Module Specification

Ways of Knowing

Version: 2026-27, v2.0, 11 Apr 2025

Contents

Part 1: Information

Module title: Ways of Knowing

Module code: UZRYFD-30-1

Level: Level 4

For implementation from: 2026-27

UWE credit rating: 30

ECTS credit rating: 15

College: College of Health, Science & Society

School: CHSS School of Social Sciences

Partner institutions: None

Field: Philosophy

Module type: Module

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 provides an introduction to the key skills required for the assessment and construction of philosophical arguments, and therefore provides students with a set of core skills they will build on throughout the programme. The module also gives students a critical introduction to various philosophical theories of knowledge.

Features: Not applicable

Educational aims: The aims of this module are to:

Introduce students to the key terms, concepts, and practice of philosophical arguments and theories of knowledge.

Allow students to gain a good working knowledge of these skills and theories and through various forms of assessment will use them in practice.

Provide essential training in the use and application of philosophical skills that students will build on throughout the rest of the programme.

Outline syllabus: The module develops central tools and techniques students need to make and assess arguments, and therefore is likely to address topics such as: informal logic (and could cover formal logic); argument forms; fallacies; concepts of validity and soundness; assessing and marking arguments; central debates and theories in epistemology.

The module will typically also include some content from non-Western Philosophical traditions, and could include a critical assessment of Western theories of knowledge.

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.

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

MO1 Demonstrate an ability to utilise established techniques of critical analysis, argument, and enquiry.

MO2 Deploy critical thinking to reflect on and assess aspects of own beliefs and assumptions.

MO3 Communicate using structured and coherent arguments.

MO4 Begin to formulate own critical responses to fundamental problems in epistemology, relating to the origins of knowledge, its limits, and possible degrees of certainty.

Hours to be allocated: 300

Contact hours:

Independent study/self-guided study = 228 hours

Face-to-face learning = 72 hours

Reading list: The reading list for this module can be accessed at readinglists.uwe.ac.uk via the following link https://rl.talis.com/3/uwe/lists/462ED477-6C2F-C8DC-168D-1C1754C887AA.html

Part 4: Assessment

Assessment strategy: Summative Assessment:

Assessment Task 1: Portfolio which will typically consist of a series of small tasks handed in throughout the module, one of which will typically be a reflective piece (which could include argument analyses; logic tests; reflection on learning style; reflection on argument; workshop participation; etc.).

The portfolio will typically include at least one task which is linked to an Academic Personal Tutor (APT) meeting (such as a skills reflection), and the development of an essay plan.

Rationale: the portfolio allows for flexibility in assessment depending on the specific

module content, and enables the different skills developed in the module to be evidenced in different ways. For example, content such as informal and formal logic, identifying fallacies etc. is best done through short tasks, and having these tasks handed in throughout the module means that students can gain feedback on their performance as they progress through the module. The inclusion of reflective tasks, one of which will be linked to a meeting with the students' APT, gives students the opportunity to begin to reflect on their skills and professional development, and provides a crucial point of contact with the APT in the first term of the programme. The portfolio gives students the opportunity to put a range of critical skills developed in the module into practice.

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

Assessment tasks:

Portfolio (First Sit)

Description: A series of small tasks handed in throughout the module.

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

Portfolio (Resit)

Description: A series of small tasks handed in throughout the module.

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Philosophy {Foundation}[Frenchay] BA (Hons) 2025-26

Philosophy {Foundation}[Frenchay] BA (Hons) 2025-26

Philosophy [Frenchay] BA (Hons) 2026-27

Philosophy [Frenchay] BA (Hons) 2026-27

Philosophy {Foundation}[Frenchay] BA (Hons) 2025-26

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