University of the
Highlands and Islands
Oilthigh na Gàidhealtachd
agus nan Eilean

Degree: B A (Hons) Programme
in
Philosophy, Politics and Economics

Student Programme Handbook

2018–19

Contents

Introduction

Welcome to the BA Honours in Philosophy, Politics and Economics Programme (PPE). The PPE 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/MyDay is our NEW university student portal. A single login will give you access to, amongst other things, your Virtual Learning Environment (VLE), your UHI Records and your email account https://uhi.mydaycloud.com

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 (Blackboard) under UVL52: Philosophy, Politics and Economics BAH.

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 www.uhi.ac.uk)

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 13 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: 4 years full time (see below for part time)

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

FT 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.

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.

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.

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

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 outwith 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 *Government Economic Policy, Decision Making and Impact* and the philosophy module *Decision Theory*, 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 progress 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

1. 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
2. understanding and knowledge of the key methodologies associated with each of these disciplines
3. understanding and knowledge of the key sources for each of these disciplines
4. understanding and knowledge of some of the historical developments within these disciplines
5. 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

1. the ability to organise and apply specific theories, concepts and principles appropriate to each of these disciplines

2. the ability to evaluate and critically analyse the primary and secondary sources associated with these disciplines

3. the ability to argue logically and persuasively

4. the ability to read effectively and critically

5. the ability to think critically and analytically

6. the ability to think conceptually

7. the ability to formulate and suggest solutions to specific problems as presented within each of these disciplines

8. the ability to condense facts, ideas and arguments

9. the confidence to challenge established views

10. the capacity for argument, debate and speculation

11. the ability to approach questions within each discipline objectively

C - In the terms of **Practical Skills** it is

1. to use and critically evaluate different types of primary sources

2. to identify, find and retrieve information from a wide variety of sources as appropriate to each discipline within the programme

3. to gain competence in the method of constructing coherent arguments

4. to evaluate different arguments within the various disciplines appropriately

5. to be competent in the use of research methods appropriate to each discipline

D – In terms of **Transferable Skills** it is

1. numeracy and IT skills

2. effective communication both orally and in written form

3. the ability to work with others and demonstrate effective interpersonal and team working skills

4. the ability to work independently and use initiative

5. the ability to work to tight deadlines

6. the ability to organize information logically

7. the ability to base conclusions on coherent argument and objective analyses, statistical research, etc.

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

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

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

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 Philosophy 2 Modules – compulsory (20 credits each)	Discipline B Politics 2 Modules – compulsory (20 credits each)	Discipline C Economics 2 Modules – compulsory (20 credits each)
* An appropriate combination of four modules out of the three disciplines with the minimum of one module from each discipline PLUS		
Dissertation (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 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.		

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

First Year (SCQF Level 7)

First Year (SCQF Level 7) – Semester 1

Philosophy	Mandatory	**Introduction to Philosophy (UV507001)**	ML: Innes Visagie. & Paul Renton	Thursdays: 9-11
Politics	Mandatory	**Introduction to Politics (UL207170)**	ML: Kevin Lowrie	Mondays: 11-13
Economics	Mandatory	**Introduction to Micro Economic Theory and Concepts (UL207173)**	ML: Mark Sutherland	Mondays: 9-11

First Year (SCQF Level 7) – Semester 2

Philosophy	Mandatory	**Moral Philosophy (UV507002)**	ML: Innes Kennedy	Mondays: 9-11
Politics	Mandatory	**The Evolving Politics of the British Isles (UL207169)**	ML: Kevin Lowrie	Thursdays: 9-11
Economics	Mandatory	**Introduction to Macro Economic Theory and Concepts (UL207172)**	ML: Mark Sutherland	Tuesdays: 13-15

Second Year (SCQF Level 8)

Second Year (SCQF Level 8) – Semester 1

Philosophy	Mandatory	**Knowledge, Truth and Understanding: (UV508001)**	ML: Innes Kennedy	Thursdays: 15-17
Politics	Mandatory	**History of Political Ideas (UL208485)**	ML: Stewart Fraser	Wednesdays: 9-11
Economics	Mandatory	**Applications of Economic Theory and Analysis (UL208488)**	ML: Mark Sutherland	Mondays: 13-15

Second Year (SCQF Level 8) – Semester 2

Philosophy	Mandatory	**Logic and Philosophy (UV508002)**	ML: Innes Kennedy	Thursdays: 15-17
Politics	Mandatory	**Comparative Politics (UL208484)**	ML: Lucy Huby	Mondays: 13-15
Economics	Mandatory	**Government Economic Policy, decision making and impact (UL208489)**	ML: Mark Sutherland	Tuesdays: 15-17

Third Year (SCQF Level 9) – Semester 1

Third Year (SCQF Level 9)

Philosophy	Option 1	Philosophy of Science (UV509568)	ML: Innes Visagie	Fridays: 9-11
	Option 2	Decision theory: Normative models of decision-making (UV509566)	Not Running 2018-19	Not Running Mondays: 11-13
Politics	Option 1	Challenging Liberal Democracy: Political Ideas in a Changing World (UL209651)	ML: Kevin Lowrie	Tuesdays: 9-11
	Option 2	Wars of the Promised Land (UV209794)	Ronnie Dewar	Mondays: 9-11
Economics	Option 1	Globalisation and Sustainable Development (UF809759)	ML Roddy Murray	Online Module
	Option 2	Literature Review (Sustainable Dev) UF909741	ML: Rachel Erskine	Online Module

THIRD YEAR (SCQF LEVEL 9) – SEMESTER 2

Philosophy	Option 1	Philosophy of Religion (UV509567)	ML: Robert Shillaker	Thursdays: 9-11
	Option 2	Continental philosophy (UV509569)	ML: Ian Blyth	Wednesdays: 11-13
Politics	Option 1	European Politics (UL209652)	ML: Stewart Fraser	Mondays: 9-11
	Option 2	Devolution, Federalism and Territorial Politics module: a comparative perspective (UL209653)	ML: Lucy Huby	Thursdays: 13-15
Economics	Option 1	Economics of Mountain Regions (UF809762)	ML: Roddy Murray	Online Module
	Option 2	Sustainable Agriculture, Forestry and Fisheries in Europe (UD409201)	ML: Eilidh Macphail	Online Module

Fourth Year (SCQF LEVEL 10) – Dissertation

> *Core Module (SC) Dissertation (40 Credits) (UV510762) – Module Leader: Innes Visagie*
>
> *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.*
>
> You also have to choose another **four modules** from the choices below by following the instructions below.
>
> - *Choose one module from each discipline (3 x 20 credits)*
> - *Choose an additional module from any of the disciplines (1 x 20 Credits)*
> - *See below for available modules per semester to choose from*

FOURTH YEAR (SCQF LEVEL 10) – SEMESTER 1

Philosophy	Option 1	Scottish Tradition in Philosophy (UV510761)	ML: Innes Kennedy	Wednesdays: 11-13
Politics	Option 1	Geopolitics: Territory, Security and Strategy UL310810	ML: Stewart Fraser	Fridays: 9-11
Economics	Option 1	Social Enterprise and Small Business Management (UL110763)	ML: Eilidh Macphail	Online Module

FOURTH YEAR (SCQF LEVEL 10) – SEMESTER 2

Philosophy	Option 1	Philosophy of Mind (UV510763)	ML: Innes Visagie	Fridays: 9-11
	Option 2	Existential philosophy and Literature (UL310811)	ML: Innes Kennedy	Wednesdays: 9-11
Politics	Option 1	Political Theory (UL210803)	ML: Ronnie Dewar	Thursdays: 9-11
	Option 2	Terrorism and unconventional warfare (UL210801)	ML: Stewart Fraser	Wednesdays: 13-15
Economics	Option 1	Geo-Political Development Issues (UF910727)	ML Roddy Murray Roddy	Online Modules
	Option 3	The Consumerist Society (UF710840)	ML Rebecca Smith	Online Module

Assessment Map (2018)

Module Title	L/S/ML	Written Assignments Essays/ Journals/ Reports		Examination
Introduction to Philosophy	7/1/IV	Essay (50%) 1,500 words	Essay (50%) 1,500 words	
Introduction to Politics	7/1/KL	Assignment (50%) 1500 words	Case Study (50%) 1500 words	
Introduction to Micro Economic Theory and Concepts	7/1/MS	Assessment 1 – Open Book Multiple Choice (40%) on screen		Assessment 2 – Closed Book Exam (60%) – on screen
Moral Philosophy	7/2/IK	Essay (30%) 1 x 1000 words	Essay (70%) 1 x 2000 words	
Evolving Politics of the British Isles	7/2/KL	Essay (50%) 1 x 1200 word	Essay (50%) 1 x 1800 word	
Introduction to Macro Economic Theory and Concepts	7/2/MS	Group Video Presentation (30%) (Min length 10 minute)		Exam (70%) (2hr Open Book)
Knowledge, Truth and Understanding	8/1/IK	Essay 1 (30%) 1,500 words	Essay 2 (70%) 2,000 words	
History of Political Ideas	8/1/SF	Essay 1 (50%) 1500 words		Exam (50%) – 2 hours
Applications of Economic	8/1/MS	Report (70%)	Report (30%)	

Theory and Analysis		2500 words	1000 words	
Logic and Philosophy	8/2/IK	Exercise 1 (40%)	Exercise 2 (40%)	Exam (20%)
Comparative Politics	8/2/LH	Essay 1 (50%)		Exam (50%) – 2 hours
Government Economic Policy, Decision making and Impact	8/2/MS	A5 Information Booklet (70%) 2,500 words	Report (30%) 1,000 words	
Decision Theory: Normative Modules of Decision Making	9/1/RL	Case Study 40% 2000 words	Essay (60%) 2000 words	
Philosophy of Science	9/1/IV	Essay 1 (50%) 2000 words	Essay 2 (50%) 2000 words	
Challenging Liberal Democracy	9/1/KL	Essay 1 (50%) 2000 words		Exam (50%) – 2 hours
Wars of the Promised Land	9/1/RD	Essay 1 (50%) 2500 words		Exam (50%) – 2 hours
Globalisation and Sustainable Development	9/1/RM	Essay (65%) 2500 words	Continual assessment 35% 1500 words	
Literature Review (Sustainable Dev)	9/1/RE	Review Proposal (20%) 500 words	Review (80%) 3500 words	
Philosophy of Religion	9/2/IV	Essay 1 (50%) 2000 words	Essay 2 (50%) 2000 words	
European Politics	9/2/SF	Essay 1 (60%)	Documentary Analysis (40%)	

		3500 words		
Devolution, Federalism and Territorial Politics module: a comparative perspective	9/2/LH	Essay/Report (100%) 3500 words		
Economics of Mountain Regions	9/2/RM	Essay (60%) 2,000 words	Continual assessment (40%) 1,000 words	
Sustainable Agriculture, Forestry and Fisheries in Europe	9/2/EM	Essay (65%) 2,500 words	Continual assessment (35%) 1,500 words	
Scottish Tradition in Philosophy	10/1/IK	Essay 1 (30%) 2000 words	Seminar Paper (20%) 10-12 mins	Essay 2 (50%) 3,500 words
Geopolitics: Territory, Security and Strategy	10/1/SF	Essay 1 (50%) 2,000 words	Case Study (50%) 2,500 words	
Social Enterprise and Small Business Management	10/1/EM	Article Critique (50%) 2000 words	Essay (50%) 2000 words	
Philosophy of Mind	10/2/IV	Essay 1 (50%) 2500 words	Essay 2 50%) 2500 words	
Existential philosophy and Literature	10/2/IK	Essay 1 (30%) 1,800 words	Essay 2 (70%) 4,000 words	
Political Theory	10/2/RD	Essay 1 (60%) 2500 words		Exam (40%) – 2 hours
Terrorism and Unconventional Warfare	10/2/SF	Essay 1 (50%) 2500 words		Exam (50%) – 2 hours

Geo-Political Development Issues	10/2/RM	Essay (70%) 3,000 words	Continual Assessment (30%) 1,000 words	
The Consumerist Society	10/2/RS	Group Work (40%)	Essay (60%)	
Dissertation	10/SC/IV		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:

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

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 Summary

SCQF Level 7 - Semester 1

UV507001: Introduction to Philosophy (20 credits): Innes Visagie & Paul Renton

Introduction to 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

UL207170: Introduction to Politics (20 credits): Kevin Lowrie

This module is concerned with establishing what politics is about and with developing some of the skills that students may need to help them with their studies in politics. This will be done by introducing students to basic political concepts, through the use of case studies from British politics and through preparation of a project.

Assessment Details	Weight (%)	Pass Mark
Assessment 1: Assignment 1500 words (50% of Total)	50	1
Assessment 2: Case Study - 1500 words (50% of Total)	50	1

UL207173: Introduction to Micro Economic Theory and Concepts (20 credits): Mark Sutherland

This introductory module introduces microeconomic theories and explores their practical applications. Its focus is on exploring the factors influencing supply and demand for

products and services, examining elasticity for both supply and demand and considering their practical applications.

In addition, the module will introduce students to consumer behaviour, exploring the concept of utility and examining the key assumptions that underpin economic theories in this area.

Assessment Details	Weight (%)	Pass Mark
Assessment 1: Open Book Multiple Choice Test (40% of Total)	40	1
Assessment 2: Closed Book Exam (60% of Total)	60	1

SCQF Level 7 - Semester 2

UV507002: 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
Assessment 1: Essay 2000 words (30% of Total)	30	1
Assessment 2: Essay 3500 words (70% of Total)	70	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

UL207172: Introduction to Macro Economic Theory and Concepts (20 credits): Mark Sutherland

Macroeconomics is the study of a country's economic structure and performance exploring the role of government policy on that economy. Its function is to help understand how key economic policy objectives such as higher standards of living and sustainable growth can be achieved.

The first part of the module will explore key macroeconomic aspects including national income, economic growth, inflation and unemployment. The second part of the module will go on to examine different perspectives on macroeconomic policy and consider how key economic objectives can be achieved.

Assessment Details	Weight (%)	Pass Mark
Assessment 1: Group Video Presentation (30% of Total)	30	1
Assessment 2: Exam (2hr Open Book) (70% of Total)	70	1

SCQF Level 8 – Semester 1

UV508001: Knowledge, Truth and Understanding: Introduction to Contemporary Philosophy of Knowledge (20 credits): Innes Kennedy

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 (30% of Total)	30	1
Assessment 2: Essay 3500 Words (70% of Total)	70	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:

1. To locate the study of politics in its historical / philosophical / economic context
2. To introduce students to the development of political ideas with particular reference to the role of the state and changing nature of democracy
3. To introduce students to the formation and use of political ideologies
4. To demonstrate how differing political perspectives can result in political competition and conflict
5. 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

UL208488: Applications of Microeconomic Theory and Analysis (20 credits): Mark Sutherland

The module will explore different market structures and consider the impact of those structures on the production and pricing of goods and services.

The module will explore issues related to the theory of the firm and examine factors that influence behaviour. It will explore the concept of profit maximisation and consider alternative theories of the firm.

The module will explore aspects of labour economics in relation to the development and growth of firms particularly related to key sectors in the economy.

Assessment Details	Weight (%)	Pass Mark
Assessment 1: Report 2500 words (70% of Total)	70	1
Assessment 2: Report 1000 words (30% of Total)	30	1

SCQF Level 8 – Semester 2

UV508002: Logic and Philosophy (20 credits): Innes Kennedy

This module is an accessible introduction to argument and logic that, besides philosophy students, may also be taken successfully by students across the university disciplines. Upon its conclusion students will be able to successfully identify and apply formal logic in argument.

Assessment Details	Weight (%)	Pass Mark
Assessment 1: Exercise 1 (40% of Total)	40	1
Assessment 2: Exercise 2 (40% of Total)	40	1
Assessment 2: Exam (20% of Total)	20	1

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

UL208489: Government Economic Policy, Decision-Making and Impact (20 Credits): Mark Sutherland

The module will focus mainly on the UK and Scottish economy and explore the main objectives of economic policy. It will explore the recent performance of the economy and consider the impact of devolution on the economic performance of Scotland.

The module will review the economic performance of Scotland and the UK and consider the impact of economic policy in supporting the achievement or not of key public policy objectives.

The module will explore relevant contemporary economic issues and consider the development of economic policy, underpinned by appropriate economic theory, to help address those challenges.

Assessment Details	Weight (%)	Pass Mark
Assessment 1: A5 Information Booklet 2500 words (70% of Total)	70	1
Assessment 2: Report 1500 words (30% of Total)	30	1

SCQF Level 9 – Semester 1

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

UV509566: Decision Theory (20 credits): Not Available 2018-19.

Almost everything that a human being does involves decisions. Decision theory is concerned with human decision making in a world of incomplete information and incomplete human control over events. Decision theory posits two players: a cognitive human and a randomizing nature. The human, called the decision maker, performs analyses, makes calculations, and cognitively decides upon a course of action in an effort to optimize a specific outcome. Decision-making occasions are confronting us frequently in various micro and macro contexts making the understanding of decision theory indispensable in numerous situations.

Assessment Details	Weight (%)	Pass Mark
Assessment 1: Case study 2000 words (40% of Total)	40	1
Assessment 2: Essay 2000 words (60% of Total)	60	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

UF909741 - Literature review (Sustainable Development), (Option 2): Rachel Erskine

This module aims to develop the skills of critical thinking, critical analysis and synthesis primarily with the skills of organisation, time management, literature searching, communication and IT skills running in parallel with the writing of a literature review on a topic of interest to the students. The review may be a narrative review or a systematic review.

Assessment Details	Weight (%)	Pass Mark
Assessment 1: Exam (50% of Total) Review Proposal 500 words (20% of Total)	20	1
Assessment 2: Review 3500 words (80% of Total)	80	1

SCQF Level 9 – Semester 2

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

UV509569 Continental philosophy   Module Leader: Ian Blyth

This module explores the major movements and thinkers in twentieth-century and contemporary Continental or Modern European Philosophy, including Phenomenology and Hermeneutics, Marxism and Critical Theory, Structuralism and Poststructuralism, French Feminism, and Modernity and Postmodernism. Students will critically evaluate philosophical theories of perception and interpretation, cultural, social and political consciousness, language and textuality, and knowledge and reality. Students will also investigate the status of Continental Philosophy as a distinct entity, and the relationships between Modern European thought and the Anglo-American philosophical tradition.

This module builds on the study of philosophy and critical theory in earlier modules on the PPE degree programme. It will thus provide a strong foundation for students who are interested in pursuing this exploration of Continental Philosophy in their Dissertation, as

well providing a progression pathway for those who wish to engage in further study at postgraduate level.

Assessment Details	Weight (%)	Pass Mark
Assessment 1: Essay one 2500 words (50% of Total)	50	30%
Assessment 2: Essay two 2000 words (50% of Total)	50	30%

UL209652: European Politics (20 credits): Stuart Fraser

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 (60% of Total)	60	1
Assessment 2: Documentary Analysis (40% of Total)	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

UF809762 – The Economics of Mountain Regions: Roddy Murray

You will be introduced to five distinct mountain regions as part of the Mountain Studies programme. Using these regions, you will explore the structures of the economies, looking both at the traditional economic activities, along with the more recent developments and diversifications

Assessment Details	Weight (%)	Pass Mark
Assessment 1: Essay 2000 words (60% of Total)	60	30
Assessment 2: Continual Assessment 1000 words (40% of Total)	40	30

UD409201 - Sustainable Agriculture, Fisheries and Forestry in the EU: Eilidh Macphail

The module aims to explore the policy and theoretical context of how agriculture, fisheries and forestry in Europe adhere to the principles of sustainable development. You will be encouraged to collaborate with other students and consider different perceptions of the management and implementation of agriculture, fisheries and forestry in the EU context, its theory and policy context. It will be expected that participants gain an understanding of how sustainable development priorities can engage with both established agriculture, fisheries and forestry systems in the EU to the benefit of dependent communities.

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

SCQF Level 10 – Semester 1

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

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

SCQF Level 10 – Semester 2

UV510763: Philosophy of Mind (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): Stewart Fraser

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

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

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

Reading List, Course Materials & Equipment

- You will find your reading list on [KeyLinks.](#)

- 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 services

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 [KeyLinks](#) (or Keylinks tile on MyDay), which include e-books and electronic journals and other on-line resources is available thought the UHI website (http://www.uhi.ac.uk/en/libraries).

ICT Provision

Classrooms across the network of Colleges are mostly fitted with VC equipment which are used by tutors in the delivery of the module.

See video conferencing http://www.uhi.ac.uk/en/lis/vc

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 at https://www.uhi.ac.uk/en/students/careers/use-the-service/and some career ideas at https://www.uhi.ac.uk/en/students/careers/#

Progression

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 Administration (MBA)

- 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 *Blackboard.* Most classes at all levels will have students attending via video-conferencing facilities managed through UHI and through the availability of Cisco Spark 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.

Distance learning (DL) students access their programme primarily through the virtual learning environment (VLE) which gives the opportunity to students to explore links to many significant internet resource sites, and access to digitised materials. 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 Cisco Spark 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 http://www.uhi.ac.uk/en/lis/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 or contact UHI Help-Desk, servicedesk@uhi.ac.uk.

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 of 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 Innes.Visagie@uhi.ac.uk

The members of the programme team are:

Philosophy:

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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 (or semester for second semester intake) 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 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/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 (e-mail: http://webmail.uhi.ac.uk/) 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: https://www.uhi.ac.uk/en/students/support

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

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

Read Widely

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 as arranged by each module tutor. The submission of the assignment is only completed when the student has received confirmation from that the essay/assignment has safely arrived with the necessary attachments. Students should keep a copy of this confirmation email stating that their essay/assignment has been received.

Students are advised strongly to keep an electronic copy of every piece of coursework submitted at least until after the June Board of Examiners for each particular session.

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 [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]	5% of final mark will be deducted eg 65 - 3 = **62**
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. The student should in the first instance consult the UHI regulations on mitigating circumstances.

The Mitigating Circumstances is now a fully online process that the student fills in via a web form. It is also important for the student to consultation with the local PAT. The PAT will received email from the system as soon as the student has completed the online application; the PAT will then go online to add his/her support to the mitigating application.

If the situation meets the criteria, the student should apply using the application form by selecting the UHI Records tile in MyDay. If you have any questions, please contact the Programme Leader

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.

Referencing

It is important for you to know the specific referencing system required per module. The Harvard system is the default referencing system for citing and referencing in the PPE programme with the exceptions of a few individual modules. 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.

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* *0F*	*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

Feature	Excellent	Above Average	Average	Pass	Unsatisfactory
Coherence of Argument					
Feature	Excellent	Above Average	Average	Pass	Unsatisfactory
Critical Analysis: Judgement, Assessment, Evaluation					

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

Feature	Excellent	Above Average	Average	Pass	Unsatisfactory
Structure					
Feature	Excellent	Above Average	Average	Pass	Unsatisfactory
Clarity of Expression					
Feature	Excellent	Above Average	Average	Pass	Unsatisfactory
Balance of Content					

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

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 <https://uhi.mydaycloud.com>

(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 My Student Journey.

Progression

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 Ralph Jessop - University of Glasgow - Ralph.Jessop@glasgow.ac.uk (Started 2015/16)

Politics: Prof Alasdair Blair – De Montfort University – Leicester, UK – ablair@dmu.ac.uk (Started 2016/17)

Economics: Dr Sanjukta Brahma – Glasgow Caledonian University - Sanjukta.Brahma@gcu.ac.uk

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/complaints/complaints-process/

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. <u>These should be avoided</u>.

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 Blackboard.