



**ACADEMIC SERVICES**

**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	Applied Ethics				
Module Code	UZRRVY-15-2	Level	2	Version	1
UWE Credit Rating	15	ECTS Credit Rating	7.5	WBL module?	No
Owning Faculty	Health and Applied Sciences	Field	Philosophy		
Department	Health and Social Sciences	Module Type	Standard		
Contributes towards	Awards up to BA (Hons) Philosophy				
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	None	
Valid From	September 2015		Valid to	September 2015	

<b>CAP Approval Date</b>	03/02/2015
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> <li>1. Demonstrate a good knowledge of debates in applied ethics and identify the philosophical concepts involved them (assessed at all assessment points).</li> <li>2. Understand how different ethical theories are applied in the discussion of contemporary ethical dilemmas (assessed at all assessment points).</li> <li>3. Analyse the ethical implications of modern technology (assessed by component B)</li> <li>4. Demonstrate skills appropriate to level 2 in reconstructing and assessing philosophical arguments (assessed at all assessment points).</li> <li>5. Demonstrate the development of transferable skills in the presentation and analysis of arguments (assessed at all assessment points).</li> </ol>
Syllabus Outline	<ul style="list-style-type: none"> <li>• The module will draw out the philosophical questions and concepts involved in the discussion of applied ethical topics.</li> <li>• The module will consider how new technologies, such as developments in fertility treatment or drone technology, raise new ethical dilemmas.</li> <li>• The module will consider both how traditional ethical theories are applied to contemporary ethical dilemmas, and how the latter may demonstrate the limits of existing theory.</li> <li>• The module will introduce students to a range of key texts in applied ethics, allowing them to assess debates between different thinkers on a range topics.</li> </ul>

	<p>These topics may vary between years but may include animal rights, the ethics of war, surrogacy, assisted suicide, freedom of speech, global inequality, or the ethics of war.</p>																									
<p>Contact Hours</p>	<ul style="list-style-type: none"> <li>• 36 Hours contact time <ul style="list-style-type: none"> <li>○ 12 hours of lectures (1 hour per week)</li> <li>○ 12 hours of seminars (1 hour per week)</li> <li>○ 12 hours spent on virtual learning environment sessions, or essay supervision and revision sessions</li> </ul> </li> </ul>																									
<p>Teaching and Learning Methods</p>	<p>Teaching will be primarily via weekly lectures and seminars. Lectures will be used to introduce key philosophical texts in applied ethical theory. Seminars will be used to examine texts closely and discuss the arguments they contain and explore case studies. Seminars will allow students to develop their own arguments and critical skills. Preparation for seminars and assessments will be supported by virtual learning environment sessions, or essay supervision and revision sessions made available to the students.</p> <p>Students will be expected to prepare for lectures and seminars by doing the essential reading. They will also be expected to do further reading on their chosen topics to prepare for both assessment components, plan time for writing their essay for component B and revise for component A. They will be encouraged to prepare an essay plan for discussion for component B.</p> <p><b>Scheduled learning</b> includes lectures and seminars.</p> <p><b>Independent learning</b> includes hours engaged with essential reading, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below.</p>																									
<p>Key Information Sets Information</p>	<p>Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.</p> <table border="1" data-bbox="443 1395 1385 1738"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> <tr> <td colspan="5">Number of credits for this module</td> </tr> </thead> <tbody> <tr> <td colspan="4"></td> <td style="text-align: center;">15</td> </tr> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> <tr> <td style="text-align: center;">150</td> <td style="text-align: center;">36</td> <td style="text-align: center;">114</td> <td style="text-align: center;">0</td> <td style="text-align: center;">150</td> </tr> </tbody> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p><b>Written Exam:</b> Unseen written exam, open book written exam, In-class test  <b>Coursework:</b> Written assignment or essay, report, dissertation, portfolio, project  <b>Practical Exam:</b> Oral Assessment and/or presentation, practical skills assessment, practical exam</p> <p>Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section</p>	Key Information Set - Module data					Number of credits for this module									15	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	150	36	114	0	150
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Reading Strategy	All essential reading will either be included in one recommended course reader (available in the library and to purchase at an affordable price) or will be provided electronically, or as printed study packs. Students will be encouraged to read widely using the library catalogue, a variety of bibliographic and full text databases, and Internet resources. A comprehensive reading list will be provided with the course outline and will also be available through Blackboard. Key texts will be ordered for the library and will be put on short loan.																								
Indicative Reading List	<p>The list below is indicative only and provided for the benefit of validation panels. The recommended text list will evolve with time.</p> <p>LaFollette, H. (2007), <i>Ethics in Practice, Third Edition</i>. Oxford: Blackwell, 2007.</p> <p>Hope, T. (2004) <i>Medical Ethics: A Very Short Introduction</i>. Oxford: Oxford University Press.</p> <p>Singer, P. (1991) <i>A Companion to Ethics</i>. Oxford: Blackwell.</p> <p>Singer, P. (2011) <i>Practical Ethics, Third Edition</i>. New York: Cambridge University Press.</p>																								

<b>Part 3: Assessment</b>	
Assessment Strategy	<p>Assessment will be weighted equally between the coursework and exam.</p> <p>The essay will give students the opportunity to provide an in depth analysis of a chosen topic, supported by a range of reading. Students will be provided with a range of suggested essay questions, designed to invite critical engagement with the topic, but may be allowed to provide their own question engaging with course material, if they seek approval in advance. In their essays students will be expected to read beyond the essential seminar reading and demonstrate knowledge of a range of viewpoints as well as presenting their own sustained argument. Students will be encouraged to select their topic well in advance of the deadline and discuss their proposed reading list with their seminar leader. They will be encouraged to submit an essay plan for review and discussion to ensure both appropriate content and structure for a level two, philosophy essay.</p> <p>In the exam (unseen, 1.5 hours) students will be required to answer two questions allowing students to demonstrate their knowledge of a wider range of topics, and related theories. The exam offers a chance for them to focus on their skills in critical analysis and argument presentation. They will be offered between five and ten questions to choose from. Seminars will include an opportunity to discuss how to approach example questions within the time frame of the exam. Revision sessions will allow students to ask questions on their chosen revision topics and go over key course material.</p> <p>Learning outcomes 1,2, 4 and 5 will be assessed in both the exam and essay. Learning outcome 3 will be assessed in the essay.</p>

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Identify final assessment component and element		
% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
	<b>50%</b>	<b>50%</b>
<b>First Sit</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1. Unseen Exam (1.5 Hours)	100%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1. Essay (2000 words)	100%	

<b>Resit (further attendance at taught classes is not required)</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1. Unseen Exam (1.5 Hours)	100%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1. Essay (2000 words)	100%	
<p>If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.</p>		