a supervisor (tutor on the PPE team) and a student. It can cover any area agreed on with a tutor within any one of the disciplines within the PPE programme or it can be an

interdisciplinary dissertation arranged with a key supervisor and supported by other experts on the programme.

| Assessment Details | Weight (%) | Pass Mark |
|--|------------|-----------|
| Assessment 1: Dissertation (100% of Total) | 100 | 1 |

Reading List, Course Materials & Equipment

- You will find your reading list on your MyDay, [Reading Lists](#) Use the **module code** (see above in the handbook) to search for your core reading texts
- Essential Texts (will be updated each academic year as needed)
- The core reading list will appear on the VLE for each module
- Recommended Texts (will be updated each academic year as needed)

Library and ICT Support

In addition to the support provided by the academic staff, students are also supported by the librarians and ICT specialist at each academic partner, where available or through the UHI librarian and ICT support services.

Library Facilities and Availability

There are various library facilities available at colleges, and electronic access to the library catalogues of all UHI libraries through MyDay, [University Library](#) which include e-books and electronic journals and other on-line resources.

ICT Provision

Students will be able to download software for free once you are enrolled as UHI students. Visit [Software Downloads](#) and make sure you download Cisco Webex Teams which would

be your main method of attending classes through video conferences. How to use video conference as part of your learning, visit UHI guidance on [Studying via Video Conference](#).

Employment & Progression Opportunities

Careers Guidance:

Careers guidance is available through UHI and the best place to start is to take a look at UHI policies and some career ideas at <https://www.uhi.ac.uk/en/students/careers/>

Progression into other programmes

It is envisaged that students will have the opportunity to progress to other programmes within the scheme with little interruption, as long as students satisfy the minimum requirements of the programme to which they wish to change.

Progression unto post-graduate studies

Graduates of the BA (Hons) Philosophy, Politics and Economics programme will be equipped for study at postgraduate level at any university. Progression to postgraduate study is also provided within UHI, the following degrees being possible avenues for further research and development of discipline-related skills:

- Business Leadership (PgCert)
- Interpretation: Management and Practice (MSc)
- Leadership and E-Marketing (MSc)
- Leadership and Management (MSc)
- Leading and Managing Remotely (PgCert)

Programme Organisation and Management

Delivery

The strategy for teaching and learning in this programme is to employ the method(s) of tuition best suited to the successful completion of the aims and learning outcomes of each individual module and of the programme as a whole.

To this end, each module tutor employs a mixture of methods for teaching and learning,

designed in relationship to the content and aims of the module(s) involved. The aims and learning outcomes of the programme allow for increasing autonomy of learning from SCQF Level 7 to SCQF Level 10, and this is reflected in the teaching and learning approaches used at the different levels, with an increasing emphasis being placed on those methods which encourage student autonomy, reflection, and the development of their analytical and critical skills. The Level 10 dissertation, in particular, encourages these developments. Likewise, the intellectual skills needed for progression through the levels, though integrated, demand a difference in approach from Level 7 to Level 10. The focus will be a student-centred learning experience as appropriate to the module ILOs and content.

In FT and PT modes, the teaching and learning methods employed regularly include lectures, tutorials, student-led seminars, library-based work, reading classes, workshops, and dissertation work, as well as the use of learning materials that are electronically delivered.

On-line resources are being used increasingly. Audio and/ or video sources now available through UHI and the World Wide Web in general may also be used in some modules. Visiting specialists also contribute seminars and lectures as appropriate. Lecturers also make use of seminars/discussion boards through the use of the virtual learning environment platform *Brightspace*. Most classes at all levels will have students attending via video-conferencing facilities managed through UHI and through the availability of *Webex Teams* software. Lecturing staff are also making use of electronic data, using PowerPoint presentations, etc.

This diversity of method will be employed so as to encourage an increasing element of student autonomy as the student progresses through the levels of the programme, and so as to enable the development of relevant skills through the levels. The mix of methods used at any one level, and the progression from one level to another, reflects a strategy that is consistent with the progression of aims and learning outcomes from level 7 to 10. For example, at SCQF Level 7 significant emphasis will be placed on lectures and tutor-led or carefully constructed seminars. At SCQF Levels 9 and 10, much more emphasis will be placed on student-led seminars, with the tutor playing much more of a mentoring/ facilitating role.

The VLE also enables peer interaction via the *Discussion Board facility*, thus overcoming, in measure, student isolation. Students may also access classes via Videoconferencing from another UHI college or learning centre or by using *Webex Teams* as software. Most of the lectures will be video - recorded and will be available to students.

Students are required to resource themselves with a PC that meets UHI's minimum specifications - see <https://www.uhi.ac.uk/en/lis/information-for-students/buying-your-own-device/> - to enable internet access and access to e-mail facilities. If there is any doubt about the adequacy of computer resources then students may consult the ITC technician at their college or contact [UHI Uni-Desk](#).

Blended Learning

UHI encourages the use of blended learning and defines blended learning as 'a considered approach that selects from a range of traditional face-to-face methods and e-learning technologies to facilitate student engagement, develop independent learners and enhance the learning experience.'

This simply means that some, or all, of your subjects will use a variety of different resources and mechanisms to deliver your course. This could involve traditional classroom activities, the use of video conferencing, interactive software and accessing course materials in the UHI VLE. A virtual learning environment (VLE) is a collection of on-line tools. Access to the VLE is usually restricted to staff and students at UHI.

Each module lecturer will explain exactly how that module will be delivered, what materials are available in VLE and how they should be used for that subject.

Academic Calendar

The UHI academic calendar for this session is available on the [UHI Website under Calendar](#).

Programme Committee

The delivery of the programme will be overseen by the Programme Committee. The Programme Committee is responsible, through the HTC Academic Board, to the UHI Academic Council. It reports regularly to these bodies.

All staff who are teaching modules on the PPE (Hons) programme are members of the Programme Committee. The Programme Leader is Dr Innes Visagie who also acts as the Chair of the Programme Committee.

Your Involvement

Student Representation

The student body on each level of the programme will be invited to elect and appoint each year a representative to the PPE Programme Committee, which is responsible for the management of this programme. Students on this programme, along with students on other UHI programmes, will have the opportunity of electing UHI student representatives to serve on a variety of UHI committees. For information on the UHI Student Association, see <http://www.hisa.uhi.ac.uk/>

All student representatives are encouraged to bring issues concerning students to the appropriate committee or board, and to provide the student body which they represent with feedback from these committees and boards.

Key Staff and Contact details

Dr Innes Visagie is the Programme Leader for the PPE programme

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The members of the programme team are:

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Student Support

Overall Student Support Strategy

The [overall strategy](#) employed by the programme committee is to identify and provide the student support services and activities which will facilitate student learning and enable students to progress towards successful completion of their programme.

These student support services and activities fall into two broad categories, academic and non-academic, which are reflected, for example, in the provision of both module leaders/tutors and Personal Academic Tutors (PATs).

Personal Academic Tutor

At the beginning of session, you will be assigned a Personal Academic Tutor (PAT) for the duration of your programme. The Personal Academic Tutor will deal with general academic matters, learning skills, programme guidance, and PDP Process. He/she will be responsible for generally encouraging you in your learning experience, providing a 'listening ear' etc.

Normally a relationship of trust is quickly built up between student and PAT. In situations where the student and PAT are not able to work together, however, provision is made for a change of PAT.

Module Leader

Even where team-teaching occurs, each module will have one designated module leader who will have overall responsibility for all aspects of the delivery, assessment and monitoring of that module and of the progress of students taking it. Where possible tutors will meet with first year students to discuss exam techniques and provide feedback from exams.

On-going Guidance

Students on the programme may at any time arrange by e-mail, to speak to the Programme Leader, to their Personal Academic Tutor or to any of their module tutors. In addition, students will be contacted individually each semester by their Personal Academic Tutor for guidance on choice of modules and programme pathways (including those with a view to do honours) and other relevant matters.

Where and when appropriate, module tutors will give advice to students on their performance and study problems. In particular, tutors will advise students who have failed in one or more components of a module on the courses of action open to them.

Provision will be made at an appropriate time each semester for students, in consultation with their Personal Academic Tutors, to choose their modules for the following semester or session.

Support beyond the immediate academic work

In addition to academic support there is a commitment to support student holistically where possible and relevant. This support will be organised differently within each of the colleges (academic partner) where a student is enrolled.

Additional Support Needs

Students with additional support needs, such as dyslexia, are asked to make these needs known to the college administration at the outset of their programme so that appropriate arrangements can be put in place, e.g., for examination purposes. There is also a website

dedicated to assisting students with mental health issues

<https://www.uhi.ac.uk/en/students/support/support-for-your-wellbeing-and-mental-health/health-and-wellbeing/mental-health/>

Where, through evidence of essay work, we identify students who would benefit from the enhancement of skills, we recommend to them that they take appropriate enhancement classes, e.g., in writing skills and the use of English grammar. At the same time, aware that it is not always the students who could most benefit from such extra enhancement provision who take advantage of it, we list in the Study Skills section below a couple of helpful web-sites which students may peruse at their leisure and with a measure of privacy.

Student E-mail and Web Access

All students are issued with an e-mail address ([Technologies at UHI](#)) and most communication between staff and students operates using this system. All students also have access to the web. Students are responsible for checking the e-mail of their UHI account in order to stay abreast of important information about their programme.

General Guidance and Study Skills

General Guidance on Student Support

<https://www.uhi.ac.uk/en/students/support>

Study Skills

Find helpful information on study skills: <http://induction.uhi.ac.uk/>

Lectures are Compulsory

Lectures are not an optional extra for particularly keen students - they are compulsory! If you are going to miss a lecture then you should let your module tutor know in advance. An email to that effect would be sufficient. If you are about to miss a succession of classes due to illness or legitimate mitigating circumstances you will need to make contact with your PAT and module leader and where appropriate produce a medical certificate or other evidence. If you are seeking an extension for work or some other mitigating circumstances, you have to apply for

mitigating circumstances. See more info under the section Mitigating Circumstances below.

Guidance on Note Taking

Helpful guidance is available [here](#).

Use the device most suitable for you

It is important to carefully record the content of each lecture. This is vital for later revision and will also help you in completing your assignments. Bring your own notebook or pad together with pen, pencil, laptop, tablet or whatever you feel comfortable with. At the end of each day, file your notes away. It is best to have a binder for each subject.

Be selective

Do not try to write down everything the lecturer says - write down the main points. Your module tutor is giving a lecture, he is not dictating. There is a difference! No matter how fast you can write, it will not be possible for you to keep up with someone teaching at normal lecturing speed. The skill of knowing what to write down is one that must be learned. It will be helped sometimes by a lecturer giving a photocopied hand-out or by using a presentation (PowerPoint, Prezi) highlighting some of the main points. Above all, you must listen carefully and try to follow the outline and structure of the lecture.

Most classes are video recorded and made available on the VLE. It is wise to revisit those recordings as part of the learning process.

Guidance on Effective Reading

It is very important to read widely. You should remember that each module is calculated on the basis of 200 hours work per module. Only up to 24 to 30 hours of this will be spent in class contact with your teacher (2 hours per week per module). The remaining hours are to be spent reading (and writing essays or other coursework). It is your responsibility to work your way through the reading required of you in each module. While in some modules this may involve reading all

the items on the Indicative Reading Lists, in most cases this will not be possible and specific readings will be given.

Writing Skills

Advice on how to write essays, produce footnotes and bibliographies and prepare for other assignments can be found in Appendix 2. Also, look at the [study skills guidance](#) on the UHI website.

Assessment Procedures and Regulations

The [UHI Academic Standards and Quality Regulations Assessment Regulations](#) are followed in this programme and are available on line.

The programme employs the methods of assessment which best further the learning process for the students by giving them the opportunity to demonstrate that they have achieved the aims and intended learning outcomes (ILOs) of the programme, and that they have also achieved the standard required for the award. To this end, both formative and summative methods of assessment are used for each module.

The formative assessment provides on-going feedback on student performance to both learners and tutors. This may be done informally by means of question/ answer sessions, discussions and peer assessment, or, more formally, using tests through the VLE, written and oral presentation of seminar materials, etc. Formative assessment gives students the opportunity to review, demonstrate and consolidate what they have learned and to discover how they are progressing. It will also provide the learner with an early indication of specific areas of weakness, which can then be discussed with the tutor.

All summative assessments are closely related to the ILOs and so enable students to demonstrate that they have achieved the ILOs associated with the programme. These summative assessments are also peer reviewed by the External Examiners. The methods of summative assessment employed include: essays, book reviews, seen and unseen examinations, reports, and dissertation. The dissertation in particular assesses the student's capacity for using research skills and methods, his/ her ability to engage in autonomous study, to utilise the fullest range of available learning resources, to develop a

sustained argument, and to present material in a clearly organised and effective way in addition to assessing some of the higher cognitive skills.

Scheduling of Assessment Workload

Assessments are scheduled by the Module Leaders and due dates will often be overlapping; students are encouraged to become more autonomous in their management of these aspects of their own learning.

At all levels, assignment submission dates will not normally fall before the sixth week of semester to ensure that students have adequate time to reflect on their learning before being assessed.

Communication of Assessment Requirements

- At the time of initial induction, students are informed about the module descriptors of the assessment requirements for each module. These are highlighted in the first meeting of each module class and on the associated VLE.
- Students are informed of the provisional dates for exams in the opening week of semester. These dates are confirmed normally by week 3.
- Coursework assessment instruments are posted on the VLE.
- Students are made aware of the academic regulations on assessment in the Student Programme Handbook each year, with changes from the previous year's regulations being particularly highlighted. Raising awareness of the regulations is a core element of the initial induction process.
- At initial induction, students are made aware of the programme structure and the requirements for progression through the levels. These are as in the UHI Academic Regulations which are available on the UHI website.
- As part of the induction process, students are also made aware of the assessment criteria (see below) which are to be found in the Student Programme Handbook.

Essay (and other coursework) Regulations and Conventions

Please note that the following essay writing conventions are not an optional extra for particularly diligent students, they are good practice and persistent failure to follow them will result in marks being deducted. In addition, breaches of specific regulations will be penalised as indicated below.

Particular Requirements

Students must pay close attention to the particular requirements for each essay. These will be provided by your tutor by posting it on the Virtual Learning Environment (VLE) site for the particular module in question.

Typescript, Layout and Word Limit

All essays must be in typescript. Hand-written material is not acceptable. (If this is a problem for SCQF Level 7 or other new students please contact the Programme Leader immediately.

- **A4 paper should be used**
- **MS default (Calibri 12)**
- **No italicised or other unusual fonts are acceptable (except for occasional words and phrases where conventionally appropriate).**
- **Type-script to be in at least 1½ spacing.**
- **Leave at least 1" margin at each side of each page.**
- **It is recommended that a further line space be left between paragraphs and that sub-headings be in bold type.**
- **Left hand justification is required.**

Assessments will have a word limit set unless otherwise stated. The Programme Team has adopted a word limit policy for written assessments that is at the upper end or sometimes in excess of the UHI Quality Standards and Regulations in relation to the default word limits. This is to remain in line with sector standards and meets with the approval of the external examiners. Work which clearly falls short of, or significantly exceeds the, stipulated word count may be subject to a reduced mark. Generally the student will be allowed + or – 10% of the given word count without penalty.

Submission Procedures

It is important that you are clear from the first week of semester as to the **number** of essays (and other assessments) required of you for each module to be taken that semester. The relevant information for each module is available in the module descriptor. It is also important that you are aware of the **submission dates** for each piece of assessment. This will be written on the assignment sheets made available on the VLE in the

first week of semester. It is your responsibility to ensure that you have all this information by the end of your first week of semester. **If you do not have this information, then seek out your module tutor(s) immediately and acquire it.** You can then plan your reading and writing of each essay, so that you are not left with several essays to write in the space of 24 or 48 hours!!

While we try to space due dates for essays out, with the range of options available it is impossible to avoid some clashes. Where there are severe clashes with several major assignments due in within days of one another, please, alert the module tutors and Programme Leader to this at the very start of semester to see if some re-scheduling might be possible. This is not always possible. Students need to manage their own time to ensure that all assignments are in on time. In order to do this, you need to start on essay preparation early in semester.

Essays can often take up to 30 hours to research and write. If you leave off preparation until the last moment you may find that you have what ought to be, say, 90 hours work (i.e. 3 essays) to cover in a couple of days, alongside the normal work of preparation for lectures, seminars, etc. There are not 90 hours in two days or even three days, even if you do not sleep! So start preparing for your essays from week one and make sure that your preparation is focussed. Do not fritter away your time.

All assignments must be submitted electronically by submitting a single document in Word (DOCX) format on the appropriate place (*where the question is found*) on the module VLE. A message confirming the successful upload is automatically generated by the VLE and you can see your document if you return to the page. Note that all submissions are passed to Turnitin originality checker. To learn about Turnitin, see <https://induction.uhi.ac.uk/Using-technologies/Turinitin-Studentguide.pdf>

Late Submission

All pieces of work will be issued with a due date. Late submission of work will be penalised in accordance with UHI regulations as follows:

| | |
|------------------|--|
| Up to 1 day late | 5% of final mark will be deducted eg 65 - 3 = 62 |
|------------------|--|

| | |
|--|---|
| [ie up to 24 hours after the submission time/date, if a time was specified, or by 23.59 on the day following the submission date if no time was specified] | |
| 2-5 days late | 10% of final mark will be deducted eg $65 - 6.5 = 58.5$ (59 rounded) |
| 6-10 days late | 20% of final mark will be deducted eg $65 - 13 = 52$ |
| More than 10 days late | Work will not be accepted and will be marked as 0 |
| Penalties for late submission apply equally to full-time and part-time students. "Days" refers to actual days, not working days. | |

Mitigating Circumstances

In the event that a situation arises that prevents a student from completing an assignment or demonstrating his or her real level of performance, a student may apply for mitigating circumstances (MC). The student should in the first instance consult the UHI regulations on mitigating circumstances at <https://www.uhi.ac.uk/en/about-uhi/governance/policies-and-regulations/regulations/> [note the appendix in these regulations entitled 'Mitigating Circumstances']. It is necessary, and a good idea, to discuss the issue with his or her PAT.

The student needs to apply for each individual assessment they wish to claim MC for. If MC is awarded by the UHI MC Panel and no submission is made, then the student gets the opportunity to sit the resit paper issued after the exam board as if it were the first attempt (i.e. mark uncapped). If it is intended to submit late, then submission must be made in a timely manner, before the end of Week 14, to allow it to reach the exam board. If it does not make it to the exam board then the assessment is treated as a non-submission and the new resit paper will be provided and answers to the old one cannot be accepted. [NB. The MC process is run by UHI and any changes they make during the semester will have precedence over the advice given here.] If the student's situation meets the criteria, they should apply using the application form found at www.studentjourney.uhi.ac.uk.

Performance Criteria: Overall and for each Level

All assessed work will be marked according to the following performance criteria and conventions in line with UHI standards.

| Description | Mark | Grade |
|---------------------|-------|-------|
| Excellent | 70+ | A |
| Above Average | 60-69 | B |
| Average | 50-59 | C |
| Satisfactory (Pass) | 40-49 | D |
| Unsatisfactory | 0-39 | F |

In addition to the UHI grading system indicated above, some module tutors use a sub-grading system which divides each grade into three parts as follows in order to give a more detailed assessment of performance:

| Mark | Grade |
|--------------|-------|
| 87–100 | A1 |
| 75–86 | A2 |
| 70–74 | A3 |
| 67–69 | B1 |
| 64–66 | B2 |
| 60–63 | B3 |
| 57–59 | C1 |
| 54–56 | C2 |
| 50–53 | C3 |
| 47–49 | D1 |
| 44–46 | D2 |
| 40–43 | D3 |
| Less than 40 | F |

Assessment Criteria

In determining the mark/grade to be awarded, markers will pay close attention to the following criteria which summarise the distinctives expected of work at the following

grades. Students should note that most, but not necessarily all, of the comments listed below will apply to their work gaining the indicated grade.

Level 7

Grade A

- **your work is thoroughly structured**
- **your argumentation is very coherent and incisive with some hints of originality**
- **your work is very well written and a delight to read**
- **there are few, if any, errors in grammar, footnoting and other rubrics**
- **there are no significant omissions in your work**
- **you have included no significant material that is irrelevant**
- **you have researched and used a very good range of resources and have incorporated these well**
- **you have considered a very good variety of views**
- **you show some indications of critical analysis and independent judgement**

Grade B

- **your work has a clear structure**
- **the development of your argument is logical and coherent**
- **your work is clearly expressed and very readable**
- **there are only limited errors in grammar, footnoting and other rubrics**
- **there are only limited significant omissions from your work**
- **there is little or nothing that is irrelevant in your work**
- **you have researched and used a good breadth of sources**
- **you have considered a good variety of views**
- **you show signs of an ability to synthesise your material and/ or an ability to assess the strengths and weaknesses of views discussed**

Grade C

- **your work shows evidence of reasonable structure**
- **the development of your argument is reasonably logical and coherent**
- **your work is expressed reasonably clearly**

- the grammar, footnoting and other rubrics are reasonably accurate
- there is a small number of significant omissions from your work and/ or you have used some irrelevant material in your work
- you have done reasonably careful research and have used a reasonable number of resources
- you have considered only a limited number of views
- you may be guilty of some assertion without providing backing evidence
- your essay is largely descriptive and/ or you have a tendency to rely on the arguments of others
- you need to develop a critical faculty (synthesising, assessing and evaluating your material)

Grade D

- your work shows only minimal evidence of structure
- there is only limited logical development of your argument evident
- your work is hampered by a lack of clarity in the writing style
- there are persistent and numerous errors in your grammar, footnoting and other rubrics
- there are very significant omissions from your work and/ or your work contains significant inaccuracies
- you have written quite a bit of irrelevant material in your work
- you ought to have read and used more resources
- you need to consider a greater range of views
- you make assertions without any supporting evidence
- you tend to rely on easy and readily available solutions or arguments
- you do not answer the question. [In exam conditions only where the student has misinterpreted the question, yet shown knowledge of a related area within the module content.]

Grade F

- your work shows very little or no evidence of structure
- your work is incoherent

- your work is affected badly by poor English
- the grammar, footnoting and other rubrics are persistently and deeply flawed
- you have included very few of the significant issues in your work
- you have included a lot of irrelevant material
- you have used an inadequate number and/ or breadth of resources
- you ought to have considered views other than your own
- you may not have answered the question
-

Level 8

Grade A

- your work is structured in an excellent fashion with everything in its proper place
- your argumentation is very coherent and incisive with some hints of originality
- your work is extremely well written and a delight to read
- your grammar, footnoting and other rubrics are just as they should be
- there are no significant omissions in your work
- you have included no significant material that is irrelevant
- you have researched and used well a very good range of resources
- you have considered a very good variety of views at some depth
- you show good indications of evaluation, critical analysis and independent judgement

Grade B

- your work is thoroughly structured
- your argumentation is coherent and incisive, though lacking originality
- your work is clearly expressed and very readable
- there are only limited errors in grammar, footnoting and other rubrics
- there are only limited significant omissions from your work
- there is little (or nothing) that is irrelevant in your work
- you have researched and used a good range of sources, some in depth
- you have considered a good variety of views, occasionally in depth

- you show good signs of an ability to synthesise your material and/ or an ability to assess the strengths and weaknesses of views discussed
- you show some indications of evaluation, critical analysis and independent judgement

Grade C

- your work has a clear structure
- the development of your argument is logical and reasonably coherent
- your work is expressed reasonably clearly
- the grammar, footnoting and other rubrics are broadly accurate
- there is a small number of significant omissions from your work
- most of the material you have used is relevant
- you have done careful research and have used a reasonable number and range of resources
- you have considered the key views
- you may be guilty of some assertion without providing backing evidence
- your essay is largely descriptive and/ or you have a tendency to rely on the arguments of others
- you need to develop more of a critical faculty (synthesising, assessing and evaluating your material)

Grade D

- your work shows evidence of reasonable structure
- your work shows signs of some logical development and coherence
- your work is hampered by a lack of clarity in the writing style
- there are persistent and numerous errors in your grammar, footnoting and other rubrics
- there are significant omissions from your work and/ or your work contains significant inaccuracies
- some of the material you have used is irrelevant
- you ought to have read and used a greater number and range of resources
- there are some gaps in the coverage of the key views

- you make assertions without any supporting evidence
- you tend to rely on easy and readily available solutions or arguments.
- You do not answer the question. [In exam conditions only where the student has misinterpreted the question, yet shown knowledge of a related area within the module content.]

Grade F

- your work shows only minimal evidence of structure
- your work shows few, if any, signs of coherence and logical argumentation
- your work is affected badly by poor English
- the grammar, footnoting and other rubrics are persistently flawed
- there are major gaps in your coverage of the key issues
- you have included a lot of irrelevant material
- you have used an inadequate number and/ or range of resources
- you ought to have considered views other than your own

Level 9

Grade A

- your work is structured in an excellent fashion with everything in its proper place
- your argumentation is very coherent and incisive with good signs of originality
- your work is extremely well written and a delight to read
- your grammar, footnoting and other rubrics are just as they should be
- there are no significant omissions in your work
- you have included no significant material that is irrelevant
- you have researched a very good range of resources and have incorporated these well
- you have considered an excellent variety of views at good depth
- you show very good evaluation, critical analysis and independent judgement

Grade B

- your work is structured in a very good fashion with everything in its proper place
- your argumentation is coherent and incisive, with some hints of originality

- your work is very clearly expressed and very readable
- there are only very limited errors in grammar, footnoting and other rubrics
- there are only few significant omissions from your work
- there is little (or nothing) that is irrelevant in your work
- you have researched and used well a very good range of sources, some in depth
- you have considered a very good variety of views, some in depth
- you show good signs of an ability to synthesise your material and/ or an ability to assess the strengths and weaknesses of views discussed
- you show good signs of evaluation, critical analysis and independent judgement

Grade C

- your work is carefully structured
- the development of your argument is logical and coherent
- your work is expressed reasonably clearly
- there are only limited errors in grammar, footnoting and other rubrics
- there is a small number of significant omissions from your work
- almost all of the material you have used is relevant
- you have done careful research and have used a reasonable number and range of resources
- you have considered the key views
- you still have a tendency to rely largely on the arguments of others
- you show some signs of developing a critical faculty, but need to develop in this area

Grade D

- your work is reasonably well structured
- your work is generally logical and coherent
- your work may be hampered a little by a lack of clarity in the writing style
- there may be persistent errors in your grammar, footnoting and other rubrics
- there are some gaps in the coverage of the key views
- some of the material you have used may be irrelevant
- you ought to have read more widely

- you may make assertions without supporting evidence
- you tend to rely on easy and readily available solutions or arguments
- you do not answer the question. [In exam conditions only where the student has misinterpreted the question, yet shown knowledge of a related area within the module content.]

Grade F

- your work shows only minimal evidence of structure
- your work shows only minimal coherence and logical argumentation
- your work is affected by poor English
- the grammar, footnoting and other rubrics are flawed
- there are major gaps in your coverage of the key issues
- you may have included a lot of irrelevant material
- you have used an inadequate number and/ or range of resources
- you ought to have considered a variety of views, including some other than that held by yourself
-

Level 10

Grade A

- your work is structured in an excellent fashion with everything in its proper place
- your argumentation is very coherent and incisive with excellent signs of creativity, sophistication and originality
- your work is extremely well written and a delight to read
- your grammar, footnoting and other rubrics are just as they should be
- there are no omissions in your work
- you have included no material that is irrelevant
- you have researched an excellent range of resources and have incorporated them very well
- you have considered an excellent variety of views at very good depth
- you show excellent evaluation, critical analysis and independent judgement

Grade B

- your work is structured in a very good fashion with everything in its proper place
- your argumentation is coherent and incisive, with some good signs of originality
- your work is very clearly expressed and very readable
- grammar, footnoting and other rubrics are all as they should be
- there are few significant omissions from your work
- there is little (or nothing) that is irrelevant in your work
- you have researched and used a very good range of sources in good depth
- you have considered a very good variety of views, some in very good depth
- you show very good signs of evaluation, critical analysis and independent judgement

Grade C

- your work is carefully structured
- the development of your argument is logical and coherent
- your work is expressed clearly
- grammar, footnoting and other rubrics are, for the most part, as they should be
- there are no significant omissions from your work
- almost all of the material you have used is relevant
- you have done careful research and have used a good range of resources
- you have considered all the key views
- you still have a tendency to rely largely on the arguments of others
- you show some good signs of developing a critical faculty, but need to develop further in this area

Grade D

- your work is reasonably well structured
- your work is generally logical and coherent
- your work may be hampered by a lack of clarity in the writing style
- there may be some persistent errors in your grammar, footnoting and other rubrics
- there are some gaps in the coverage of the key views
- some of the material you have used may be irrelevant

- **you ought to have read more widely and/ or developed issues more deeply**
- **your argumentation is still largely derivative**
- **you do not answer the question. [In exam conditions only where the student has misinterpreted the question, yet shown knowledge of a related area within the module content.]**

Grade F

- **your work shows only minimal evidence of structure**
- **your work shows only minimal coherence and logical argumentation**
- **your work is affected by poor English**
- **the grammar, footnoting and other rubrics may be flawed**
- **there are major gaps in your coverage of the key issues**
- **you may have included some irrelevant material**
- **you have used an inadequate number and/ or range of resources**
- **you ought to have considered a variety of views, including some other than that held by yourself**

Please Note that, in keeping with these criteria, during the course of the PPE (Hons) programme more attention will gradually be given by markers to matters of bibliography, footnoting and referencing when it comes to determining the grade for any piece of coursework. It is expected that experienced students will be able to submit assessments according to the proper standards of presentation that are appropriate for academic work. For students at levels SCQF 9 and 10, an 'A' grade will not normally be given to a paper if the presentation is substandard.

Rules for Internal Grading

1. In accordance with UHI regulations, the programme team exercises a policy of anonymous marking for all written course work and examination scripts.
2. In accordance with UHI regulations the programme team exercises a policy of cross-marking a sample of all assessments. A significant sample of all assessed work, including examination scripts, course work, projects etc., will be subject to second-marking by a second internal marker. This must include work considered by the first marker to be borderline, failed, or worthy of distinction for each individual

assessment. The role of the second-marker is to assure and confirm the appropriateness of standards, i.e. the second-marker may receive annotated scripts from the first marker. Where a module is delivered in more than one academic partner by different staff, then second-marking should take place across the partners concerned. Cross-markers are prearranged according to a schedule drawn up by the Programme Leader.

3. The module tutor is regarded as the main marker for each module. Where joint teaching takes place, the tutor responsible for the delivery of the curriculum content being assessed is regarded as the main marker.
4. When each has independently marked the assignments, the two markers confer and come to a moderated mark on the basis of their discussion of individual scripts.
5. Where, on discussion, the markers are unable to agree on a mark/ grade, the Programme Leader (or other designated third marker) is called on to arbitrate.

The external examiners will be made aware of both sets of marks/ grades proposed by internal markers and in the case of significant differences an explanation of the final grade mark will be indicated on the mark sheet for the benefit of the external examiners.

Plagiarism & Academic Misconduct

Plagiarism - or copying other people's words and ideas without acknowledgement – is one of the most serious forms of academic cheating. Basically, plagiarism is theft and will not be tolerated under any circumstances.

Plagiarism can be defined as:

1. copying the exact words of another author without using quotation marks and/ or without referencing the source
2. copying the exact words of another author without referencing the source
3. using the ideas of another author without referencing the source (even when you do not directly quote the author's words)
4. copying another student's work (current or previous) in written, word-processed or electronic form

UHI, like all universities and colleges, has strict rules on plagiarism. It is absolutely essential that you familiarise yourself thoroughly with the [UHI regulations](#) regarding plagiarism

(Section 19) and with the penalties which those who plagiarise will face. These can be found under the [Academic Misconduct Policy and Procedure](#).

Use of Artificial Intelligence (AI) tools

Use of AI for writing assessments that is not cited or referenced falls under the current academic misconduct regulations for plagiarism.

You are advised not to use AI as:

- AI generated content is often incorrect;
- Output is not unique across users, so it could be detected by Turnitin; and
- You may be giving the rights to your work to the company providing the AI service. You must always read the terms and conditions before using any web service. Accepting the terms and conditions (usually by clicking a check box such as “I agree”) is a binding legal contract between you and the company.

Despite AI’s failings, should you decide to use AI generated content to help you complete an assessment, you must cite and reference your use of AI, just as you must cite and reference other sources from a web site. Failure to cite and reference AI generated content will be treated as academic misconduct.

How Can You Avoid Plagiarism?

It is very easy to avoid being suspected of plagiarism: use your own words, and when you need to cite or quote, do so consciously and reference correctly! That is, you must give credit whenever you use:

- another person’s idea, opinion, or theory;
- any facts, statistics, graphs, drawings (in fact any pieces of information) that are not common knowledge;
- quotations of another person’s actual spoken or written words; or
- paraphrase of another person’s spoken or written words.

Strategies for avoiding plagiarism, when using sources in your work:

- Put in quotations everything that comes directly from the text especially when taking notes.
- Paraphrase, but be sure you are not just rearranging or replacing a few words, rather writing in entirely your own words.
- Check your paraphrase against the original text to be sure you have not accidentally used the same phrases or words, and that the information is accurate.
- Always acknowledge facts, diagrams and original thought

Additional Reading: <http://induction.uhi.ac.uk/Effective-Learner/Referencing-and-Plagiarism/plagiarism.html>.

The best way to avoid plagiarism is to *read for the purpose of learning*. Then once you understand the subject yourself, answer in your own words. Relying on quotations (even when avoiding plagiarism) prevents you developing to your full potential.

Quotations and Referencing

Every publisher, journal and university have their own style requirements, so you will see different layouts as you read. It is important for you to know the specific referencing system required per module. The Harvard system is the default referencing system for most of UHI modules. However, for the philosophy modules the default approach is to use the [Modern Humanities Research Association \(MHRA\)](#) style. This can be found on the [Cite Them Right](#) website (linked from UHI Library pages) and is provided in bibliographical software such as Ref Works, Zotero and Nota Bene. If you are unsure about the referencing system, ask your module tutor.

The RefWorks software system for referencing is available to all enrolled UHI students. Please, go to UHI website to open a Refworks account for free.

(See <http://www.uhi.ac.uk/en/libraries/how-to> for more on referencing.

[For students on upper levels of the programme, that have been using the Harvard style for several years, note that we will accept essays with the old style for now.]

Footnotes are vital in any essay of a serious academic standard, in order to demonstrate that the student has read widely and has engaged with the relevant literature. The absence of footnotes denotes a serious weakness in the essay and indicates a lack of academic rigour. Footnotes are required not only where books or articles are quoted directly but also to provide supporting evidence or documentation for statements or allusions which you have made in the text of the essay.

As in other aspects of your academic work, we will expect to see a progression in the use of footnotes as you move through the levels. At SCQF Level 7, we simply ask that you give details of the sources from which you have either quoted directly or acquired an idea. At higher levels, you may extend your footnotes to give supporting information (e.g.

additional source references; brief comments on sources with which you disagree) but not to advance your argument. In SCQF Level 10, by which time you should be beginning to engage with material in a manner not unlike that of serious academic researchers, the extent of your footnotes should **never exceed 30% of the essay word limit**.

You should not abuse the footnoting system and, by doing so, seek to circumvent the essay (or other assignment) word limit. **Do not use the footnotes to develop your argument in any new or substantial way.** Such abuse will be penalised as indicated in what follows.

Any student who abuses the footnoting system will be asked to re-submit the essay and an automatic penalty of 10% will be applied. The need for resubmission is to be agreed by the tutor and the Programme Leader and then explained to the student.

At the end of the essay, a list of all the books and articles, known as a bibliography, used in the writing of the essay and especially those referred to in the body of the essay should be provided.

Assessment Feedback

- Students receive significant written feedback on their coursework normally within 15 working/college days of the due submission date. They also have the opportunity of oral feedback from the tutor.
- Students also have the opportunity of viewing their exam scripts, usually after the Board of Examiners has met. They are also encouraged to seek oral feedback from the tutor, particularly if their work has been of a 'C' grade or lower.
- Through the above-mentioned feedback, summative assessment is also seen to aid formative assessment.
- Students failing assessments are normally given particular attention and tuition by module tutors and/ or a Personal Academic Tutor (PAT) and/ or a Programme Leader who will consider with the student possible reasons for their failure. Additional help with exam technique or essay writing, etc. is usually provided, sometimes individually and sometimes as part of extra study skills classes. Such students are also told what they need to do to redeem the situation.

- Feedback to students may vary from module to module. The philosophy modules will provide feedback in the form of a Tutor Feedback form. See below an example of one of the modules:

(Feedback Form example) PPE Programme - Tutor Feedback Sheet

| | |
|--|----------------|
| UV508002 - Logic and Philosophy | Essay 1 |
|--|----------------|

| | | | | | | | |
|------------------------|--|---------------------------------|-------------------------------|--------------------------------|----------------------------|--------------------|--|
| STUDENT NUMBER: | | | | SESSION: 2015-2016 | | GRADE: | |
| Original Grade | | Up to 1 day late -5% | 2-5 days late -10% | 6-10 days late -20% | Over 10 days OF | Final Grade | |

✓ as appropriate

THE QUESTION: INTERPRETATION AND ANALYSIS

| | | | | | |
|--|------------------|----------------------|----------------|-------------|-----------------------|
| Feature | Excellent | Above Average | Average | Pass | Unsatisfactory |
| Interpretation and analysis of the question | | | | | |

THE CONTENT

| | | | | | |
|-----------------|------------------|----------------------|----------------|-------------|-----------------------|
| Feature | Excellent | Above Average | Average | Pass | Unsatisfactory |
| Accuracy | | | | | |

| | |
|------------------|--|
| Omissions | |
|------------------|--|

RESEARCH/ RESOURCES

| | | | | | |
|--|------------------|--------------------------|----------------|-------------|-----------------------|
| Feature | Excellent | Above Average | Average | Pass | Unsatisfactory |
| Breadth and depth of reading and research | | | | | |
| Feature | Excellent | Above Average | Average | Pass | Unsatisfactory |
| Fairness to other views | | | | | |
| Feature | Excellent | Above Average | Average | Pass | Unsatisfactory |
| Evidence of use of resources in references, quotes, footnotes | | | | | |

ARGUMENTATION AND CRITICAL ANALYSIS

| <i>Feature</i> | <i>Excellent</i> | <i>Above Average</i> | <i>Average</i> | <i>Pass</i> | <i>Unsatisfactory</i> |
|---|------------------|----------------------|----------------|-------------|-----------------------|
| <i>Coherence of Argument</i> | | | | | |
| | | | | | |
| <i>Feature</i> | <i>Excellent</i> | <i>Above Average</i> | <i>Average</i> | <i>Pass</i> | <i>Unsatisfactory</i> |
| <i>Critical Analysis: Judgement, Assessment, Evaluation</i> | | | | | |
| | | | | | |

The elements discussed above are the most significant in determining the grades awarded. As regards the elements mentioned below, for students at levels 7 and 8, their grade will seldom, if ever, be affected by presentation issues alone. However, poor presentation can detract from the overall impression of a paper, therefore, you should also take note of the following elements, and ensure that deficiencies in these areas are sorted out as soon as possible, and certainly by the time you reach level 9. Students working at levels 9 and 10 should note that an 'A' grade will not normally be given to a paper if the presentation and stylistic features are substandard.

PRESENTATION

| <i>Feature</i> | <i>Excellent</i> | <i>Above Average</i> | <i>Average</i> | <i>Pass</i> | <i>Unsatisfactory</i> |
|------------------------------|------------------|----------------------|----------------|-------------|-----------------------|
| <i>Structure</i> | | | | | |
| | | | | | |
| <i>Feature</i> | <i>Excellent</i> | <i>Above Average</i> | <i>Average</i> | <i>Pass</i> | <i>Unsatisfactory</i> |
| <i>Clarity of Expression</i> | | | | | |
| | | | | | |
| <i>Feature</i> | <i>Excellent</i> | <i>Above Average</i> | <i>Average</i> | <i>Pass</i> | <i>Unsatisfactory</i> |
| <i>Balance of Content</i> | | | | | |
| | | | | | |

STYLISTIC FEATURES

| Feature | Excellent | Above Average | Average | Pass | Unsatisfactory |
|-----------------------------|---------------|------------------------|---------|-------------------------------------|----------------|
| Grammar | | | | | |
| | | | | | |
| Feature | Sophisticated | As in Student Handbook | | Unsatisfactory - Check the Handbook | |
| Footnoting and Bibliography | | | | | |
| | | | | | |
| Other Issues | | | | | |

SOME PRIORITIES FOR IMPROVING YOUR OVERALL GRADE IN FUTURE ASSESSMENTS

| |
|--|
| |
|--|

Comments from the second marker

| |
|--|
| |
|--|

Module Results

Where do I find my results?

Module results will be available online – this will be the only official notification of your results.

How to check your module results online

You can see your official module results online – just log on to ***UHI > Students > MyDay*** using your ***student ID*** and ***password*** and go to ***UHI Records***.

Your module results will be available 2 working days after the Exam Board has met – in February and June. It is YOUR responsibility to check your results so that you know how your studies are progressing.

What to do if you have a resit?

If for any reason you have not passed one or more modules, you **MUST** contact the **module leader** for which module you have a re-sit to find out what resits you will need to take and when and where these will take place. There is also your Personal Academic Tutor (PAT) or Programme Leader to contact. **The University will not write to you with information about your resit arrangements, so it is essential that you are clear about what you must do.**

If you fail a module at the first attempt, you will normally be offered an opportunity for reassessment during that academic year, it might be during the weeks at the start of the second semester for semester 1 resits, or towards the end of the session for the second semester modules. It is therefore important that you contact the module leader to find out when your resit opportunity will be. There will be no additional charge for the second attempt.

If a student fails to pass a module at SCQF Level 7-9 at the reassessment, the board of examiners may permit the student to repeat the module, as if studying it for the first time, for a second and final time. You will be charged the modular fee.

If you are required to repeat a module but believe you may have mitigating circumstances, you may apply to have the modular fee waived by submitting a claim via the normal

mitigating circumstances process which is available on the UHI website under MyDay' Journey.

Progression Restrictions

In order to progress from one level to the next the student is generally required to pass all six modules at the lower level before starting the next level. However, the exam board may, at its discretion, allow students to carry up to two modules to the next level of the programme provided certain conditions are met. You will not be allowed to progress if you have not passed all the core modules of the SCQF level you were at.

Full details on progression may be found in the [UHI Academic Standards and Quality Regulations under section 17 on assessment](#) .

A student will not normally be assessed for any module on more than four occasions.

External Examiners

In accordance with UHI regulations external examiners are appointed to oversee the assessment process and to ensure that academic standards are maintained.

The external examiners are:

Philosophy: Dr Jonathan Loose - University of London - (Started 2020/21)

Politics: Prof Alasdair Blair – De Montfort University – Leicester, UK – (Started 2016/17)

Economics: Dr Sanjukta Brahma – Glasgow Caledonian University -

Student Appeals (Academic) and Complaints

If a student wishes to appeal against an academic result notified to him or her by a member of lecturing staff or against a decision of an Exam Board, it will normally only be considered on the following grounds:

- that a student's performance was adversely affected by illness or other factors which he/she was unable or, with valid reason, unwilling to divulge to their lecturer prior to attempting an assessment, or not made known to a Course Assessment and

Progression Board when it made its decision. The student's appeal must be accompanied by documentary evidence acceptable to the senior manager (namely the Vice-Principal) who considers the appeal in the first instance

- that evidence is produced that there was material administrative error or that an assessment was not subject to appropriate internal moderation or otherwise not conducted in accordance with the course regulations
- that evidence is produced that some other material irregularity has occurred

Appeals that question the academic judgement of individual members of staff or the Course Assessment and Progression Board will not be entertained.

Detailed instructions and regulations for academic appeals can be found in [section 18: Assessment Appeals Procedure of the ASQR](#)

In the instance that a student wishes to register a non-academic complaint, he or she should consult Appendix J: Student Complaints Policy and Procedure of the ASQR for explanation and instructions. This can be found at

<https://www.uhi.ac.uk/en/students/support/support-with-your-studies/complaints/>

Appendix 1 Plagiarism

Plagiarism - or copying other people's words and ideas without acknowledgement – is one of the most serious forms of academic cheating. Plagiarism is theft and will not be tolerated under any circumstances.

Plagiarism can be defined as:

- **copying the exact words of another author without using quotation marks and/ or without referencing the source**
- **copying the exact words of another author without referencing the source**
- **using the ideas of another author without referencing the source (even when you do not directly quote the author's words)**
- **copying another student's work (current or previous) in written, word-processed or electronic form**

It is essential that you familiarise yourself thoroughly with the UHI regulations regarding plagiarism and with the penalties which those who plagiarise will face.

Introduction

What is Plagiarism? Failure to acknowledge your sources of ideas, quotes or illustrations, etc is likely to lead to a suspicion of **plagiarism**.

Plagiarism is taking and using another person's thoughts, ideas, arguments, writings or creations and passing them off as your own. In the case of copyright material (e.g. web content) plagiarism is illegal. Plagiarism is theft of another person's intellectual property and in the academic environment; it is taken very seriously. All assignments and essays are checked for plagiarism and it can lead to you being failed from your course.

It is very easy to avoid being suspected of plagiarism – simply **cite** and **reference** correctly!

What are the Causes of Plagiarism?

Students who are fully aware that their actions constitute plagiarism (for example, copying published information into a paper without source attribution for the purpose of claiming the information as their own, or turning in material written by another student) **are guilty of academic misconduct**. Refer to academic rules for penalties.

- **Students may fear failure or fear taking risks in their own work.**

- Students may have poor time-management skills or they may plan poorly for the time and effort required for research-based writing, and believe they have no choice but to plagiarize.
- Students may view the course, the assignment, the conventions of academic documentation, or the consequences of cheating as unimportant.
- Students are not guilty of plagiarism when they try in good faith to acknowledge others' work but fail to do so accurately or fully. These failures are largely the result of failures in prior teaching and learning: students lack the knowledge of and/or the ability to use the conventions of authorial attribution. The following conditions and practices may result in texts that falsely appear to represent plagiarism as it has been defined:
- Students may not know how to integrate the ideas of others and document the sources of those ideas appropriately in their texts.
- Students may not know how to take careful and fully documented notes during their research.
- Tutors may define plagiarism differently or more stringently than have instructors or administrators in students' earlier education or in other writing situations.
- In some settings, using other people's words or ideas as their own is an acceptable practice for writers of certain kinds of texts (for example, organizational documents), making the concepts of plagiarism and documentation less clear cut than academics often acknowledge and thereby confusing students who have not learned that the conventions of source attribution vary in different contexts.
-

How Can You Avoid Plagiarism?

The use of Turnitin as an educational tool to help students avoid plagiarism will gradually be phased into the PPE programme. The link to UHI's Turnitin site is: <http://uhi-mahara.co.uk/view/view.php?id=418>

To avoid plagiarism, you must give credit whenever you use

- another person's idea, opinion, or theory;
- any facts, statistics, graphs, drawings (in fact any pieces of information) that are not common knowledge;
- quotations of another person's actual spoken or written words; or
- paraphrase of another person's spoken or written words.

Strategies for Avoiding Plagiarism

- Put in quotations everything that comes directly from the text especially when taking notes.
- Paraphrase, but be sure you are not just rearranging or replacing a few words.
- Check your paraphrase against the original text to be sure you have not accidentally used the same phrases or words, and that the information is accurate.
- Always acknowledge facts, diagrams and original thought

Appendix 2 Study Skills

Visit UHI's study skills site: <http://induction.uhi.ac.uk/>

Essays

A. Why write essays?

1. It forces you to organise your own thinking and develop your own point of view on issues.
2. Expressing yourself in written form is a 'life-skill' which you will need in almost every area of work.
3. Term-time essays give practice for exam essays.
4. The essay provides useful revision material.
5. It gives you a chance to get feedback from the tutor regarding your strengths and weaknesses, which should affect your subsequent essays!

So, approach your essay **positively**. It can be a very valuable learning opportunity.

B. How to write essays

B.1 Understanding the Question

B.1.1 Precise Wording

You need to examine the **precise wording** of the question/ title in order to decide exactly what you are being asked to do. You will also need to consider the **assumptions** behind the question and the **implications** that arise from the essay question or title.

- Does the topic require general treatment or specific reference to certain aspects?
- Are your own experiences and opinions worth expressing - or should you only refer to the knowledge of others?

Quite often a close reading of the question will provide you with an outline for your essay.

B.1.2 Understand the keywords of the essay question

It is often useful at this stage to underline what you think are the key words in the way in which the question is worded. Look for the vital words or phrases which will determine the style and structure of the answer you will write. Some of the key directive words frequently

found in essay titles are given below to help you understand what is being asked of you in an assignment:

| | |
|-------------------|---|
| compare | Look for similarities and differences between; perhaps reach a conclusion about which is preferable. |
| contrast | Set in opposition in order to bring out differences. |
| criticise | Give your judgement about the merit of theories or opinions or about the truth of facts; back your judgement by a discussion of evidence or reasoning involved. |
| define | Set down the precise meaning of a word or phrase. In some cases it may be necessary or desirable to examine different possible or often-used definitions. |
| describe | Give a detailed or graphic account of. |
| discuss | Investigate or examine by argument; sift and debate; give reasons for and against. Also examine the implications. |
| evaluate | Make an appraisal of the worth of something, in the light of its truth or usefulness. Include, to a lesser degree, your personal opinion. |
| explain | Make plain; interpret and account for; give reasons for. |
| illustrate | Make clear by the use of concrete examples; (occasionally use a figure or diagram to explain or clarify). |
| interpret | Expound the meaning of; make clear and explicit. |
| justify | Show adequate grounds for decisions or conclusions and answer the main objections likely to be made to them. |
| outline | Give the main features, or general principles, of a subject, omitting minor details and emphasising structure and arrangement. |
| relate | (a) Narrate - more usual in examination. (b) Show how things are connected to each other, and to what extent they are alike, or affect each other. |

| | |
|------------------|--|
| review | Make a survey of, examining the subject carefully. |
| state | Present in a brief, clear form. |
| summarise | Give a concise account of the chief points, omitting details and examples. |
| trace | Follow the development or history of a topic from some point of origin. |

B.1.3 The Scope of the Question

You will need to see how many parts there are to the question and what weight you will need to give to each part.

What are the limits of the topic? It's very important to realise at this stage that you're not embarking on a piece of open-ended research. You must be rigorously selective both in your approach to collecting material and to writing up - choosing only material that is relevant to the answering of this question.

B.2 Collecting the Material

B.2.1 Purposeful Reading

It's all too easy to pick up a pile of books that look vaguely useful and browse amongst them. This is not a good use of time. Instead, read purposefully and systematically, always keeping the wording of the title in mind.

There's a limit to how much research you can do for any piece of writing, so make sure you're finding answers to the main questions first.

B.2.2 Start Early

Do some preliminary thinking and formulate a few questions as soon as possible after you have discovered the title of the essay. This helps to avoid the last minute panic and should allow time for reviewing and revising your first draft.

B.2.3 Resources

A good place to start is with the dictionaries that are discipline specific and which will normally indicate the major issues to be dealt with and the main contours of any debates.

As a bare minimum, the student should read and make full use of the short bibliography normally provided with the essay title.

Further help will normally be found in other books on the **module** bibliography; also in footnotes, end-notes and 'suggestions for further reading'.

Remember to use journals too and you might find hard copies in libraries or titles on the UHI website.

Don't be afraid to ask the Librarian for help!

Internet Resources

While some good material can be found on the internet which may be quoted freely in essays, **students are discouraged from relying heavily on internet resources** in the research and writing of their assignments. In particular, it should be noted that the information found on Wikipedia and web blogs are often inaccurate, unsubstantiated, and their contents often constitute the lone thoughts of people who have no qualification or expertise on a given subject area. These should be avoided.

Great care should also be taken with internet resources that you do not fall foul of the plagiarism rules. In summary, be careful and very discerning about your use of internet resources.

B.2.4 Sources

Wherever possible students should read and quote from **original** sources. Evidence should be gathered from primary and secondary resources.

B.2.5 Notebook/Record

When taking notes, use a notebook, loose-leaf binder, card index system or PC.

Remember to record the title, author and page number of quotations. This is particularly important when you make reference to a book in your essay - you must give accurate details.

B.3 The Outline of the Essay

B.3.1 Planning

The first steps in essay writing **must** be to organise your thoughts and to draw up a plan. Only by preparing a plan, can you maintain control of your material and present your subject in a systematic and logical way.

Planning an outline for your essay gives you a basic structure from which to work. It helps you sort out the main ideas and important details you will need to explain or illustrate or develop these ideas. It also reduces the risk of leaving out some really important fact or argument.

B.3.2 Selecting the Material

If you are at all diligent in preparation you will probably find that you have amassed more material than you can use. You need to select the main points and allow enough space to develop and, where required, to illustrate them.

Do not include material just because you have it!

B.3.3 Basic Framework of the essay structure

An essay should include the following parts: **Introduction; Body of the Essay; Conclusion**

a. Introduction

This should contain some comment on the topic of the essay - perhaps definitions are needed, or some explanation of what you understand by the title. This section should also state which aspects of the topic you intend dealing with and why.

Remember you are not writing a book - so you will be selecting the three or four main arguments that support your answer to this particular question. Your introduction directs the reader - giving him/ her a clear idea of what is to follow.

b. Body

In this section, you will take each of these main points and develop them in turn with examples and illustrations. At all points throughout your essay, you should use your own words and style except where you quote exactly (verbatim) from your sources. (See above for quoting conventions.). **In particular, it is important that your essay does not become an anthology of quotations. In recent times, the external examiners have highlighted this tendency on the part of some students. All such essays will be marked down.**

c. Conclusion

Here, you will summarise your main ideas, and where appropriate give a firm or tentative answer to the question. Alternatively, you may have chosen a question where you need to suggest the wider implications, or future trends; or suggest areas worthy of further consideration.

It is in this section that you introduce your own views - as long as they are based on the arguments, you have developed earlier.

(As a rough guide - not to be slavishly adhered to - the introduction may be a paragraph long; while the conclusion may be about double that length)

B.4 Writing the Essay

B.4.1 First Draft

If possible, write a first draft. Follow your plan and get all your ideas down.

Do not be too particular about precision at this stage. If possible, leave it for a few days before writing up your final copy.

B.4.2 Final Copy

There are a number of points to be noted about the final copy of the essay:

- **Use simple, straightforward language.**
- **Avoid slang, abbreviations and obviously 'spoken forms'.**
- **Write in coherent sentences.**
- **Write in paragraphs (a paragraph normally deals with one topic or aspect) linked to one another by logical connections or appropriate transitions.**
- **Do not pad out with irrelevancies.**
- **Do not present an anthology of quotations.**

B.4.3 Review Checklist

When you have completed your essay, go over the following checklist:

- **Have I answered the particular question that was set?**

- Have I covered all the main aspects?
- Have I covered these in enough depth?
- Is the content relevant?
- Is the content accurate?
- Have I arranged the material logically?
- Does the essay move smoothly from one section to the next, from paragraph to paragraph?
- Is each point supported by examples and arguments?
- Have I acknowledged all sources and references?
- Have I distinguished clearly between my own ideas and those of others?
- Is the essay the right length?
- Have I read it aloud to sort out clumsy and muddled phrasing?
- Are the grammar, punctuation and spelling acceptable?
- Is the essay neatly formatted and typed?
- Have I presented a convincing case which I could justify in a discussion?
- Is my bibliography and footnoting in line with the required conventions?
- Have I completed all required elements on the cover page?
- Have I 'signed' the Student Declaration?

For guidelines outlining the basic features of quoting and referencing in academic writing visit the UHI website under referencing. You can also go back to material on the PPE longitudinal induction on Brightspace