



Module Specification

Philosophy and Ethics of Innovation

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Part 1: Information

Module title: Philosophy and Ethics of Innovation

Module code: UZRYFG-15-2

Level: Level 5

For implementation from: 2022-23

UWE credit rating: 15

ECTS credit rating: 7.5

Faculty: Faculty of Health & Applied Sciences

Department: HAS Dept of Social Sciences

Partner institutions: None

Delivery locations: Frenchay Campus

Field: Philosophy

Module type: Standard

Pre-requisites: None

Excluded combinations: None

Co-requisites: None

Continuing professional development: No

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: The module shows how scientific and technological innovation is transforming the socio-technical environments that we call society, and studies the conditions under which this innovation can be managed in a trustworthy and responsible way.

Features: Not applicable

Educational aims: The aims of this module are to:

Explore innovation in its different forms (e.g. scientific, technological, digital, etc.), and discuss its philosophical and ethical implications.

Clarify how specific innovative technologies are transforming the social-technical environments that we call society.

Investigate the intertwining and interdependencies between humans, their environments and artifice.

Study the prerequisites for and potential benefits of a responsible approach to technological innovation.

Outline syllabus: The module will typically cover the following topics:

Issues in science and technology studies (e.g., Artificial Intelligence (AI), network ontology, digital transformation, information and communication technologies).

Specific debates in applied ethics (e.g., data ethics, distributed morality, infraethics, bioethics, business ethics).

Grounds for responsible innovation (e.g., gender equality, research governance, open access, public engagement, science education).

In doing so, the module will provide students with a conceptual toolkit that will allow them to discuss and critically assess the philosophical and ethical implications of contemporary innovation, as well as to understand its collective and societal impact (both risks and benefits).

Part 3: Teaching and learning methods

Teaching and learning methods: The module will employ a combination of lectures, seminars, and workshops. Our pedagogy is interactive, discussion-based, and student-facing. Students are an active part of the learning process, and will be asked to contribute ideas, questions, and critical standpoints. The learning environment is designed to promote peer-to-peer support and exchange.

While teaching and learning will be predominantly classroom based, appropriate use will be made of online resources and learning environments.

The content of the module would be appropriate for the use of live briefs.

Module Learning outcomes: On successful completion of this module students will achieve the following learning outcomes.

MO1 Analyse and discuss specialistic debates in philosophy in relation to technology and applied ethics.

MO2 Critically assess the philosophical and ethical implications of contemporary innovation.

MO3 Situate and critically engage with arguments in broader interdisciplinary debates concerning digital futures.

Hours to be allocated: 150

Contact hours:

Independent study/self-guided study = 114 hours

Face-to-face learning = 36 hours

Total = 150

Reading list: The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://rl.talis.com/3/uwe/lists/3A3A69FD-69BF-E3A4-9206-9432BD1364A8.html?lang=en-US&login=1) via the following link <https://rl.talis.com/3/uwe/lists/3A3A69FD-69BF-E3A4-9206-9432BD1364A8.html?lang=en-US&login=1>

Part 4: Assessment

Assessment strategy: Assessment for this module is as follows:

Component A: a 2000-word written assignment (60%), e.g., essay, review article, policy report.

Rationale: the written assignment will allow students to elaborate complex arguments about specific research questions, which will have to be agreed in advance with the teaching team.

Component B: a portfolio (40%), which will typically include in-class presentations and weekly tasks.

Rationale: in-class presentations will allow students to work out their ideas and collect feedback from the lecturer as well as from their peers. Weekly tasks (e.g. discussion boards) will help maintain a high student engagement throughout the course.

The various components of the portfolio will be interlinked in order to avoid over-assessment. For instance, in-class presentations will be conducive to the completion of written assignments.

In the resit, the components of the portfolio will vary in order to compensate for the lack of weekly contact hours. For instance, in-class presentations will be substituted by pre-recorded oral presentations, and the weekly tasks by online blog posts.

Formative assessment will be undertaken within lectorial and seminar/workshop sessions.

Assessment components:

Written Assignment - Component A (First Sit)

Description: A 2000-word written assignment (60%), e.g., essay, review article, policy report.

Weighting: 60 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3

Portfolio - Component B (First Sit)

Description: A portfolio (40%), which will typically include in-class presentations and weekly tasks.

Weighting: 40 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3

Portfolio - Component B (Resit)

Description: A portfolio (40%), which will typically include pre-recorded presentations and blog entries.

Weighting: 40 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3

Written Assignment - Component A (Resit)

Description: A 2000-word written assignment (60%), e.g., essay, review article, policy report.

Weighting: 60 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3

Part 5: Contributes towards

This module contributes towards the following programmes of study: