



# Course Handbook

## BA (Hons) Politics, Philosophy and Society

Academic year 2019/20

Course Leader: Dr Evan Lawrence

School of Humanities and the Social Sciences



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## **1. Welcome to the course**

Welcome to the Politics, Philosophy and Society course at the University of Central Lancashire (UCLan). The programme offers a wide range of modules that explore and draw connections between central themes in the disciplines of Politics, Philosophy, Sociology, Social Policy and Economics. It will provide you with an in-depth understanding of a range of highly influential theories that have been held to underpin competing conceptions of social justice and just institutions. It will also give you insight into the fundamental debates about the nature of humanity, the self, knowledge and reality that frequently underlie disagreements about the proper form and goals of social and political institutions.

The course offers a supportive academic environment which assists students from a range of educational backgrounds to develop their academic and wider potential. It encourages and fosters your capacity to analyse, evaluate and critically assess relevant concepts and theories, via study of the ideas and arguments of major thinkers, encountered in their own writings. It also gives you the ability to recognise methodological errors, rhetorical devices, unexamined conventional wisdom, vagueness and unnoticed assumptions; the ability to devise a research project involving independent study; the location of appropriate sources and the analysis of relevant material relating to the academic study of one or more of the course's subject areas; the ability to communicate effectively both orally and in writing; and locate and use electronic and print-based materials related to the academic study of Politics, Philosophy and the Social Sciences.

You will take modules in each of the course's three broad subject areas, and will be able, should you wish, to specialise in one or other strand (Sociology, Social Policy or Economics) of the Society element of the course.

This handbook is designed to give you the key information you'll need for studying Politics, Philosophy and Society at UCLan.

### **1.1 Rationale, aims and learning outcomes of the course**

Detailed information on the rationale, aims and learning outcomes of the course can be found in the course Programme Specification – attached to this document (Appendix 1).

### **1.2 Course Team**

The course team consists of twenty-five module tutors (Michael Blackmon, Caroline Blunt, Shelley Briggs, Michael Brightman, Debbie Brown, Steve Cunningham, Zachari Duncalf, Peter Herissone-Kelly, Evan Lawrence, Peter Lucas, Jessica Marshall, Paul McKeown, Giles McClelland, Stephen Meredith, Bob Milward, Ronan O'Callaghan, Alice O' Sullivan, Alina Petrescu, Jonathan Pratt, Joe Riordan, Brian Rosebury, Niall Scott, Megan Todd, John Wainwright, and Phil Whyman) who will be your main source for information and guidance specific to particular modules. Evan Lawrence is also Course Leader, and is responsible for coordination across the course. Module tutors maintain regular office hours, when they are available in their offices to speak to students. Office hours are listed in module guides, and posted outside individual offices. In addition, tutors will often be available outside these scheduled times, and will be happy to see you by appointment if the scheduled office times

are unsuitable for you. Appointments are best arranged by emailing the tutor concerned. Email contact details for teaching staff follow below (1.6).

### 1.3 Expertise of staff

**Dr. Evan Jean Lawrence** is the course leader for BA Politics, Philosophy, and Society. She is Senior Lecturer in Area Studies within the Politics and International Relations Division in the School of Humanities and Social Science. Evan has conducted extensive fieldwork in the Basque Country in Spain and has developed an extensive understanding on how Civil Society plays a role in the transition to Democracy and how it plays a part in hindering a terrorist organization. Additionally, she has a great deal of knowledge about terrorism and counterterrorism methods and the implementation of those methods within policing and policy platforms. Evan's current research looks at the role community policing and government counterterrorism policy plays in combating terrorism and radicalization. She specializes in non-traditional forms of counterterrorism and de-radicalisation; focusing on the role, that UK counterterrorism policy has on communities in the UK. She also has specialties in understanding ISIS and new forms of radicalisation championed by the group. Additionally, Evan has specialist knowledge of American foreign policy and government. She comments on terrorism and security matters with a variety of media sources including the BBC and ITV. She has also hosted several special programs on the BBC around the US election in 2016 and regularly appears as a guest on BBC 5 Live's Political Call In show. Evan has been nominated and shortlisted for several teaching excellence awards and in 2016 won the UCLan Star for exceptional service to the University of Central Lancashire for her media work.

**Michael Blackmon's** experience within social care has focused in the areas of Youth Justice, Substance Misuse and Homelessness. Employed by criminal justice charity 'Nacro' for a ten year period, between 1993 and 2004, initially experience was gained within that organisations Housing Directorate, working with homeless 16-24 year olds in a variety of settings, including, Hostels and Supported Housing. Transferring to Nacro's 'Crime and Social Policy Section' in 2000 Michael undertook Project Coordination, involving the development and implementation of Restorative Justice processes within Youth Offending Services before a further transfer to Nacro's 'Research and Evaluation Section in 2002. As a Senior Research Officer with Nacro between 2002 and 2004, Michael had responsibility for delivery of a variety of research projects within the North West region including Home Office funded research evaluating drug testing in the criminal justice system (HORS286). Returning to Social Work practice in 2004 Michael worked, until joining the Department of Social Work in October 2006, in Youth Offending Teams across Merseyside, specialising in the areas of Restorative Justice and preventative services. Additional to practice and research based employment experience, between 2000 and 2006 Michael also taught regularly within the Criminal Justice Department at Liverpool John Moores University.

**Dr Caroline Blunt** joined UCLan in January 2017 following a career break and a relocation to the North-West of England. She completed her ESRC-funded PhD at Goldsmiths College, London where she was based at the Centre for Urban and Community Research (CUCR). Her PhD was a multi-sited ethnography of the making of home which reflected and developed her broad long-standing research interests in sociological understandings of space, place, home and everyday life, but also her passion for and commitment to qualitative research methods. Other significant research experiences include working as a Research Assistant at CUCR on a Participatory Action Research (PAR) project addressing the public perceptions of refugees and other migrants. Over the course of her career, she has moved in and out of academia, working for the Citizens Advice Bureau, managing a primary health-care centre for homeless people in East London and through VSO's undergraduate training

programme, working in an NGO undertaking gender-sensitive community based research in Lusaka, Zambia. This multi-sector career reflects her commitment to the practice of a critical, theoretically rich public sociology and informs her enthusiasm to work in a multi-disciplinary way.

**Shelley Briggs** completed her Masters in Social Work in Dundee, Scotland in 1997, specialising in Criminal Justice Social Work. Her Masters research was 'Rural Provision of Criminal Justice Services' focussing the study on the Scottish Highlands. Her first post as a qualified Social Worker was in Peterhead Prison (Scotland's National Prison for Sex Offenders). Shelley returned to Canada and practised in Mental Health and Addiction Services, in Northern Ontario and Northern British Columbia. Practising in a remote, rural community reinforced Shelley's interest in rural practice, where innovation and creativity are required to manage complex cases and challenging cases with limited professional resources.

**Michael Brightman's** main research interest is the Economics of Built Heritage, a niche study area for which there is a paucity of literature, a situation that he intends to change.

**Debbie Brown** worked from 1987 to 1993 for St Helens Social Services Department as a social worker for older people and disabled children and adults. She qualified as an Approved Social Worker in 1992 and took up a post in a newly formed Older Adults Mental Health team, where she worked until 2001. She was working as part of a multi-disciplinary team, including hospital and community health and social care services delivered to older people diagnosed with dementia conditions and other mental disorders. Her practice as a specialist social worker and ASW included promoting people's capacity for decision making and positive risk taking, together with safeguarding vulnerable people.

**Dr Steve Cunningham** has specific areas of interest in welfare history, poverty and social security, the sociology of welfare, asylum and immigration policy, child labour and children's rights.

**Dr Zachari Duncalf** is an academic and experienced researcher, trainer and consultant within the in-care and leaving-care sector. She has undertaken numerous service evaluations and pieces of research into the experiences of young people in care and care leavers of all ages. Recently these projects have focused on identity, the experience of going into care, the experiences of leaving care, the longer-term effects of care and periods of transition. She is currently a trustee of the British Association of Adoption and Fostering (BAAF) and Ambassador for the Care Leavers' Association.

**Dr Peter Herissone-Kelly**, BA (Hons), BPhil (Oxon), PhD, is Senior Lecturer in Philosophy. He has research interests in moral theory, Kant's model of rational agency, the ethics of new reproductive technologies, the desirability of genetic enhancement, and the theoretical basis of bioethics. He has contributed papers to *Cambridge Quarterly of Healthcare Ethics*, *Kant-Studien*, the *Journal of Medical Ethics*, *Bioethics* and a number of edited collections on bioethics, and is Associate Editor of the Values in Bioethics book series, published by Rodopi. He is currently writing a book on Kant's theory of action, which will be published by Springer in 2018.

**Dr Peter Lucas** BA (Hons), MA, PhD (Lancaster), is Senior Lecturer in Philosophy and Course Leader for Philosophy. His teaching interests are in bioethics, phenomenology, metaphysics and epistemology. His research interests are in post-phenomenological philosophy, virtue ethics, and the ethical implications of developments in science and technology. Peter has contributed articles to *Philosophy of the Social Sciences*, *Environmental Ethics* and the *Journal of Medical Ethics*, and also has a recently published book: *Ethics and Self-Knowledge: Respect for Self-Interpreting Agents* (Springer, 2011).

**Jessica Marshall** qualified with a BA (Hons) in Sociology from the University of Central Lancashire. She has since gone on to qualify for her MA in Sociology which explored issues of 'underdevelopment' in East Africa. Jessica has completed her PGCE in Further Education and is presently undertaking her PhD which explores issues relating to childcare and the Christian community. Jessica is a qualified work-based assessor and has been involved in teacher training at Preston College. Jessica worked as a researcher at the University of Bolton for three years where funding was granted by the European Social Fund (ESF) to explore barriers to progression within the retail sector for ethnic women. She is an advocate of widening participation at the University and is involved in several activities to encourage students from deprived areas to consider higher education.

**Dr Giles McClelland** has research interests that are firmly located in the field of Industrial/Organisational Psychology, in particular, team effectiveness. His most recent study on how call centre teams proactively adjust aspects of their work to create more meaningful experiences was published in the *Journal of Organisational and Occupational Psychology*.

**Dr Stephen Meredith** BA, MA, MSc [Econ] (London), PhD (Sheffield) has teaching and research interests in British politics and contemporary political history, political analysis and political theory. Particularly, he is interested in British 'progressive' politics and political ideas, Labour Party revisionism, social democracy and the development of 'New' Labour, the post-war Liberal Party and centre-right progressive or 'one nation' Conservatism. He is the author of a well-received (and reviewed) book, *Labours Old and New: The Parliamentary Right of the British Labour Party and the Roots of New Labour* (Manchester University Press 2008) and a number of articles on aspects of Labour Party history and social democratic politics. He is currently engaged in a research project funded by the British Academy entitled 'The 'Progressive Tradition' and New Labour', and developing a working interest in 'progressive' liberal conservatism and the emergence of the Tory Reform Group in the 1970s. He is an elected Fellow of the Royal Historical Society (FRHistS) and member of the UK Political Studies Association (PSA), PSA Specialist Labour Movements and Liberal Political Studies Groups and Labour and Liberal History Groups.

**Bob Milward** specialises in the study of Marxian political economy and economic history, with particular reference to economic development, the role of the public sector and social policy. He was educated at Ruskin College, Oxford and Jesus College, Cambridge, following a period of nine years as a coal-face worker with British Coal at Florence Colliery, Stoke-on-Trent which included the great strike of 1984/85.

**Dr Ronan O'Callaghan** BA (Cork), MA, PhD (Manchester) researches and teaches in the broad areas of international relations theory, international relations and international politics, poststructural philosophy, and critical war studies. He teaches modules in political theory, international politics and international relations, research methods in politics, and ethics and war. He is the author of, among other works, *Walzer, Just War and Iraq: Ethics as Response* (Routledge, 2015).

**Alice O'Sullivan** joined UCLan in December 2010 as a senior lecturer. She is a qualified social worker whose background is in the area of working with children, families and young people. Her specialisms include HIV and immigration.

**Dr Alina Petrescu's** current research relates to labour market flexibility and workplace flexibility practices (WFPs). She works in the Division of Business, Economics and International Business within a small team led by Professor Philip B. Whyman including Dr Mark Baimbridge from the University of Bradford and Dr Buraimo Babatunde from Liverpool

University. Her activity is part of the Lancashire Institute for Economic and Business Research (LIEBR). The main focus of research is initially British labour market flexibility, but other national and international avenues may also be explored as our project will extend to embrace an international comparative perspective. This collaborative multi-faceted project involves a mixture of research methods, enabling an examination of, on the one hand, the interactions between different elements of WFPs, as well as, on the other hand, an assessment of their impact upon employee, company and macroeconomic performance.

**Dr Jonathan Pratt** teaches on the MA Social Policy, the BA (Hons) Community and Social Care, and the BA/BSc (Hons) in joint programmes. He is a member of the School Management Team and has Quality Assurance responsibilities as a member of the University Review Panel (Stage 2).

**Joe Riordan** has areas of interest that include Sports Economics and the Global Economic Environment. He has refereed for the *Journal of Sports Management*, and has experience of international partnerships and international recruitment. He has presented papers at various conferences of EASM in USA, Spain and Germany and has worked in Russia, lecturing in Business and English. He has been involved in University business in China, Germany, Russia and Norway, and has previous commercial experience as a Retail Manager, in Financial Accounting with KPMG in Germany, and as a Management Accountant in the National Hospital.

**Dr Brian Rosebury** BA (East Anglia), MA (East Anglia), PhD (Kent) specialises in political philosophy, the history of political thought, and the interpretation of political texts. He teaches modules on the History of Political Ideas, and Contemporary Anglo-American Political Philosophy. He is the author of *Tolkien: A Cultural Phenomenon* (Palgrave, 2003), and his other publications include 'Why Good Government is Not Enough', *Political Quarterly*, Vol. 72, No. 2 (July-September 2001), 'Respect for Just Revenge', *Philosophy and Phenomenological Research* 77: 2 (September 2008) and 'Private Revenge and its Relation to Punishment', *Utilitas*.21:1 (March 2009). He is also the Research Degrees Tutor for the School.

**Dr Niall Scott** Dip Th, BSc (Hons), PGcert LTHE, MA, PhD (Lancaster) is Reader in Philosophy and Popular Culture. His research interests are in philosophy and popular culture, cultural theory, bioethics, moral and political philosophy and Kant. His teaching interests include bioethics, ethics, film and philosophy and science fiction and philosophy. He has spoken internationally and published extensively on heavy metal music and culture, was recognised in *Metal Hammer's* top 50 influential contributors to heavy metal in Dec. 2011, as well as having published articles in bioethics and political thought. He Co-authored *Altruism* with Jonathan Seglow (Open University Press, 2007) and has also edited amongst other books *Monsters and the Monstrous* (Rodopi, 2007) and *Reflections in the Metal Void* (Inter-Disciplinary press, 2012). Niall is founding member and Chair of the International Society for Metal Music Studies (ISMMS) is on the editorial board for the Journal of ISMMS and on the editorial board of *Helvete, a Journal of Black Metal Theory*. He is also a board member of the European Society for the Philosophy of Medicine and Healthcare.

**Dr Megan Todd** researches issues relating to gender, sexuality and violence all of which underpin her teaching. Her doctoral research was on community responses to lesbian domestic violence. She joined UCLan in January 2013. Prior to this she lectured for over four years at Robert Gordon University in Aberdeen. Whilst completing her ESRC-funded PhD at Newcastle University, she taught at the universities of Newcastle and Sunderland and was research assistant on a British Academy project investigating educational capital and same-sex parenting and an ESRC-funded project researching into LGBT equalities initiatives in local government. Before returning to Higher Education, she taught English at a secondary

school in Cumbria. She is currently involved in supervising three PhD projects and is writing a textbook on sexuality for Sage.

**Dr John Wainwright** is interested in the intersection between ethnicity, racism and social work practice. His research has focused on the experiences of Black and Minority Ethnic (BME) social workers and their contribution to practice. He has an ongoing involvement in research focusing on ethnicity, and adoption and the effects of racism and multi-dimensional ethnic identities on the experiences and outcomes of adoption placements for children and adoptive families.

**Professor Phil Whyman** joined the School of Business in 1999 as Senior Lecturer in Economics, was appointed Reader in 2002 and was awarded a personal Chair in 2006. He is currently active in various professional bodies and undertakes research and consultancy for government, corporations and charitable bodies, advising on various aspects of economic policy and European integration. Phil is a Director of the Lancashire Institute for Economic and Business Research.

#### 1.4 Academic Advisor

You will be assigned an Academic Advisor who will provide additional academic support during the year. They will be the first point of call for many of the questions that you might have during the year. Your Academic Advisor will be able to help you with personal development, including developing skills in self-awareness, reflection and action planning.



#### 1.5 Administration details

Campus Admin Services provides academic administration support for students and staff and are located in the following hub, which is open from 8.45am until 5.15pm Monday to Thursday and until 4.00pm on Fridays. The hub can provide general assistance and advice regarding specific processes such as extenuating circumstances, extensions and appeals.

#### Harris Hub

telephone: 01772 89 1996/1997

email: [HarrisHub@uclan.ac.uk](mailto:HarrisHub@uclan.ac.uk)

#### 1.6 Communication



The University expects you to use your UCLan email address and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded unread.

Outside of scheduled class times, email is by far the best way to stay in touch with teaching and administrative staff. You will be assigned an email address on the university system when you first enrol, and you should use this address as your default for all non-face-to-face communication with us. We will use this address to pass on urgent information about the course (such as changes to class times/venues), and the University expects you to check it regularly (at least 2-3 times a week). If you send us email messages from other addresses they risk being filtered out as potential spam. The Outlook system enables you to redirect university emails to your



personal email inbox, and you are advised to make use of this facility if it will make it easier for you to check your emails regularly.

### Politics, Philosophy and Society Team contact details:

Tutor Name	Room No.	Email	Tel.
Michael Blackmon	Harrington 336	<a href="mailto:mblackmon@uclan.ac.uk">mblackmon@uclan.ac.uk</a>	(01772) (89)3466
Michael Brightman	Greenbank 264	<a href="mailto:mbbrightman@uclan.ac.uk">mbbrightman@uclan.ac.uk</a>	(01772) (89)4550
Debbie Brown	Harrington 311	<a href="mailto:djbrown2@uclan.ac.uk">djbrown2@uclan.ac.uk</a>	(01772) (89)3832
Steve Cunningham	Harrington 318	<a href="mailto:scunningham2@uclan.ac.uk">scunningham2@uclan.ac.uk</a>	(01772) (89)3476
Zachari Duncalf	Livesey 310	<a href="mailto:zduncalf@uclan.ac.uk">zduncalf@uclan.ac.uk</a>	(01772) (89)3101
Peter Herissone-Kelly	Livesey 120	<a href="mailto:pnherissone-kelly@uclan.ac.uk">pnherissone-kelly@uclan.ac.uk</a>	(01772) (89)2544
Evan Lawrence (Course Leader)	Livesey 308	<a href="mailto:ejlawrence@uclan.ac.uk">ejlawrence@uclan.ac.uk</a>	
Peter Lucas	Livesey 120	<a href="mailto:plucas1@uclan.ac.uk">plucas1@uclan.ac.uk</a>	(01772) (89)2548
Jessica Marshall	Livesey 108	<a href="mailto:jmarshall@uclan.ac.uk">jmarshall@uclan.ac.uk</a>	(01772) (89)2716
Giles McClelland	Greenbank 050	<a href="mailto:gpmclelland@uclan.ac.uk">gpmclelland@uclan.ac.uk</a>	(01772) (89)4639
Paul McKeown	Greenbank 264	<a href="mailto:pjmckeown@uclan.ac.uk">pjmckeown@uclan.ac.uk</a>	(01772) (89)4696
Stephen Meredith	Livesey 307	<a href="mailto:scmeredith@uclan.ac.uk">scmeredith@uclan.ac.uk</a>	(01772) (89)2864
Bob Milward	Greenbank 264	<a href="mailto:rmilward@uclan.ac.uk">rmilward@uclan.ac.uk</a>	(01772) (89)4697
Ronan O'Callaghan	Livesey 307	<a href="mailto:ro-callaghan@uclan.ac.uk">ro-callaghan@uclan.ac.uk</a>	(01772) (89)3056
Alice O'Sullivan	Harrington 341	<a href="mailto:ao-sullivan@uclan.ac.uk">ao-sullivan@uclan.ac.uk</a>	(01772) (89)4360
Alina Petrescu	Greenbank 040	<a href="mailto:apetrescu@uclan.ac.uk">apetrescu@uclan.ac.uk</a>	(01772) (89)4679
Jonathan Pratt	Harrington 318	<a href="mailto:Jpratt1@uclan.ac.uk">Jpratt1@uclan.ac.uk</a>	(01772) (89)3455
Joe Riordan	Greenbank 265	<a href="mailto:jriordan@uclan.ac.uk">jriordan@uclan.ac.uk</a>	(01772) (89)4689
Brian Rosebury	Livesey 315	<a href="mailto:bjrosebury@uclan.ac.uk">bjrosebury@uclan.ac.uk</a>	(01772) (89)3037
Niall Scott	Livesey 121	<a href="mailto:nwrscott@uclan.ac.uk">nwrscott@uclan.ac.uk</a>	(01772) (89)2540
Megan Todd	Livesey 310	<a href="mailto:mtodd2@uclan.ac.uk">mtodd2@uclan.ac.uk</a>	(01772) (89)2259
John Wainwright	Harrington 303	<a href="mailto:jpwainwright@uclan.ac.uk">jpwainwright@uclan.ac.uk</a>	(01772) (89)3460
Phil Whyman	Greenbank 047	<a href="mailto:pbwhyman@uclan.ac.uk">pbwhyman@uclan.ac.uk</a>	(01772) (89)4693

## 1.7 External Examiner

The University has appointed an External Examiner to your course who helps to ensure that its standards are comparable to those provided at other higher education institutions in the UK. The name of this person, their position and home institution can be found below. If you wish to make contact with your External Examiner, you should do this through your Course Leader and not directly. External Examiner reports will be made available to you electronically. The School will also send a sample of student coursework to the external examiner(s) for external moderation purposes, once it has been marked and internally moderated by the course tutors. The sample will include work awarded the highest and lowest marks and awarded marks in the middle range.

The current external examiner for the UCLan BA in Politics, Philosophy and Society is Dr Stephen Ward of the University of Salford.

## 2. Structure of the course

### 2.1 Overall structure

The University runs a modular and credit-rated degree programme. The vast majority of modules are of standard 20 credits length. Altogether you need 360 credits for an Honours degree (18 modules overall), which full-time take at a rate of 120 credits (6 modules) per

year over three years. Course structure and modules currently available are diagrammed below. You will choose which year 2 and 3 modules you will take during the second semester of the preceding academic year. (This process is called Progression – see below 2.2.3.) You will be notified of meetings to discuss your module choices at the relevant time. It is important that you gather as much information as you need, and discuss your choices with your Academic Advisor, to make sure you put together a valid and coherent programme.

<p><b>Year One</b></p> <p>Students must take and pass all compulsory modules.</p> <p>They must pass six modules overall in order to progress to year two.</p> <p>Students who wish to take Economics modules in years two and three must take EC1010 (Introduction to Economics) in the first year. Please note that as EC1010 is a 30-credit module, students taking this option will, at the end of their degree course, have gained 370 credits.</p> <p>A Free Choice Elective module can be selected in place of an optional module in each of the first two years of the course – these can be selected via the Free Choice <a href="#">Electives Catalogue</a></p>	
<p><b>Compulsory Modules</b></p>	<p>PO1101: Power, Politics and the State</p> <p>PI1117: Reason and Argument</p> <p>SO1114: Doing Social Research</p>
<p><b>Optional Modules</b></p>	<p>PO1109: Global Politics</p> <p>IR1002: International Security and Economics</p> <p>DF1113: Communities, Cultures and Identities</p> <p>PI1005: The Value of Knowledge: What is Education For?</p> <p>PI1118: Knowledge and Freedom</p> <p>PI1119: Problems in Contemporary Applied Ethics</p> <p>SO1115: Youth, Identity and Difference</p> <p>SO1116: Sociological Ways of Thinking</p> <p>SO1004: Media and Culture</p> <p>EC1010: Introduction to Economics (Full Year. Prerequisite for any students who will take EC-coded modules in Years Two and Three.)</p> <p>SW1801: Society in Focus: A Sociological Understanding (Full Year)</p>

	SW1804: Contextualising Welfare 1: The Development of Social Policy SW1805: Contextualising Welfare 2: Theories, Concepts and Issues
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<b>Year two</b>	
Students must take all compulsory modules.	
They must pass six modules overall in order to progress to year three.	
Students have a free choice among the optional modules listed to make up their total of six modules overall.	
<b>Compulsory modules</b>	PO2110: History of Political Ideas PI2214: Foundations of Ethics
<b>Optional modules</b>	IR2101: Globalisation: History, Theory and Approaches IR2102: Research Methods in International Relations and Politics PO2400: Radical Political Ideas in Modern Britain PI2211: Metaphysics and Epistemology PI2001: Philosophy of Religion PI2005: Phenomenology and Existentialism SO2214: Contemporary Thinkers SO2002: Sociology of Religion SO2015: Innovative Research SO2103: Sociology of Social Movements EC2003: Methodology and Diversity in Economics EC2007: Social Economics EC2009: European Economic Development SW2803: Power, Oppression and Society SW2018: Race, Racism and Ethnicity SW2041: Comparative Social Welfare

<b>Year three</b>
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Students must take one compulsory dissertation module

Students must take and pass six modules overall in year three in order to graduate with an honours degree

Students have a free choice of optional modules to make up their total of six modules for the year

**Compulsory modules**

PO3991/PO3992 Dissertation or Double Dissertation in Politics  
OR  
PI3991 Dissertation in Philosophy

**Optional modules**

IR3001: Ethics, War and Society  
PO3134: Continuity and Change in British Politics  
RB3005: Political Islam and Islamic Movements  
PO3112: Contemporary Anglo-American Political Philosophy  
PO3004: Terrorism and Security  
PI3021: Contemporary Ethical Theory  
PI3025: Philosophy and Popular Culture  
PI3006: Modern European Thought  
PI3013: Philosophy of Language  
PI3004: Humanity, Values and the Environment  
SO3108: Global Social Divisions  
CJ3007: Sex, Violence and Strategies  
SO3004: Sexy Bodies: Gender, Sexuality and the Body  
SO3110: Sociology of Disability  
EC3002: Philosophical Themes in Economics  
EC3005: Economics of the Public Sector  
EC3007: Economics of Trade, Aid and Development  
EC3010: Economic Policy  
SW3802: Critical Social Policy  
SW3012: Racism and Social Welfare  
SW3723: Social Theory and Contextual Analysis  
SW3105: Disability Studies

## **2.2 Modules available**

Each module is a self-contained block of learning with defined aims, learning outcomes and assessment. A standard module is worth 20 credits. It equates to the learning activity expected from one sixth of a full-time undergraduate year. Modules may be developed as half or double modules with credit allocated up to a maximum of 120 credits per module.

A list of modules available for 2018-19 is provided above. Please note that if you would like to change modules for any reason, you should first discuss your plans with your Academic Advisor. You should also contact the tutor for the module you want to take, to find out if there are places available (it is a good idea to email him/her first), then see the tutor for the module you want to drop. If you then wish to proceed with the change, you will need to obtain an 'addition and removal of modules' form from the Campus Administration Service (Harris Hub) or the academic registry (Foster 101). Both module tutors and your Academic Advisor need to sign the form before you take it back to the Hub.

Periodically during the year, academic records issue all students with an academic profile, detailing the modules they are registered on. It is your responsibility to ensure that your profile is accurate and up to date, and you should take this opportunity to do so. Once you have signed up for a module it will stay on your profile until you remove it, even if you never attend any of the classes. You will be given a fail grade if you do not attend and submit assessed work. If there is a problem with your profile, contact the Hub immediately and let them know what changes are required.

The full list of options indicated may not all be delivered every year, and this may depend on how many students choose that particular option. When accepting your offer of a place to study on this course, you are accepting that not all of these options will be running. At (or before) the start of each year, you will have an opportunity to discuss your course and preferred options with your tutor. The University will do all it reasonably can to ensure that you are able to undertake your preferred options.

## **2.3 Module Registration Options**

Discussions about your progression through the course normally take place in February each year. It is an opportunity for you to make plans for your study over the next academic year. The course team will tell you about the various modules/combinations available and you will both agree on the most appropriate (and legal) course of study for you.

## **2.4 Study Time**

### **2.4.1 Weekly timetable**

A timetable will be available once you have enrolled on the programme, through the student portal.

### **2.4.2 Expected hours of study**

20 credits is a standard module size and equals 200 notional learning hours. In addition to the above scheduled class hours, tutors advise that you spend around 8-10 hours *per module per week* in private study. For Politics, Philosophy and related disciplines there is no substitute for time spent reading and note-taking, preparing for assignments etc. Please note that it is often much better to read a little carefully than to cover a lot of ground in a superficial way. Thus you may for example need to spend several hours reading and rereading a single article or book chapter in preparation for a lecture or seminar, taking notes

as you go. Students who put in the hours in private study typically realise their full potential much more readily than those who do not.



### 2.4.3 Attendance Requirements

You are required to attend all timetabled learning activities for each module. You should scan in using your library card to the Student Attendance Monitoring system (SAM) at every scheduled teaching event. When entering details on SAM you must remember that the University has a responsibility to keep information up to date and that

**you must only enter your own details on the system.** To enter any other names would result in inaccurate records and be dishonest. Any student who is found to make false entries can be disciplined under the student guide to regulations.

Notification of illness or exceptional requests for leave of absence must be made to your module tutor *by email if possible*. If you are in any doubt about your attendance record for a module you can access your SAM record via the MyUCLan page on the University website. If you think your record is incorrect you should inform your module tutor immediately. If you have not gained the required authorisation for leave of absence, do not respond to communications from the University, and are absent for four weeks or more, you may be deemed to have withdrawn from the course. If this is the case, then the date of withdrawal will be recorded as the last day of attendance.

Students should report non-attendance to the hub email, [HarrisHubAttendance@uclan.ac.uk](mailto:HarrisHubAttendance@uclan.ac.uk), or by telephoning the Hub on 01772 891996 or 01772 891997.

## 3. Approaches to teaching and learning

### 3.1 Expertise of staff

See Section 1.3, above.

### 3.2 Learning and teaching methods

As noted in 2.4.2 above, your degree course is heavily weighted towards private study. Typically you will be required to attend up to two lectures per module per week, along with an equivalent number of seminars. However, there are extensive reading lists for all modules, and if you are to achieve your full potential in the subject you should anticipate spending a minimum of 8-10 hours per module per week in private study (reading, researching, note-taking, planning essays etc.). This total is likely to increase as you progress through the course, and in the run up to coursework deadlines and exams. Teaching methods will include, formal and informal lectures, seminar discussions, seminar presentations where appropriate, 'workshop' sessions. Individual tutorial support is available in regular tutor office hours and from Academic Advisors.

### 3.3 Study skills

Politics study and subject skills are introduced and addressed in the compulsory first-year module, PO1101 Politics, Power and the State, and encouraged as you progress through your course. You will be expected to develop and be able to apply the necessary academic conventions and standards appropriate to degree-level study in Politics.

Philosophy-specific study skills sessions are included in the Philosophy Welcome Week programme for first-year students. However, if at any stage you need help with study skills—whether (e.g.) structuring essays, finding your way about the library, and so on—your Academic Advisor will be happy to advise you.

In addition, comprehensive general study skills assistance is available via the UCLan website at: [www.uclan.ac.uk/skills](http://www.uclan.ac.uk/skills)

A useful tutorial for philosophy on the Web can be found at:

<http://www.vts.intute.ac.uk/he/tutorial/philosophy>

Library information can be found at:

<http://www.uclan.ac.uk/library/admin/map.htm>

There are a variety of UCLan-based services to support students and these include

WISER [https://portal.uclan.ac.uk/webapps/portal/frameset.jsp?tab\\_tab\\_group\\_id=\\_33\\_1](https://portal.uclan.ac.uk/webapps/portal/frameset.jsp?tab_tab_group_id=_33_1)

LIS [https://portal.uclan.ac.uk/webapps/portal/frameset.jsp?tab\\_tab\\_group\\_id= 25\\_1](https://portal.uclan.ac.uk/webapps/portal/frameset.jsp?tab_tab_group_id= 25_1)



### 3.4 Learning resources

#### 3.4.1 Learning Information Services (LIS)

Extensive [resources](#) are available to support your studies provided by LIS – library and IT staff. Take advantage of the free training sessions designed to enable you to gain all the skills you need for your research and study.

#### 3.4.2 Electronic Resources

LIS provide access to a huge range of electronic resources – e-journals and databases, e-books, images and texts.

In addition, there is an eLearn “Blackboard” space for each of our modules. Blackboard is the on-line Managed Learning Environment that the University uses to support and enhance teaching and learning. All UCLan students have been allocated a Blackboard area. Once logged into your Blackboard area you can access all of the modules listed under your name without having to login to each module separately. On the MyUCLan page, you will find a widget entitled “ELearn (Blackboard)”, which contains a list of all the modules on which you are registered. Click on the name of the module you wish to access, and you will be taken to the space for that module. The first thing you will see is a page containing any current notifications for the module. To the left of the page, you will find a list of links to other pages for the module:

**Module Information:** Click here to be taken to the Module Guide. It is essential that you read this guide carefully: it is packed with information about the syllabus for the module, submission dates, and so on.

**Module Materials:** Here you will find lecture handouts, Powerpoint presentations, scanned readings, and so on.

**Reading list:** Click here for a list of books and articles (some in electronic form) of relevance to the module. Clicking on an item’s title will take you to information about its availability in the library.

**Contacts:** Here you will find contact details for your module tutor, along with details of his or her office hours.

**Assignments:** Clicking this link will take you to a page containing icons for each of your module’s coursework assignments. You will need to click the relevant icon and follow the instructions in order to submit your assignments.

**My Grades:** A record of your grades for the module.

#### Note:

If the module you are searching for does not appear, contact your module tutor or the Hub. Do not try to add courses yourself. If you have log-in problems, call into or contact the UCLan LIS (Library) HelpDesk (Tel. 01772 892100).

### 3.5 Personal development planning

Personal Development Planning (PDP) is a process of reflection on your learning and achievements, intended to assist you in structuring your future personal, educational and

career development. By becoming actively involved in this process you can ensure that you get the most from your time at University. During your course induction you will be informed about the PDP activities you should be engaging in. Information about PDP is also included in your Student Organiser, and in individual module guides, which identify relevant key skills. Your Academic Advisor can help you to maintain a progress file, which should contain a record of your progress and achievements during the course, for example:

Notes from Academic Advisor meetings

Records of Achievement: (Study and Key skills from use of Learning Resource and Key skills Websites, Course - Marking Feedback Sheets)

Students Transcript (This sets out details of your academic learning, and is provided for you by the University at the end of your course).

Course Handbook

Module Guide for each module undertaken

Learning evidence e.g. handouts; reading lists

Learning notes

Your progress file can also include material relating to activities outside the university (e.g. voluntary work, awards, employment). For example:

Personal Curriculum Vitae

Copy of references

Job application record

You will find your completed progress file useful for a range of additional purposes – for example, you can draw on it when you apply for jobs, and you can use it as a building block for Continuing Professional Development in current or future professional roles.



### 3.6 Preparing for your career

Your future is important to us, so to make sure that you achieve your full potential whilst at university and beyond, your course has been designed with employability learning integrated into it. This is not extra to your degree, but an important part of it which will help you to show future employers just how valuable your degree is. These “Employability

Essentials” take you on a journey of development that will help you to write your own personal story of your time at university:

- To begin with, you will explore your identity, your likes and dislikes, the things that are important to you and what you want to get out of life.
- Later, you will investigate a range of options including jobs and work experience, postgraduate study and self-employment,
- You will then be ready to learn how to successfully tackle the recruitment process.

You will be able to record your journey using Pebblepad, the university’s e-portfolio system, which will leave you with a permanent record of all the fantastic things you have achieved during your time at UCLan.

It’s your future: take charge of it!

Careers offers a range of support for you including:-

- career and employability advice and guidance appointments
- support to find work placements, internships, voluntary opportunities, part-time employment and live projects
- workshops, seminars, modules, certificates and events to develop your skills

Daily drop in service available from 09:00-17:00 for CV checks and initial careers information. For more information come along and visit the team (in Foster building near the main entrance) or access our careers and employability resources via the Student Portal



## 4. Student Support

The 'i' is a central Student Information Centre and your first point of contact. You can obtain information on a wide range of topics including Council Tax Exemption Certificates, Bank and Confirmation of Study Letters, Portable Financial Credits, (continuing students only), Printing and Printer Credit, UCLan Cards, the 'i' shop and UCLan Financial Support Bursary (first year students only).



### 4.1 Academic Advisors

All Politics and Philosophy students are assigned an Academic Advisor at the start of their course. Your Academic Advisor is the person you should see for advice on matters that are not purely administrative – for example: module choices, or any academic or personal issues that may affect your studies. You should see your Academic Advisor at regular intervals throughout the year, particularly at the beginning of the year, and when you need to make decisions about which modules to take. If you are unsure who your Academic Advisor is then please contact Harris Hub [HarrisHub@uclan.ac.uk](mailto:HarrisHub@uclan.ac.uk).

### 4.2 Students with disabilities

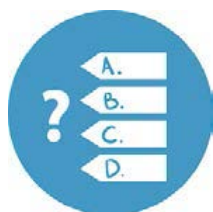
If you have a disability that may affect your studies, please either contact the Disability Advisory Service - [disability@uclan.ac.uk](mailto:disability@uclan.ac.uk) - or let one of the course team know as soon as possible. With your agreement information will be passed on to the Disability Advisory Service. The University will make reasonable adjustments to accommodate your needs and to provide appropriate support for you to complete your study successfully. Where necessary, you will be asked for evidence to help identify appropriate adjustments.

Alternative assessment arrangements may be made for students who have a disability/learning difficulty for which valid supporting evidence can be made available. Contact the Disability Adviser for advice and information, [disability@uclan.ac.uk](mailto:disability@uclan.ac.uk)

### 4.3 Students' Union One Stop Shop

The Opportunities Centre is the Union's One Stop Shop to find employment or volunteering whilst you study. With thousands of jobs and voluntary positions advertised, agency work through the Bridge and information on over 2000 volunteer positions within the Union.

## 5. Assessment



### 5.1 Assessment Strategy

All modules are assessed. You are expected to attempt all required assessments for each module for which you are registered, and to do so at the times scheduled unless authorised extensions, special arrangements for disability, or extenuating circumstances allow you to defer your assessment. Modules are typically assessed by a combination of coursework and examinations (the precise balance of assessment varies from one module to another). In order to pass a module, students must submit all required assessments (including sitting any exam), and achieve an overall average mark of 40% or above. Note that the academic regulations of the university do permit students to be reassessed in a module, where an element of assessment has been failed, at the discretion of the course board.

Some modules employ *seen* examinations. In a seen exam you are provided with the question paper some weeks before the examination, and thus have time to think through your answers in advance. This removes the lottery element, which is a feature of traditional unseen examinations. You are in effect writing two short essays in two hours, under examination conditions. Examination scripts are marked and moderated anonymously within the course team, and a sample of scripts is also moderated by our external examiner.

Guidance on writing and submitting essays, and on the marking criteria by which your work will be assessed, follows below. Understanding exactly how your work will be assessed is *vital* if you are to achieve the best possible marks for your work. You should therefore make sure you are thoroughly familiar with this guidance.

### Guidance notes on writing essays

1. Allow yourself enough **preparation time**.
2. Do lots of relevant **background reading**. **Make notes** on important points as you go along, and how you might object to/ develop them. Remember that it is not enough to just mention a piece of reading in passing - you must show that you have understood any quoted position.
3. Before you start your essay, **make a plan**. Decide what exactly the question is asking. Then think about how you are going to answer it, point by point. Try and order your points so that there is a **coherent development in your argument**, culminating in your conclusion. If necessary **make the structure** of your essay **explicit** using sub-titles.
4. Your essay should have an **introduction**, generally stating how you will answer the question. In your introduction, it might be appropriate to **briefly analyse** the main **concepts** in the question title.
5. **Explain** every point you make properly, **with examples** to illustrate it where possible. **Accompany every major claim you make with supporting reasons** (this is very important).
6. Make the **relevance** to the question of every point explicit, if it is not obvious. This increases clarity, and stops you going off on tangents.
7. **Remember**, an essay which **focuses deeply** on only one point is better than an essay which makes several points in a superficial way. It is particularly impressive to a) state a claim *A*; b) give a possible objection *B* to claim *A*; c) consider a possible response *C* to objection *B*; d) consider a possible response *D* to response *C*; and so on!
8. Make sure your **conclusion** is also the **culmination** of your argument. Do not include major new points which you have not already discussed.
9. When you have finished your essay, **read it through**. Ask yourself: have I answered **all** aspects of the question? Is my argument **coherent**? Do I understand what I mean well enough to be able to explain it to someone if they asked me? If the answer is 'no' it is unlikely that the marker will understand either.

Try to avoid:

1. **'Listing'** points you have read without offering any critical analysis of them. Instead, after briefly explaining the grounds for a particular claim of an author, explain which aspects of it you find persuasive, or which aspects you find implausible, and **give reasons** for your view.

2. **Making broad claims without giving any supporting reasons.** Without supporting arguments you will get no credit for any claim, no matter how intuitively appealing or apparently obvious it seems.

3. **Rhetorical questions and hyperbole.** Avoid statements like: 'It is obvious that...'; 'Everyone would agree that...'; 'To think the contrary would be ridiculous'; etc. **Avoid rhetorical questions**; answer them instead. **Avoid appeals to authority** - the fact that many wise and learned philosophers have thought x in the past is not a conclusive reason to regard x as true. Your only legitimate tool of persuasion is rational argument.

4. **Unclear metaphors.** If you use metaphors make sure their meaning is clear.

5. **Historical detail** e.g. spending the first paragraph saying who John Stuart Mill was, when and where he was born etc.

6. **Lack of structure.** The marker should not have to piece together the argument you are making; it should all be laid out neatly, so it can be understood straight away.

7. **Too many personal anecdotes.** Do not use personal anecdotes as a substitute for argument. If you do choose to include them, use them only to **illustrate** your argument.

8. **Over-long sentences** with lots of clauses. Keep sentences short and easy to understand.

9. **Copying** from the lecture notes; or reproducing their structure with the minimum of changes.

## 5.1.2 Guidance on Marking Criteria

GUIDANCE ON MARKING CRITERIA IN POLITICS AND PHILOSOPHY								
Classification	Grade	1 Relevance	2 Knowledge and sources	3 Analysis	4 Argument and Structure	5 Independence of thought	6a Written presentation	6b Oral presentation
<b>Class 1</b>	> 70%	Directly relevant to the title; able to address also the implications, assumptions and nuances of the title	Makes effective use of an excellent knowledge and thorough understanding of a wide range of appropriate sources	A very good analysis of the evidence and arguments in the course under consideration, resulting in clear and illuminating conclusions	Coherent and clearly structured, making creative use of an appropriate and well developed mode of argument and/or theoretical model(s)	Distinctive work showing independent thought and critical engagement with alternative views	A very well-written answer with standard spelling, grammar and syntax, in a lucid and resourceful style, and with appropriate scholarly apparatus	Clearly spoken, well-paced, appropriate length. Engages the class and interacts with it. Selective and purposeful use of teaching aids. Good teamwork where appropriate.
<b>Class 2/i</b>	60-69.99%	Directly relevant to the title	Effective use and understanding of a range of appropriate sources	Good analysis, clear and orderly	Generally coherent and clearly structured, using an appropriate and developed mode of argument and/or theoretical model(s)	May contain some distinctive or independent thinking; may begin to formulate an independent critical position	Well-written, with standard spelling, grammar and syntax, in a readable style with acceptable scholarly apparatus	Clear, well-paced delivery, an attempt to engage the class. Generally sensible use of teaching aids. Clear evidence of attempt at teamwork where appropriate.
<b>Class 2/ii</b>	50-59.99%	Addresses the title; may drift away from the question or theme of the title in less focused passages	Adequate knowledge of a fair range of sources, with some evidence of an appreciation of their significance	Attempted analytical treatment, but may be prone to description, or to narrative, which lacks clear analytical purpose	Attempts to construct a coherent argument, but may suffer loss of focus and consistency, with issues stated vaguely, or theoretical model(s) couched in simplistic terms	Sound work which expresses a personal position only in broad terms and in uncritical conformity to one or more standard views of the topic	Competently written, with only minor lapses from standard syntax, grammar and spelling, with acceptable scholarly apparatus	Delivery satisfactory though possible some problem with pace. Relatively little attempt to engage the class. Teaching aids sometimes inappropriate. Teamwork if applicable, not much in evidence.
<b>Class 3</b>	40-49.99%	Some significant degree of irrelevance to the title is common	Basic understanding of a limited range of sources	Largely descriptive or narrative, with little evidence of analytical skill	A basic argument may be evident, but it tends to be supported only by an assertion and to lack clarity, coherence and development	Largely derivative; no critical view is adequately formulated	Rather poorly written, with significant deficiencies in expression or scholarly apparatus that pose obstacles for the reader	Delivery just adequate but little effort at engaging the class. Teaching aids, where used, rarely helpful. No evidence of teamwork where applicable.
<b>Fail</b>	<40%	Answer/	Lacks basic elements required for	Inadequate and often inaccurate description and paraphrase. No	Little evidence of coherent overall	No evidence of independent engagement with	Significantly garbled and negligently presented.	Delivery poor with no effort at engaging the class. Teaching aids, if used,

		discussion is substantially irrelevant.	adequate understanding of the topic	sustained analytical treatment of relevant material	argument or structure	question/title; cursory paraphrase or quotation of others	Scholarly apparatus lacking.	inappropriate. No evidence of teamwork, where applicable.
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Note:

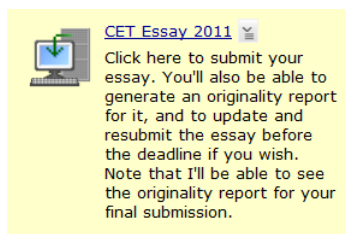
The above grid gives an indication of the sort of things we look for when marking work. However:

1. It should be stressed that the above grid is a guide to what tutors will look for in different aspects of essay-writing or the delivery of papers. It is unlikely that any piece of work will achieve the same level in all its aspects.
2. The criteria are not adjusted according to levels. Interpretation will therefore vary by level. 'Excellent knowledge and thorough understanding of a wider range of appropriate sources' will mean one thing at Level 1 and something else at Levels 2/3.
3. Learning outcomes for individual modules will give an indication of these different expectations.
4. Some criteria, e.g. those relating to independence of thought, will apply more to students at higher levels of work.
5. It is recognised that students will rarely perform consistently across all the columns. The above grid is, therefore, a guide for students and staff, not a means of arriving at a precise mark.
6. There is a logical sequence to the columns. A piece of work that scores poorly under e.g. 'relevance' or 'knowledge and sources' may be prevented by this from scoring well in columns 3-5. Columns 6a and 6b are alternative, depending on the nature of the work being assessed.
7. The term 'sources' covers written material in the form of books, journal articles etc., whether hard copy or electronic.

## 5.2 Notification of assignments and examination arrangements

Assessment is predominantly by coursework and/or exam. Individual module tutors will set assignments, and deadlines for submission. They will also notify you of dates for the return of marked work. Details will be given in module guides, lectures and on Blackboard. All coursework must be submitted electronically through Turnitin. To do this:

First find the Blackboard space for your module. On the front page, you will see an icon that looks something like this (though the title will probably be different):



Click on the icon. Then, on the next page to appear, click on the "submit" button to the right of the name of the assignment you wish to submit.

A dialogue box will appear, which should already be filled out with your name. All you need to do is to write the title of your essay in the appropriate box, then click the “Browse” button to locate your essay on your computer. Please note the list of accepted document formats that appears below the “Browse” button, and make sure that your essay is in one of these formats. Ideally, it should be an MS Word or RTF file.

When you have found your essay on your computer, click “Open”. Then, on the dialogue box, click “submit” to upload your assignment. You’ll be asked to confirm that the document you are uploading is the correct one. Once you have done so, you will see a digital receipt for your work. Now click on the “portfolio” icon to be taken to your assignment inbox.

In the inbox, you will see an entry for your submitted assignment. Beneath the “contents” header, you will see a small rectangle, which initially will be grey. After a few minutes (for your first submission), it will change colour. This change indicates that an “originality report” has been generated for your assignment. Click the rectangle to view the report.

This report is very important. It will act as a guide to whether or not your essay contains material copied verbatim from elsewhere, and so whether it is at risk of being considered an example of plagiarism. Of course, some of the copied material may be in the form of properly referenced quotations. If that’s the case, you have nothing to worry about.

However, if the duplicated material in your essay is not referenced and presented as quoted, there may be a problem. Happily, provided you have submitted ahead of the deadline, you’ll be able to remedy the problem. That is, you’ll be able to alter your essay and resubmit it. Note that now, it will take the system 24 hours to generate a new originality report.

Sometimes, very small amounts of text (say, 1%) will show up as duplicated when you have not copied from elsewhere; you just happen coincidentally to have reproduced a form of words found in a book, article, or piece of student work. This is probably nothing to worry about; however, if you’re in doubt, contact your tutor.

The Turnitin submission process probably sounds quite complicated, but it isn’t really, and you will soon get used to it. However, if you have any difficulties at all in submitting, contact Peter Herissone-Kelly ([pnherrissone-kelly@uclan.ac.uk](mailto:pnherrissone-kelly@uclan.ac.uk)). You might also like to consult the “Student Guide to Using Turnitin”, which you should find on your module’s Blackboard space.

Philosophy exams take place in the standard University exam periods, at the end of each semester. Tutors will notify you in lectures, and via Blackboard, when these are published. You can also access the University exams timetable at the appropriate point of each semester via the University website.

### 5.3 Referencing

References are not just to be used where a piece of text has been quoted. They may be used to refer to arguments that support your own, or which you are taking issue with. You may use either footnotes/endnotes or the ‘Harvard’ system of referencing, but whichever you use, be consistent. There are various systems of footnoting but we recommend the following style:

<sup>1</sup> John Rawls, *A Theory of Justice* (1972) pp. 60-2.

<sup>2</sup> Ibid.

<sup>3</sup>Rawls, *op. cit.* 300-330.

The Harvard system lists author, date of publication and (where relevant) page number(s) in parentheses after the relevant passage, thus: (Rawls, 1972, p.15).

Footnotes/endnotes can also be used for content that for one reason or another it is not convenient to include in the main text, but it is advisable to do this only where absolutely necessary. If a comment can conveniently be included in the main text then it should be. Whichever system you use for referencing, you must also include full publication details of all texts cited (author, place of publication, publisher, date of publication) in your bibliography. Bibliographies should comprise an alphabetical list of all of the books or articles cited, or drawn upon. For all sources, cite in the following order:

- a. Name of author
- b. Title of publication or article
- c. Journal title (for journal articles), with volume and number
- d. Place of publication (for books)
- e. Name of publisher (for books)
- f. Date of publication
- g. Page references (for journals)

For example:

Cooper, N. 'The importance of *dianoia* in Plato's theory of forms', *Classical Quarterly* 16 (1966), 65-69

Macintyre, Alasdair, *After Virtue* (London: Duckworth, 1981)

Moore, A. W. (ed.), *Meaning and Reference* (Oxford: Oxford University Press, 1993)

Ryle, Gilbert 'Systematically misleading expressions' in Anthony Flew (ed.) *Logic and Language* (Oxford: Blackwell, 1968)

Be consistent in references and bibliographies. Always give titles of chapters or articles in single quotation marks. *Italicise* titles of books, and journals. Always distinguish author from editor. All these points should be clear if you study the above examples. In the first, the article title is in single quotation marks, and the journal title italicised. N. Cooper is the author. In the second, the book title is italicised, and Alasdair Macintyre is author. In the third, A. W Moore is the editor hence (ed.). In the fourth, Gilbert Ryle is the *author*, the chapter title is in single quotation marks, Anthony Flew is *editor*, and the book title is italicised.

#### **5.4 Confidential material**

Typically, assessed work in Philosophy will not involve the passing on of confidential information concerning identifiable individuals and organisations. In the unusual case that an essay, dissertation etc. does involve passing on such information, you have a legal and ethical duty to protect the relevant parties by maintaining their confidentiality.

#### **5.5 Cheating, plagiarism, collusion or re-presentation**

Please refer to the information included in section 6.6 of the University Student Handbook for full definitions. The University uses an online Assessment Tool called Turnitin. A pseudo-Turnitin assignment will be set up using the School space on Blackboard to allow students to check as many drafts as the system allows before their final submission to the 'official' Turnitin assignment. Students are required to self-submit their own assignment on Turnitin and will be given access to the Originality Reports arising from each submission. In operating Turnitin, Schools must take steps to ensure that the University's requirement for all summative assessment to be marked anonymously is not undermined and therefore Turnitin reports should either be anonymised or considered separately from marking. Turnitin may also be used to assist with plagiarism detection and collusion, where there is suspicion about individual piece(s) of work.



## 6. Classification of Awards

The University publishes the principles underpinning the way in which awards and results are decided in [Academic Regulations](#). Decisions about the overall classification of awards are made by Assessment Boards through the application of the academic and relevant course regulations.



## 7. Student Feedback

You can play an important part in the process of improving the quality of this course through the feedback you give. In addition to the on-going discussion with the course team throughout the year, there are a range of mechanisms for you to feedback about your experience of teaching and learning. We aim to respond to your feedback and let you know of our plans for improvement.

The Students Union can support you in voicing your opinion, provide on-going advice and support, and encourage your involvement in all feedback opportunities. They will be requesting that you complete the National Student Survey (during semester 2 for students in their final year of study) or the UCLan Student Survey (all other students).

The Students' Union and University work closely together to ensure that the student voice is heard in all matters of student-life. We encourage students to provide constructive feedback throughout their time at university, through course reps, surveys and any other appropriate means,

The Union's Student Affairs Committee (SAC), members of Students' Council and School Presidents each have particular representative responsibilities, and are involved with decision making committees as high as the University Board. Therefore it is very important students engage with the democratic processes of the Students' Union and elect the students they see as most able to represent them.

### 7.1 Student Staff Liaison Committee meetings (SSLCs)

Details of the Protocol for the operation of SSLCs is included in section 8.2 of the University Student Handbook.

The purpose of a SSLC meeting is to provide the opportunity for course representatives to feedback to staff about the course, the overall student experience and to inform developments which will improve future courses. These meetings are normally scheduled once per semester.

Meetings will be facilitated using guidelines and a record of the meeting will be provided with any decisions and / or responses made and / or actions taken as a result of the discussions held. The meetings include discussion of items forwarded by course representatives, normally related to the following agenda items (dependent on time of year).

The course team encourage student feedback in all areas and recognise that additional items for discussion may also be raised at the meeting

- Update on actions completed since the last meeting
- Feedback about the previous year – discussion of external examiner's report; outcomes of National /UCLan student surveys.
- Review of enrolment / induction experience;
- Course organisation and management (from each individual year group, and the course overall);
- Experience of modules - teaching, assessment, feedback;
- Experience of academic support which may include e.g. Personal Development Planning, academic advisor arrangements;
- Other aspects of University life relevant to student experience e.g. learning resources, IT, library;

- Any other issues raised by students or staff.

## 8. Appendices

### 8.1 Programme Specification(s)

#### UNIVERSITY OF CENTRAL LANCASHIRE

#### Programme Specification: BA Politics, Philosophy and Society

This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided.

*Sources of information on the programme can be found in Section 17*

<b>1. Awarding Institution / Body</b>	University of Central Lancashire
<b>2. Teaching Institution and Location of Delivery</b>	UCLan, Preston Campus
<b>3. University Department/Centre</b>	School of Humanities and the Social Sciences
<b>4. External Accreditation</b>	N/A
<b>5. Title of Final Award</b>	BA (Hons) Politics, Philosophy and Society
<b>6. Modes of Attendance offered</b>	Full time and/or part time
<b>7. UCAS Code</b>	Y003
<b>8. Relevant Subject Benchmarking Group(s)</b>	Politics and International Relations, Philosophy, Economics, Sociology, Social Policy
<b>9. Other external influences</b>	N/A
<b>10. Date of production/revision of this form</b>	June 2017
<b>11. Aims of the Programme</b>	
<ul style="list-style-type: none"><li>• To offer a broad introduction to the disciplines and main sub-disciplines of the academic subjects of Politics, Philosophy and the social sciences – including political philosophy, ethics, epistemology, metaphysics, political theory, international relations, global politics, economics, sociology, social policy and government and institutions</li><li>• To provide opportunities for far-reaching critical evaluation of political, sociological and economic ideas, institutions and policy and decision-making processes in national, international and comparative contexts</li><li>• To provide an intellectually challenging academic curriculum that is informed by the research and scholarly activity of members of the Politics, Philosophy, Sociology, Social Policy and Economics teaching teams</li><li>• To create a supportive environment to assist the academic development of students</li></ul>	

- To provide access to students from a range of educational backgrounds to develop their academic and wider potential

<b>12. Learning Outcomes, Teaching, Learning and Assessment Methods</b>
<b>A. Knowledge and Understanding</b>
<b>Students will be able to demonstrate:</b>
<b>A1</b> knowledge and understanding of key themes and developments of the disciplines and main sub-disciplines of the academic subjects of Politics, Philosophy and the social sciences – including political philosophy, ethics, epistemology, metaphysics, political theory, international relations, global politics, economics, sociology, social policy and government and institutions
<b>A2</b> a critical and philosophically informed understanding of political ideas, institutions and decision-making processes
<b>A3</b> awareness and understanding of how a range of contextual factors (historical, economic, social) shape political trends and key political debates
<b>A4</b> critical appreciation of a range of primary and secondary sources relating to philosophical, political, sociological, social and economic study and analysis
<b>Teaching and Learning Methods</b>
Lectures, interactive seminars, group work, individual and group presentations, individual and group tutorials, independent and supervised study and research, dissertation training and supervision, IT and WebCT
<b>Assessment methods</b>
Essay and report writing, critical book and literature reviews, individual and group oral and poster presentations, exams (seen and unseen), extended research dissertation for major and joint honours students.
<b>B. Subject-specific skills</b>
<b>Students will be able to demonstrate:</b>
<b>B1</b> a capacity to analyse, evaluate and critically assess political, philosophical and social-scientific concepts and theories, via study of the ideas and arguments of major thinkers, encountered in their own writings
<b>B2</b> the ability to recognise methodological errors, rhetorical devices, unexamined conventional wisdom, vagueness and unnoticed assumptions
<b>B3</b> Ability to devise a research project involving independent study, the location of appropriate sources and the analysis of relevant material relating to the academic study of politics and/or philosophy or relevant social sciences.
<b>B4</b> Ability to communicate effectively both orally and in writing, locate and use electronic and print based materials related to the relevant academic disciplines
<b>Teaching and Learning Methods</b>
Lectures, interactive seminars, group work, individual and group presentations, individual and group tutorials, independent and supervised study and research, dissertation training and supervision, IT and WebCT.
<b>Assessment methods</b>
Essay and report writing, critical book and literature reviews, individual and group oral and poster presentations, exams (seen and unseen), extended research dissertation.
<b>C. Thinking Skills</b>
<b>Students will be able to demonstrate:</b>
<b>C1</b> skills of analytical and critical thinking in relation to the key themes, issues and developments of the core strands of the syllabus
<b>C2</b> an ability to critically engage with relevant wider literature, conceptual and theoretical issues and central debates and perspectives of philosophical, political and/or social-scientific analysis
<b>C3</b> independent learning and research skills and the ability to identify, organise and evaluate relevant primary and secondary source materials
<b>C4</b> capacity to devise a focused research question and coherent research project involving independent study, location of appropriate sources and analysis of relevant materials of philosophical and/or political or social-scientific analysis
<b>Teaching and Learning Methods</b>

Lectures, interactive seminars, group work, individual and group presentations, individual and group tutorials, independent and supervised study and research, IT and WebCT				
<b>Assessment methods</b>				
Essay and report writing, critical book and literature reviews, individual and group oral and poster presentations, exams (seen and unseen), extended research dissertation.				
<b>D. Other skills relevant to employability and personal development</b>				
<b>Students will be able to:</b>				
<b>D1</b> identify, collect and evaluate information from a variety of sources				
<b>D2</b> show analytical and critical thinking, and their appropriate application				
<b>D3</b> present and communicate ideas and arguments effectively, in oral and written form, using appropriate techniques				
<b>D4</b> work both independently and cooperatively, displaying skills such as self- and time management, negotiation and effective communication				
<b>Teaching and Learning Methods</b>				
Lectures, interactive seminars, group work, individual and group presentations, individual and group tutorials, independent and supervised study and research, dissertation training and supervision, IT and WebCT				
<b>Assessment methods</b>				
Essay and report writing, critical book and literature reviews, individual and group oral and poster presentations, exams (seen and unseen), extended research dissertation, formative assessment of the learning process and development through discussion and debate, group and other peer interactive work, individual and group tutorials, self reflection and PDP and feedback through tutor, peers and learners.				
<b>13. Programme Structures*</b>				<b>14. Awards and Credits*</b>
<b>Higher Level modules listed first</b>				
<b>Level</b>	<b>Module Code</b>	<b>Module Title</b>	<b>Credit rating</b>	
Level 6	PO3991	<b>Compulsory Modules:</b> Politics Dissertation OR	20	<b>BA Honours Degree in Politics and Philosophy</b> Requires 360 credits, including a minimum of 220 at Level 5 or above, and including 100 at Level 6
	PO3992	Politics Double Dissertation	40	
	PI3991	Philosophy Dissertation	20	
	IR3001	<b>Optional Modules:</b> Ethics, War and Society	20	
	PO3134	Continuity and Change in British Politics	20	
	RB3005	Political Islam and Islamic Movements	20	
	PO3312	Contemporary Anglo-American Political	20	
	PO3004	Philosophy	20	
	PI3021	Terrorism and Security	20	
	PI3025	Contemporary Ethical Theory	20	
	PI3006	Philosophy and Popular Culture	20	<b>BA Degree in Politics, Philosophy and Society</b> Requires 320 credits, including a minimum of 180 at Level 5 or above, and including 60 at Level 6
	PI3013	Culture	20	
	PI3004	Modern European Thought	20	
	SO3108	Philosophy of Language	20	
	CJ3007	Humanity, Values and the Environment	20	
	SO3004	Global Social Divisions	20	
	SO3110	Sex, Violence and Strategies	20	
	EC3002		20	

	EC3005 EC3007 EC3010 SW3802 SW3012 SW3723 SW3105	Sexy Bodies: Gender, Sexuality and the Body Sociology of Disability Philosophical Themes in Economics Economics of the Public Sector Economics of Trade, Aid and Development Economic Policy Critical Social Policy Racism and Social Welfare Social Theory and Contextual Analysis Disability Studies	20 20 20 20 20 20 20	
Level 5	PO2110 PI2214  IR2101 IR2102  PO2400 PI2211 PI2001 PI2005  SO2214 SO2002 SO2015 SO2103  EC2003  EC2007 EC2009  SW2803  SW2018 SW2041	<b>Compulsory Modules:</b> History of Political Ideas Foundations of Ethics  <b>Optional Modules:</b> Globalisation: History, Theory and Approaches Research Methods in International Relations and Politics Radical Political Ideas in Modern Britain Metaphysics and Epistemology Philosophy of Religion Phenomenology and Existentialism Contemporary Thinkers Sociology of Religion Innovative Research Sociology of Social Movements Methodology and Diversity in Economics Social Economics European Economic Development Power, Oppression and Society Race, Racism and Ethnicity Comparative Social Welfare  + Level 5 free choice elective (e.g. a language)	20 20  20 20  20 20 20 20  20 20 20 20  20 20 20 20  20 20 20 20	<b>Exit Award: Diploma of Higher Education in Politics, Philosophy and Society</b> Requires 240 credits including a minimum of 100 at Level 5
Level 4	PO1101 PI1117 SO1114	<b>Compulsory Modules:</b> Power, Politics and the State Reason and Argument Doing Social Research	20 20 20	<b>Exit Award: Certificate of Higher Education</b> awarded upon completion of a minimum of 120 credits of which a minimum must be at level 4.

	PO1109	<b>Optional Modules:</b>	20	
	IR1002	Global Politics	20	
	DF1113	International Security and Economics	20	
	PI1005	Communities, Cultures and Identities	20	
	PI1118	The Value of Knowledge: What is Education For?	20	
	PI1119	Knowledge and Freedom	20	
	SO1115	Problems in Contemporary Applied Ethics	20	
	SO1116	Youth, Identity and Difference	20	
	EC1010	Sociological Ways of Thinking	30	
	SW1801	Introduction to Economics (Prerequisite for any EC-coded modules in Years Two and Three.)	20	
	SW1804	Society in Focus: A Sociological Understanding	20	
	SW1805	Contextualising Welfare 1: The Development of Social Policy	20	
		Contextualising Welfare 2: Theories, Concepts and Issues		
		+ Level 4 free choice elective (e.g. a language)		

### 15. Personal Development Planning

PDP is embedded into the curriculum through a variety of reflective activities, such as: reflective portfolio work, peer interactive sessions, interactive discussions, tutorial appointments, formative assessment etc. (please see individual module descriptors for full details).

### 16. Admissions criteria

Programme Specifications include minimum entry requirements, including academic qualifications, together with appropriate experience and skills required for entry to study. These criteria may be expressed as a range rather than a specific grade. Amendments to entry requirements may have been made after these documents were published and you should consult the University's website for the most up to date information. Students will be informed of their personal minimum entry criteria in their offer letter.

The University's minimum standard entry requirement for degree-level study is a 12-unit profile, made up from one of the following:

- At least two A2 level subjects
- One A2 level subject plus one single award Advanced VCE
- One double or two single award(s) Advanced VCE

Other acceptable qualifications include:



Scottish Certificate of Education Higher Grade  
Irish Leaving Certificate Higher Grade  
International Baccalaureate  
BTEC National Certificate/Diploma  
Kite marked Access Course

Applications from individuals with non-standard qualifications or relevant work / life experience who can demonstrate the ability to cope with and benefit from degree-level studies are welcome. If you have not studied recently you may need to undertake a Foundation Entry programme first. For details of those offered by the University please contact Enquiry Management on 01772 892400

Accreditation for Prior Learning

The University of Central Lancashire also offers APL (accreditation of prior certificated learning) and APEL (accreditation of prior non-certificated experiential learning) in support of its Mission Statement. Further details of the process of APL/APEL and the criteria used to assess portfolios are available from the Politics course leader. A basic University-wide policy is that the maximum level for any APL/APEL claim is two-thirds of the target award.

**Specific entry requirements for this course are:**

*The minimum level of attainment required for entry to the start of standard courses leading to awards at first degree level is expressed in terms of UCAS Tariff Points.*

*Please check the course website for the most up-to-date tariff requirements.*

**17. Key sources of information about the programme**

- **University Prospectus**
- **Course Handbook**
- **University Website:** <http://www.uclan.ac.uk>

**School of Education & Social Science Website:**

<http://www.uclan.ac.uk/schools/humanities-social-sciences/index.php>

**Tel. 01772 893090**







SW1804	Contextualising Welfare 1: The Development of Social Policy	O	X	X	X	X			X	X	X		X	X	X	X	X	X
SW1805	Contextualising Welfare 2: Theories, Concepts and Issues	O	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X

**Note:** Mapping to other external frameworks, e.g. professional/statutory bodies, will be included within Student Course Handbooks

## 19. LEARNING OUTCOMES FOR EXIT AWARDS:

For **each exit award available**, list learning outcomes relating to the knowledge and understanding, subject specific skills, thinking, other skills relevant to employability and personal development that a typical student might be expected to gain as a result of successfully completing each level of a course of study.

For example, for a standard BA/BSc (Hons) award the exit award learning outcomes for CertHE (Level 4) and DipHE (Level 5), BA/BSc (Level 6) should be included; for a postgraduate Masters, this would normally be PGDip and PGCert.

### **Learning outcomes for the award of: CertHE (Level 4)**

A1 knowledge and understanding of key themes and developments of the disciplines and main sub-disciplines of the academic subjects of Politics, Philosophy and the social sciences – including political philosophy, ethics, epistemology, metaphysics, political theory, international relations, global politics, economics, sociology, social policy and government and institutions

A2 a critical and philosophically informed understanding of political ideas, institutions and decision-making processes

A3 awareness and understanding of how a range of contextual factors (historical, economic, social) shape political trends and key political debates

A4 critical appreciation of a range of primary and secondary sources relating to philosophical, political, sociological, social and economic study and analysis

B1 a capacity to analyse, evaluate and critically assess political, philosophical and social-scientific concepts and theories, via study of the ideas and arguments of major thinkers, encountered in their own writings

B4 Ability to communicate effectively both orally and in writing, locate and use electronic and print based materials related to the relevant academic disciplines

C1 skills of analytical and critical thinking in relation to the key themes, issues and developments of the core strands of the syllabus

C3 independent learning and research skills and the ability to identify, organise and evaluate relevant primary and secondary source materials

D1 identify, collect and evaluate information from a variety of sources

D2 show analytical and critical thinking, and their appropriate application

D3 present and communicate ideas and arguments effectively, in oral and written form, using appropriate techniques

D4 work both independently and cooperatively, displaying skills such as self- and time management, negotiation and effective communication

### **Learning outcomes for the award of: DipHE (Level 5)**

A1 knowledge and understanding of key themes and developments of the disciplines and main sub-disciplines of the academic subjects of Politics, Philosophy and the social sciences – including political philosophy, ethics, epistemology, metaphysics, political theory, international relations, global politics, economics, sociology, social policy and government and institutions

A2 a critical and philosophically informed understanding of political ideas, institutions and decision-making processes

A3 awareness and understanding of how a range of contextual factors (historical, economic, social) shape political trends and key political debates

A4 critical appreciation of a range of primary and secondary sources relating to philosophical, political, sociological, social and economic study and analysis

B1 a capacity to analyse, evaluate and critically assess political, philosophical and social-scientific concepts and theories, via study of the ideas and arguments of major thinkers, encountered in their own writings

B3 Ability to devise a research project involving independent study, the location of appropriate sources and the analysis of relevant material relating to the academic study of politics and/or philosophy or relevant social sciences.

B4 Ability to communicate effectively both orally and in writing, locate and use electronic and print based materials related to the relevant academic disciplines

C1 skills of analytical and critical thinking in relation to the key themes, issues and developments of the core strands of the syllabus

C2 an ability to critically engage with relevant wider literature, conceptual and theoretical issues and central debates and perspectives of philosophical, political and/or social-scientific analysis

C3 independent learning and research skills and the ability to identify, organise and evaluate relevant primary and secondary source materials

D1 identify, collect and evaluate information from a variety of sources

D2 show analytical and critical thinking, and their appropriate application

D3 present and communicate ideas and arguments effectively, in oral and written form, using appropriate techniques

D4 work both independently and cooperatively, displaying skills such as self- and time management, negotiation and effective communication

### **Learning outcomes for the award of: BA (Level 6)**

A1 knowledge and understanding of key themes and developments of the disciplines and main sub-disciplines of the academic subjects of Politics, Philosophy and the social sciences – including political philosophy, ethics, epistemology, metaphysics, political theory, international relations, global politics, economics, sociology, social policy and government and institutions

A2 a critical and philosophically informed understanding of political ideas, institutions and decision-making processes

A3 awareness and understanding of how a range of contextual factors (historical, economic, social) shape political trends and key political debates

A4 critical appreciation of a range of primary and secondary sources relating to philosophical, political, sociological, social and economic study and analysis

B1 a capacity to analyse, evaluate and critically assess political, philosophical and social-scientific concepts and theories, via study of the ideas and arguments of major thinkers, encountered in their own writings

- B2** the ability to recognise methodological errors, rhetorical devices, unexamined conventional wisdom, vagueness and unnoticed assumptions
- B3** Ability to devise a research project involving independent study, the location of appropriate sources and the analysis of relevant material relating to the academic study of politics and/or philosophy or relevant social sciences.
- B4** Ability to communicate effectively both orally and in writing, locate and use electronic and print based materials related to the relevant academic disciplines
- C1** skills of analytical and critical thinking in relation to the key themes, issues and developments of the core strands of the syllabus
- C2** an ability to critically engage with relevant wider literature, conceptual and theoretical issues and central debates and perspectives of philosophical, political and/or social-scientific analysis
- C3** independent learning and research skills and the ability to identify, organise and evaluate relevant primary and secondary source materials
- D1** identify, collect and evaluate information from a variety of sources
- D2** show analytical and critical thinking, and their appropriate application
- D3** present and communicate ideas and arguments effectively, in oral and written form, using appropriate techniques
- D4** work both independently and cooperatively, displaying skills such as self- and time management, negotiation and effective communication