Course Handbook

PHILOSOPHY AND MENTAL HEALTH

POSTGRADUATE CERTIFICATE PHILOSOPHY AND MENTAL HEALTH
POSTGRADUATE DIPLOMA PHILOSOPHY AND MENTAL HEALTH
MA PHILOSOPHY AND MENTAL HEALTH

ACADEMIC YEAR 2017-2018

Dr Gloria Ayob
Professor Tim Thornton

School of Nursing
College of Health and Wellbeing
Please read this Handbook in conjunction with the University's Student Handbook.

All course materials, including lecture notes and other additional materials related to your course and provided to you, whether electronically or in hard copy, as part of your study, are the property of (or licensed to) UCLan and MUST not be distributed, sold, published, made available to others or copied other than for your personal study use unless you have gained written permission to do so from the Dean of School. This applies to the materials in their entirety and to any part of the materials.
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1. **Welcome to the course**

Welcome to the MA/PGDip/PGCert Philosophy and Mental Health. We hope you find your learning experience on this programme challenging and rewarding. The programme aims to provide you with the opportunity to critically explore the notion of mental health and wellbeing and to reflect upon key assumptions made about mental health, both in everyday life as well as in the medical context.

This handbook contains important information for all students on the postgraduate programme of courses in Philosophy and Mental Health. Please read it carefully in conjunction with the Student's Guide to University Regulations available at:

[http://www.uclan.ac.uk/aqusu/academic_regulations.php](http://www.uclan.ac.uk/aqusu/academic_regulations.php)

Other news and information may be found on the course Blackboard website.

From time to time, members of the course team and even fellow students will email to keep you informed of, and updated on, developments in the area of philosophy of mental health, conferences and publications that may be of interest.

If you are unsure about anything relating to your course, please consult the course tutors: Gloria Ayob and Tim Thornton (contact details are provided in Section 1.2 below).

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

**Programme Aims**

- To provide post graduate level education and training in conceptual issues at the heart of mental health care.
- To explore a range of conceptual problems / issues / and questions that lie at the heart of mental health care.
- To develop analytical and philosophical skills suitable for the application to mental health care.
- To enable students to reflect on ways to improve practice through a better understanding of its conceptual foundations and be able critically to assess models of clinical practice.
- To facilitate students in the synthesis of advanced and critical insights in the philosophy of mental health into a sustained and substantial research-driven piece of scholarship.

The MA in Philosophy and Mental Health is part of a newly developing interdisciplinary field looking at conceptual and evaluative aspects of mental health care. More so than any other area of healthcare, mental health raises conceptual as well as empirical difficulties. The role of values in diagnosis, the validity or objectivity of taxonomy, the central relationship of mind and brain are all key issues underpinning healthcare calling for conceptual as well as empirical clarification. The Programme critically examines the assumptions that drive the agenda in mental health care. It aims to foster analytic and argumentative skills in its students for them to have a better understanding of practice and, in some cases, to carry out further and original research in this newly developing field. Especially because this is a developing field there is a real chance that very good student work might be published in the key journal *Philosophy, Psychiatry and Psychology* and thus eventually be incorporated in future revisions of the course textbook the *Oxford Textbook of Philosophy and Psychiatry*. 
Students will be drawn from all aspects of mental health care: psychiatrists, mental health nurses, social workers and service users. Students with a philosophy or psychology background will also be welcome.

1.2 Course Team

The Course Leaders are Tim Thornton, Professor of Philosophy and Mental Health and Dr Gloria Ayob, Senior Lecturer in Philosophy and Mental Health. They are also the Module Tutors for all of the philosophy and mental health modules and thus responsible for all academic aspects of the programme.

Contact details for the course team are as follows:

Dr. Gloria Ayob
Email address: GLAyob@uclan.ac.uk
Telephone number: +44(0)1772 892770

Professor Tim Thornton
Email address: TThornton1@uclan.ac.uk
Telephone number: +44(0)1772 895412

1.3 Expertise of staff

Both members of the teaching team have research interests in the conceptual issues at the heart of mental health care. Tim Thornton is Senior Editor of the journal *Philosophy, Psychiatry, Psychology*. He has published on clinical judgement, idiographic and narrative understanding, the recovery model and understanding psychopathology, among other things. He is author of Essential Philosophy of Psychiatry (OUP 2007), John McDowell (Acumen 2004), Wittgenstein on Language and Thought (EUP 1998) and co-author of the Oxford Textbook of Philosophy and Psychiatry (OUP 2006) and Tacit Knowledge (Acumen 2013). Gloria Ayob obtained her doctorate in philosophy from the University of Warwick in 2007, and has recently published papers on the topic of agency in personality disorders. She has research and teaching interests in the nature of a range of disordered mental states, including beliefs, intentions, and emotions.

1.4 Academic Advisor

The two course leaders Tim Thornton and Gloria Ayob act as Personal Tutors during to discuss progress and offer academic advice and/or support. You may contact your Personal Tutor at any time if you wish to discuss matters relating to your progress on the course.

The Student Affairs Service offers a number of services to students including counselling and international student advisers. As a student of the university you are entitled to make use of all student services and other facilities.

For further information see

http://www.uclan.ac.uk/study_here/student_support.php
If you need to visit the campus, public car parking facilities are available and are clearly signposted. When visiting the University Library on the Main Campus, you will find that car parking there is also restricted to permit holders only and clamping is in operation 24 hours a day. You are advised to use public transport where possible but, if you use your car, you should use one of the many public car parks, which are within easy walking distance of the University buildings.

1.5 Administration details

Campus Admin Services provides academic administration support for students and staff and are located in hubs which 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. The hub for our programme is based in Brook Building

Brook Building
Telephone: +44 (0)1772 891992 or 891993
Email: brookhub@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.

Because this is a distance learning programme, communication by electronic means—on Blackboard and by email—is integral to course delivery. It is important to sustain a high level of personal engagement with the course throughout the term, and to help achieve this, regular participation on Blackboard is absolutely indispensable. We encourage you to raise questions pertaining to the course on Blackboard so as to allow for an open discussion with your peers. If you have any specific queries that you would prefer to write in an email, however, we will endeavour to respond to your email promptly.

Some students have also found it helpful to communicate by telephone, and we welcome this. We always look forward to meeting students. If you live in, or are passing through, the northwest of England, do let us know and we look forward to arranging a meeting.

If you are unsure about anything relating to your course, please consult the course Tutors: Gloria Ayob and Tim Thornton. Members of the course team will be pleased to hear your comments on any aspect of the course. There will be regular formal opportunities for student feedback (see Quality Management below) but please feel free to use informal channels so that any problems can be dealt with promptly.
1.7 External Examiner

The University has appointed an External Examiner to your course who helps to ensure that the standards of your course 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.

Our External Examiner is Dr. Euan Hails, Clinical Lead for Psychosis & Recovery at Hywel Dda University Health Board, Wales. We will post his External Examiner reports on the course site on Blackboard, which will be clearly marked.

2. Structure of the course

2.1 Overall structure

There are three awards in the postgraduate programme:

- Post Graduate Certificate Philosophy and Mental Health
- Post Graduate Diploma Philosophy and Mental Health
- MA Philosophy and Mental Health

All of these awards have common modules and study undertaken at one level builds directly on study undertaken at the previous level.

Three modules are required for the Postgraduate Certificate award. Six modules are required for the Postgraduate Diploma award. Six modules and the dissertation are required for the MA award, as expressed in the layout of module components for each award shown below. The module Core Concepts in Philosophy and Mental Health is compulsory for the Certificate but the other two modules can be selected from the remaining list of 5 by students. Students aiming to graduate with the MA must take all the modules.

2.2 Modules available

The full programme consists of the following modules:

<table>
<thead>
<tr>
<th>Level</th>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>NU4077</td>
<td>Core concepts in philosophy and mental health</td>
</tr>
<tr>
<td>7</td>
<td>EZ4007</td>
<td>A philosophical history of psychopathology</td>
</tr>
<tr>
<td>7</td>
<td>EZ4008</td>
<td>The philosophy of science and mental health</td>
</tr>
<tr>
<td>7</td>
<td>EZ4009</td>
<td>Values, ethics and mental health</td>
</tr>
</tbody>
</table>
2.3 Course requirements

Students wishing to graduate with a PG Certificate in Philosophy and Mental Health will need to successfully complete three taught modules. Students wishing to graduate with a PG Diploma in Philosophy and Mental Health will need to successfully complete six taught modules (thus: all modules apart from EZ4030, which is a research-based module). Students wishing to graduate with an MA Philosophy and Mental Health will need to successfully complete all of the modules above. The only compulsory module on the programme is NU4077 Core Concepts in Philosophy and Mental Health.

During the application process, international students will be asked for proof of English language proficiency. At postgraduate level, the University requires an IELTS score of 6.5 (with no component score lower than 6.0), or equivalent. For further information, please refer to the following document:
http://www.uclan.ac.uk/international/assets/EFL_requirements.docx

2.3 Progression Information

Discussions about your progression through the course normally take place in July each year. It is an opportunity for you to make plans for your study over the next academic year: whether to graduate with either a PG Certificate or PG Diploma (if one has passed three or six modules) or to continue to the next year.

2.4 Study Time

2.4.1 Weekly timetable
This is a distance-learning programme that is delivered entirely through Blackboard, our e-learning software (www.uclan.ac.uk/elearn). As such, there are no formally scheduled hours. However, students are expected to log on to Blackboard at least twice a week to access learning material and to participate in online seminar discussions. For further details about this, please continue reading this section.

2.4.2 Expected hours of study
The normal amount of work involved in achieving a successful outcome to your studies is to study for 10 hours per each credit you need to achieve – this includes participation in online seminars on Blackboard and time spent in private study.
2.4.3 Attendance Requirements

There are no timetabled learning activities on this programme. However, regular participation on Blackboard is essential, and we strongly recommend that you log on to the discussion area on Blackboard at least twice a week.

If you have not gained the required authorisation for leave of absence, do not respond to communications from the University and if you 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 contact made either on Blackboard or through email correspondence.

Notification of illness or exceptional requests for leave of absence must be made to members of the course team (Gloria Ayob/Tim Thornton).

3. Approaches to teaching and learning

Although the subject matter of this programme is mental health, the approach taken to exploring this topic is primarily philosophical. Very broadly, this means that we will be engaged in reflecting upon key concepts and assumptions that shape our thinking about mental health, and we will do this by means of argumentation. There will be opportunities to consider how empirical methods of enquiry relate to the method of argument that we will use in this programme. However, both the tutorial support and the research expertise of the tutors on this course strongly reflect the core philosophical technique of analysis and argumentation.

3.1 Learning and teaching methods

The teaching programme is based on specially written distance learning teaching material which is now published as the new Oxford Textbook of Philosophy and Psychiatry (OUP 2006) co-authored by a member of the course team. The sections of that book correspond to modules within the programme.

The teaching material consists in structured readings and exercises contained within the textbook. This will be regularly supplemented by journal articles and book chapters. Students work through the readings set in their own time but to an overall schedule. Students are expected to devote about 12 hours per week to their studies but this can vary to fit students’ lifestyles and the changing demands of reading, researching and essay writing.

Tutorial supervision is provided through asynchronous threaded discussion: virtual seminars running on the University’s e-learning software Blackboard. Every student is expected to contribute to discussion prompted by questions raised by members of the course team although the discussion is not formally assessed. It is an opportunity for a dry run of ideas about the conceptual foundations of mental health care for development into written assessments.

As described below, each PMH module is assessed by a written essay. Titles are agreed with members of the course team who provide feedback on plans, abstracts and draft sections of essay. Feedback on a short unassessed essay forms a dry run for the first assessment which can be, but does not have to be, used as the basis for the first assessed essay.
Course Delivery

The full Masters programme is offered for part-time distance learning study over three years. Tutorial support is provided through discussion on Blackboard, our e-learning software (www.uclan.ac.uk/elearn). Typically, students work through the modules in the order listed in section 2.2, taking the first three modules (one per term) in the first year and submitting essays for the deadlines in mid January, mid April and mid July respectively. If successful, you can either choose to graduate with a PG Certificate and leave the programme or else progress to the second year when you will undertake study for the next three modules. If successful, you can again choose to graduate with a PG Diploma or progress onto the Masters level of the programme by writing a dissertation (worth three modules) in the third year.

Subject to the timetabling constraint mentioned above, it is also possible to complete the full masters programme in less than the full normal three years by, for example, completing the dissertation whilst simultaneously taking other modules.

3.2 Study skills

Philosophical analysis and argument is a skill which has to be developed through practice by discussing and writing. This skill will thus be taught through seminar discussion on Blackboard and by email with course tutors. All students are asked to submit a draft essay before the first assessed essay for detailed formative feedback. See also the advice on essay writing in Section 8.2 below.

The University also provides the following service to support students:

WISER http://www.uclan.ac.uk/students/study/wiser/index.php

3.3 Learning resources

3.3.1 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.

3.3.2 Electronic Resources

LIS provide access to a huge range of electronic resources – e-journals and databases, e-books, images and texts. In addition to the Textbook, journal articles and book chapters will be regularly posted on Blackboard, in our Discussion Threads. Seminar discussions will be informed by these resources.
3.4 Personal development planning

Self-managed personal development lies at the heart of the Philosophy and Mental Health Programme. Many students will be professionally qualified (or be ‘experts by experience’) taking courses for personal and professional development. Although supported by very substantial teaching material and experienced course tutors, assessment is by written essay on a subject of each student’s choosing and students will be supported in the independent work required.

3.5 Preparing for your career

Your University experience is not only about achieving your chosen award, it is also about developing as a person and realising your potential. We want you to gain the skills and attitudes that will help you to achieve your goals and aspirations.

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.

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. More information about this service can be found at: https://www.uclan.ac.uk/students/careers/

4. Student Support

Your Personal Tutors (Gloria Ayob and Tim Thornton) will serve as your first point-of-contact for support on the course.

4.1 Academic Advisors

Gloria and Tim are also the primary academic advisors on this programme. Communication through email and by Blackboard will serve as the main platform for academic advice, but should you feel you need further support, we can arrange to speak to you on the telephone or through Skype.

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 - 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.
Assessment arrangements for students with a disability

Arrangements are 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 or 01772 892593.

The Disability Advisory Service web address is: https://www.uclan.ac.uk/students/health/disability_services.php

4.3 Students’ Union One Stop Shop

The Students’ Union is the representative body for all UCLan students. The organisation exists separately from the University and is led by the elected officers of the Student Affairs Committee (SAC) as well as representatives on the Students’ Council. The Students’ Union building is located at the heart of the Preston campus, and is the hub for all student activities.

Representation and campaigning for students’ rights is at the core of what we do and is encompassed by our tag line of, Making Life Better for Students. Should you wish to make a change to any aspect of your student experience, whether it be academically related or not, then the Union is where your voice can be heard, actions taken, or campaigns launched.

Your Union is also the home to a fantastic range of student-led societies, sports teams and multitudes of volunteering opportunities. You can also receive help in finding part-time work, whilst you study. Not sure where to go pop into the Opportunities Centre on the ground floor of the Students’ Union building and someone will point you in the right direction.

We hope your time at University is trouble free, but should you come into difficulties around anything from academic appeals, to issues with housing, benefits or debt, then our dedicated staff team in the Advice and Representation Centre are on hand to help. As we are independently run from the university, we can offer truly impartial advice.

More information on all these things, as well as details about all our (not-for-profit) commercial services, including our student supermarket (Essentials) and student-bar (Source) can be found at http://www.uclansu.co.uk/.

A special note for distance learners

You are one of the thousands of students who are not studying on the main UCLan campus in Preston, the Students Union is still your union. Please check http://www.uclansu.co.uk/ for full details on activities and opportunities organised by the Students Union.

5. Assessment

Please note that all modules will be formally 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.
5.1 Assessment Strategy

Each module – aside from the Introduction to Postgraduate Philosophy Based Research module - is assessed by a 5,000 word essay. The aim of the Programme is to develop critical and analytic skills and these are best measured in a piece of sustained argument and analysis. Formative assessment, however, is provided for a first short 2,000 word practice essay which can then be developed into the first longer essay.

There are no set titles for module essays. The aim is to develop students’ interests and to provide an opportunity to advance the subject area. There is a real chance that best student essays will be of publishable quality. But each essay must be relevant to the subject area of each different module.

The Introduction to Postgraduate Philosophy Based Research is assessed by two shorter pieces of work, and a research proposal.

The dissertation is assessed by a substantial piece of written work of 8,000 - 10,000 words.

A note on the banded marking system

The University employs a banded marking system, according to which assessments can only be awarded one of the following grades:

96, 89, 81, 74, 68, 65, 62, 58, 55, 52, 48, 45, 42, 35, 30, 25, 10

At postgraduate level, the pass mark is set at 50% and the classification of assignments are as follows:

Pass: 50% - 59%

Merit: 60% - 69%

Distinction: 70% -100%

5.2 Notification of assignments and examination arrangements

There are three terms per academic year on this programme. With the exception of two modules (EZ4014 and EZ4030), there is a single assignment consisting of a 5 000 word essay for each module. This assignment is to be submitted at the end of each term, which is typically in the middle of January, of April, and of July respectively. Exact deadlines will be published on Blackboard.

For EZ4014, there are three shorter assignments (of 1 500-2 000 words each). Details of the deadlines for this will also be published on Blackboard.

For EZ4030 (the dissertation module), there is a single assignment of 8 000 – 10 000 words that is to be submitted at the end of the academic year. Details of this deadline will be published on Blackboard.
5.3 Referencing

The School uses the APA standard for referencing. Guidelines for how to reference your work in this format can be found here: https://www.uclan.ac.uk/students/study/wiser/referencing_guides.php

5.4 Confidential material

Philosophical essays do not typically involve the direct use of confidential material. However, in the event that you do need to employ sensitive information, the following guidelines should be understood and adhered to.

You are required to always respect confidentiality, and to maintain the anonymity of individuals and organisations. There are both ethical and legal reasons for maintaining anonymity and confidentiality. Where your course leads to a professional award it is all the more important to pay attention to this issue. In professional courses you will be developing your professional role and responsibilities which you will require in practice settings in relation to anonymity and confidentiality of the patient/client group. These guidelines are intended to support you in this development.

The policy of maintaining anonymity and confidentiality applies to you whether you are an undergraduate or post graduate student.

Remember anonymity and confidentiality are not the same thing! The British Medical Association (BMA) define the two as:

“Confidentiality: The principle of keeping secure and secret from others, information given by or about an individual in the course of a professional relationship.”

“Anonymised information: Information which does not, directly or indirectly identify the person to whom it relates.”

(BMA 2005)

Exceptions

There may well be cases where exceptions to maintaining anonymity and confidentiality occur. These can include:

- Signatures of staff or mentors on official documents;
- Names of persons in acknowledgements who have supported the work, such as acknowledgements in dissertations;
- Naming individuals or organisations where the information is already in the public domain, providing this material is accurate;
- Instances where you have written permission from an individual or organisation. It may be possible for you to obtain consent to use information for academic purposes. Clearly state that this is the case at the beginning of your work. Written consent forms will be retained with the academic work. If you intend to publish your work, you may need to seek further guidance from an appropriate Ethics Committee.
- You may have access to sensitive information about an organisation through your personal contact or employment which is quite separate from their university course.
In this case you will be expected to adhere to any contractual or other agreements you have made with the organisation concerned regarding disclosure.

- The course team may have agreed that it is an essential part of an assignment that information is provided about a place or group. Consent from that place or group must be obtained, the assessment guidelines will clarify how this can be achieved.

If you do need to refer to an organisation in your work, you can maintain anonymity by the following method:

- In the text: “this action was in accordance with the NHS Trust’s (name withheld) infection control policy”

- In reference list: NHS Trust (name withheld) 2004 infection control policy.

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.

**Postgraduate Certificate**

For the award of a Postgraduate Certificate students must complete successfully 3 modules including NU4077.

- The achievement of an overall grade of 50% or above will be considered a pass for the Certificate.
- Reassessment will be offered on the following basis:
  - A grade 45-49% will lead to an automatic recommendation for reassessment subject to minimum requirements and only on a first referral.
  - A grade below 45% will be considered for reassessment.
  - Reassessments will be graded at a maximum of 50%.
**Postgraduate Diploma**
For the award of a Postgraduate Diploma students must complete successfully 6 modules:

- The achievement of an overall grade of 50% or above will be considered a pass for the Diploma.
- Reassessment will be offered on the following basis:
  - A grade 45-49% will lead to an automatic recommendation for reassessment subject to minimum requirements and only on a first referral.
  - A grade below 45% will be considered for reassessment.
  - Reassessments will be graded at a maximum of 50%.

**Masters Degree**

For the award of a Masters Degree students must complete successfully 9 modules, 3 of which are the dissertation.

The following classifications apply for taught Masters Degrees: Distinction, Merit, Pass

The classification is calculated in the following way:

\[
\text{Average Percentage Mark (APM)} + \text{Dissertation Module} = \text{Classification of Award}
\]

<table>
<thead>
<tr>
<th>APM</th>
<th>+ Dissertation Module</th>
<th>= Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>70% or above</td>
<td>+ 70 - 100%</td>
<td>= Distinction</td>
</tr>
<tr>
<td>60% or above</td>
<td>+ 60 - 100%</td>
<td>= Merit</td>
</tr>
</tbody>
</table>

- The achievement of an overall grade of 50% or above will be considered a pass for the Masters degree.
- Reassessment will be offered on the following basis:
  - A grade 45-49% will lead to an automatic recommendation for reassessment subject to minimum requirements and only on a first referral.
  - A grade below 45% will be considered for reassessment.
  - Reassessments will be graded at a maximum of 50%.

**Condonement**
Assessment Boards have discretionary powers to condone a failure when, in their judgement, the condonement is fair and reasonable in relation to the course objectives and the standards of the student’s performance as a whole.

- In the Postgraduate Certificate no modules can be condoned.
- In the Postgraduate Diploma 1 module may be condoned.
- In the Masters Degree 1 module may be condoned.
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)

For larger course that are taught on campus, SSLC meetings are convened concretely. However, in view of the fact that the PMH programme is taught entirely by distance learning and is a small programme, we will create a dedicated section on Blackboard to serve as a virtual SSLC.

The purpose of a SSLC meeting is to provide the opportunity for course representatives (or in our case, all students) to feedback to staff about the course, the overall student experience and to inform developments which will improve future courses. On-campus meetings are normally scheduled once per semester, but we treat the virtual SSLC space as functioning throughout the semester.

SSLC meetings include discussion of items put forward by course representatives (or all students), 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
- Ongoing updates on action points raised
- Feedback about the previous year – discussion of external examiner’s report; module evaluation questionnaires.
- 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, personal tutoring arrangements and The Card;
- 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

A copy of the programme specification can be found here:

https://www5.uclan.ac.uk/ou/aqsu/coursedocumentation/programme_specifications/ma_philosophy_and_mental_health.docx

Key information is as follows:

**Programme Specification**

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

<table>
<thead>
<tr>
<th>1. Awarding Institution / Body</th>
<th>The University of Central Lancashire</th>
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<tr>
<td>2. Teaching Institution and Location of Delivery</td>
<td>The University of Central Lancashire</td>
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<tr>
<td>3. University School/Centre</td>
<td>School of Nursing/College of Health and Wellbeing</td>
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</tbody>
</table>
4. **External Accreditation** | N/A  
5. **Title of Final Award** | MA Philosophy and Mental Health  
6. **Modes of Attendance offered** | Part time by distance learning  
7. **UCAS Code** | N/A  
8. **Relevant Subject Benchmarking Group(s)** | Philosophy but only at UG level (there is no philosophy benchmark at MA level)  
9. **Other external influences** | None  
10. **Date of production/revision of this form** | January 2014  

### 11. Aims of the Programme

- To provide post graduate level education and training in conceptual issues at the heart of mental health care.
- To explore a range of conceptual problems / issues / and questions that lie at the heart of mental health care.
- To develop analytical and philosophical skills suitable for the application to mental health care.
- To enable students to reflect on ways to improve practice through a better understanding of its conceptual foundations and be able critically to assess models of clinical practice.
- To facilitate students in the synthesis of advanced and critical insights in the philosophy of mental health into a sustained and substantial research-driven piece of scholarship.

### 12. Learning Outcomes, Teaching, Learning and Assessment Methods

**A. Knowledge and Understanding**
A1. Describe and critically assess the debate about the concept of mental illness concerning its nature, its connection to values or functions and its mythical or real status.

A2. Describe and critically assess some key aspects of the history of psychiatry such as Jasper’s account of the phenomenological method in psychiatry.

A3. Describe and critically assess scientific models of the clinical process.

A4. Describe and critically assess some of the theories and arguments advanced about the role of values in psychiatric diagnosis and mental health more broadly.

A5. Describe and critically assess some of the general philosophical models of mind and their relationship to findings from mental health care.

A6. Outline a philosophically-based research strategy to address a research question in the philosophy of mental health.

A7. Critically appraise the key concepts in mental health care.

A8. Draw on a wide range of philosophical and clinical resources to evaluate aspects of the mental health.

**Teaching and Learning Methods**

Teaching is by distance learning (to suit part time students in full time employment) based on the guided discussion of original research material through reading and thinking exercises in the substantial *Oxford Textbook of Philosophy and Psychiatry* co-authored by members of the course team. Distance learning is further supported by online tutoring and discussion. Students are encouraged to conduct their own research of specific topics for development of material for assessed essays.

**Assessment methods**

Each philosophy of mental health module is assessed by one 5,000 word essay on a subject relevant to the module and agreed with a course tutor but selected by the student. The essay will address an aspect of the philosophy of mental health, showing knowledge of general debates in that aspect of mental health care, knowledge of resources to be used to shed light on it and specific abilities described in the learning outcomes.

The Introduction to Postgraduate Philosophically-based Research module is assessed by short answer questions and a plan for a dissertation or research paper.
For the MA, the dissertation takes forward such knowledge, understanding and skills in a way that shows originality in either presentation or attempted resolution of the issues.

### B. Subject-specific skills

B1. Uncover and identify the underlying issues in a number of different debates about mental health care.

B2. Critically evaluate the success of standard arguments and claims about mental health care.

B3. Understand and use properly relevant specialised terminology.

B4. Formulate researchable problems within the subject area together with valid philosophically-based arguments to address them

### Teaching and Learning Methods

Subject specific skills are developed through on-line discussion and in the preparation of written work. Tutorial feedback is provided both in electronic seminar discussions in asynchronous threaded discussion using the University’s e-learning software and also in feedback by course tutors to draft essay abstracts and the draft submission of material to be developed into essays.

### Assessment methods

Summative assessment is by one 5,000 word essay for each of the specific philosophy of mental health modules, threefold assessment for the research methods module. Given that the main aim of the programme is fostering analytic and argumentative skills, the best method of assessment is the presentation of analysis and argument in substantial written work to a title suggested by students but agreed by the teaching team. Formative assessment is provided on a first shorter 2,000 word essay which can be expanded to form the first 5,000 word essay and on contributions to electronic discussion.
Assessment of the Introduction to Postgraduate Philosophically-based Research module is different as that module aims at a reflective understanding of the nature of philosophically-based research.

The dissertation is a triple-weighted module assessed by an 8 000-10 000 word piece of writing that is wholly analytic (with no literature review). This reflects professional standards of publication in the discipline and is comparable to other philosophy-based graduate programmes.

<table>
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<th>C. Thinking Skills</th>
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<tr>
<td>C1. Analyse the structure of complex and controversial issues and problems, with an understanding of major strategies of reasoning designed to address and resolve such issues and problems.</td>
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<tr>
<td>C2. Abstract, analyse and construct logical argument together with an ability to recognise any relevant fallacies.</td>
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<td>C3. Employ detailed argument to support or criticise generalisations in the light of specific implications.</td>
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<tr>
<td>C4. Review unfamiliar ideas with an open mind and a willingness to change one’s mind when appropriate.</td>
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<tr>
<td>C5. Be resourceful and innovative in formulating a research question and synthesising and assessing arguments to draw conclusions from the work</td>
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</table>

**Teaching and Learning Methods**

Thinking skills are taught in the structured exercises of the course text.

**Assessment methods**

Thinking skills are given formative assessment in the moderated (electronic) seminars. They are also assessed in the substantial written assessments.

**D. Other skills relevant to employability and personal development**
D1. Work independently to self-selected targets.

D2. Successfully carry out research based on personal interests.

D3. Critically assess claims and counter claims made on the basis of arguments across a range of subject areas outside the philosophy of mental health.

D4. Demonstrate creativity, initiative and personal responsibility for continued educational, professional and practice improvement.

**Teaching and Learning Methods**

These general skills are implicit ingredients in the semi-structured teaching and research necessary for working through teaching material and for preparation of the assessed essays. Students will carry out research, using both the substantial teaching resources in the textbook but also via guided further reading, for essays written on subjects they chose themselves. Students will be encouraged, where possible, to draw on their own experiences and those of fellow students of mental health care and to reflect on practice of healthcare. Thus self managed personal development is integral to the process of developing written work and reflecting conclusions back onto present or future practice. D3 is specifically addressed by the Introduction to postgraduate philosophically-based research module.

**Assessment methods**

These more general skills are given formative assessment in the moderated e-learning seminars. They are also indirectly assessed in the substantial written assessments.

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<td><strong>Level</strong></td>
<td><strong>Module Code</strong></td>
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<td>Code</td>
<td>Course Title</td>
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<tr>
<td>EZ4007</td>
<td>A Philosophical History of Psychopathology Philosophy of Science and Mental Health Values, Ethics and Mental Health</td>
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<tr>
<td>EZ4008</td>
<td>Philosophy of Mind and Mental Health</td>
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<tr>
<td>EZ4009</td>
<td>Introduction to Postgraduate Philosophically-based Research</td>
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<tr>
<td>EZ4010</td>
<td>Dissertation</td>
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<td>EZ4014</td>
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<td>EZ4030</td>
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### 15. Personal Development Planning

Self managed personal development lies at the heart of the Philosophy and Mental Health Programme. Many students will be professionally qualified (or be ‘experts by experience’) taking courses for personal and professional development. Although supported by very substantial teaching material and experienced course tutors, assessment is by written essay on a subject of each student’s choosing and students will be supported in the independent work required. Students will also be encouraged to make use of the University’s web-based tools to facilitate further work in this area.

### 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.

Normally a relevant Honours degree, or to be able to demonstrate professional experience and qualifications at a graduate equivalent level. The course will, however, also welcome applicants without the formal qualifications but with suitable experience, and each applicant will be assessed individually through evidence provided by the applicant and a pre-course assignment.

17. Key sources of information about the programme

- The University of Central Lancashire website and post graduate prospectus
- Web materials to be developed on the School’s website concerning the Mental Health division
- Information about the area on the INPP (International Network for Philosophy and Psychiatry) website, the journal for area PPP (Philosophy, Psychiatry and Psychology) and the OUP book series.

8.2 Advice on writing PMH course essays

Advice on writing PMH course essays

Learning to write good essays is an important skill which is central to developing philosophical and analytical abilities. It is not merely a matter of learning how to present arguments as learning how to argue, how to reason, clearly and effectively. Given the title of the Philosophy and Mental Health Programme it should come as no surprise that the grounding discipline is Philosophy. Rigour in a PMH essay is philosophical rigour: validity (and hopefully soundness) of argument, and clarity of presentation are key virtues.

If you have not written an academic essay before, or recently, you might benefit from reading other advice given in published study guides or on the Web. Try typing “essay writing advice” into a search engine. But, whatever the source, read the advice given critically. The following website gives broadly sensible advice:


Selecting a topic

On the PMH course, students are not set a title on which to write. As a graduate teaching programme, it is a stepping stone between the more rigid structure of an undergraduate
degree and the fully independent research work of a PhD (whether or not students go on to further degree work). Thus the course material provides a foundation and source of topics and imposes some constraints. Each essay or dissertation has to be relevant to the subject matter of a different module (so that students cannot cover the same area many times). But the choice of subject within that constraint is up to the student, subject to approval by a course tutor.

So work through the course material and see what interests you. If you have a clinical background, you may already have a clear idea of an area you wish to work on. Then write down some ideas about it. Try to 'brain storm', writing down as many points as you can. Some may not turn out to be relevant but you can always edit them down later. Then gather these ideas together to see how they can be used to make a point or advance an argument. Summarise in a few sentences what the argument of the essay will be, what point it will try to get across and justify. Write a short (at this stage speculative) abstract.

Two different strategies for writing interdisciplinary essays

In their experience in other related programmes, the course tutors have been very impressed by the variety of subjects tackled and the genuinely interesting lines of thought which have been pursued. They have been especially impressed in cases where students have managed to bring together clinical material and philosophical analysis. This is not always an easy thing to bring off but it can be very insightful. As the founding editor of PPP, Professor Fulford is of course keen to bring the subject on by encouraging imaginative and novel work. Whilst one of the disadvantages of a new subject like ours is that there is not yet a depth of teaching material (aside from our own!) it does provide an opportunity for workers in the field genuinely to advance it.

Here are two different ways of writing an interdisciplinary essay.

Start with the teaching material.

Look at the course material, especially accounts of the work of philosophers, of philosophical ideas. For example, in the case of The Philosophy of Science and Mental Health, this might be TS Kuhn’s claims about the role of tacit knowledge in scientific practice. Think how tacit knowledge might be involved in psychiatric diagnosis. Consider whether the presence of a tacit dimension would fit or conflict with the codifications set out in DSM IV and ICD 10. See what you think and make notes accordingly. (Equally in The philosophy of mind and mental health you might apply Donald Davidson’s views on the relation of mind and body to psychiatry. In Values, ethics and mental health, you might think about the model of values that underpin ethical judgements in Values Based Practice.)

Start with a clinical issue.

Take a clinical issue about which there has been some debate or about which you have thought. Then using the kind of analysis exemplified in the teaching material and in the authors discussed in the teaching material, set out what the underlying assumptions are. A current example might concern the views of responsibility and the management of dangerousness in the recent UK Government white paper. Think what, for example, the ethical issues raised are. See what you think and make notes accordingly.

In fact these two approaches are not separable. Most essays contain elements of both. The first emphasises applying philosophy to clinical practice. The other starts with an element of clinical practice and then ‘comes over all philosophical’ (as one student described it).

Once you have a title...

You need to get it approved by a member of the course team. In the first instance talk to, email or log on to the chat room and ask the Course Leader. This is the first step in a process of
discussion and feedback which can be of great importance to essay writing. Discuss your ideas with the course team, with friends or colleagues, or by putting an abstract or questions on the Bulletin Board. (Go on! Be brave!)

As a result of, and as part of, the process of such feedback, you can refine your abstract and let it grow organically. This will make writing the full essay much easier. Begin to think how the essay will be constructed in sections and how they fit together to make a point. Could it be broken down into, say, three shorter subsections? What titles would they have?

**Three further pieces of practical advice**

It is a very good idea to include at the start of an essay an abstract and/or an introduction, and to include some sort of summarising conclusion at the end. Whilst this may not seem very imaginative stylistic advice, it does help clarify both to the reader and also to the writer, just what the aim of the essay is, and what argument it is advancing. Dividing the work into subsections with their own subtitles can also help this. If you find that you cannot summarise your essay, the chances are that it isn’t yet an essay.

One way of making sure that there is a clear central message in an essay is to explain it in outline to someone else. That person need not share your clinical or philosophical expertise. Indeed it may be a better test of the clarity of your own ideas if you can get them across to someone who does not have such knowledge.

It might help to think of a PMH essay as like a paper submitted to a committee by its secretary or administrator. Such papers typically have to summarise rival views of a subject or issue and to argue in favour of a particular judgement or course of action. If you can do something like this, you show mastery and possession of the subject. And the way you present the material just is the novelty and originality of the paper. In other words, it is not necessary to have thought the final thoughts on a subject or to have a world shattering novel insight to write an essay which shows both grasp of what has gone before and (in presenting that in your own words) originality.

Best of luck with the next written work and do discuss titles and plans in good time. Do put your ideas on our seminar discussion board on Blackboard.
Please read this Handbook in conjunction with your Course Handbook.

All course materials, including lecture notes and other additional materials related to your course and provided to you, whether electronically or in hard copy, as part of your study, are the property of (or licensed to) UCLan and MUST not be distributed, sold, published, made available to others or copied other than for your personal study use unless you have gained written permission to do so from the Dean/Head of School. This applies to the materials in their entirety and to any part of the materials.

This Handbook is produced centrally and locked for editing. Partner institutions only are given permission to contextualise the Handbook.
UCLan Mission statement
We create positive change in our students, staff, business partners and wider communities, enabling them to develop their full potential by providing excellent higher education, innovation and research.

UCLan Values
- The pursuit of excellence in all that we do.
- Equality of opportunity for all, supporting the rights and freedoms of our diverse community.
- The advancement and protection of knowledge, freedom of speech and enquiry.
- Supporting the health, safety and wellbeing of all.

Student Charter
The Student Charter has been developed by the University and the Students’ Union so that students gain the maximum from their UCLan experience. It is a two-way commitment or ‘contract’ between the University and each individual student. It acts as a means of establishing in black and white what students can expect from the University and the Union in terms of support, and in return what we expect from our students. Read the full Student Charter

Supporting Diversity at UCLan
UCLan recognises and values individual difference and has a public duty to promote equality and remove discrimination on various grounds including race, gender, disability, religion or belief, sexual orientation and age. During your time at UCLan we expect you to be able to
- experience "an integrated community based on mutual respect and tolerance where all staff and students can feel safe, valued and supported."
- contribute to creating a positive environment where discriminatory practices and discrimination no longer happen.

Please review the UCLan Equality and Diversity Policy for further information.
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2. Learning Resources
3. Preparing for your career
4. Student support
5. Students' Union
6. Rationale, aims and learning outcomes of the course
7. Assessment
8. Student Voice
1. Welcome and Introduction to the University

The University of Central Lancashire (UCLan) welcomes you and hopes that you will enjoy studying at UCLan and that you will find your course both interesting and rewarding. Part one of this Handbook provides you with generic University level information and the Course Handbook provides specific information about your programme of study.

1.1 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 as unread.

1.2 External Examiner

The University has appointed an External Examiner to your course who helps to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK. 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. Details of the External Examiner associated with your course can be found in your Course Handbook.

1.3 Expected hours of study

The normal amount of work involved in achieving a successful outcome to your studies is to study for 10 hours per each credit you need to achieve – this includes attendance at UCLan and time spent in private study. Please note however that this may vary depending on your particular course and programme of study. You should therefore check your Course Handbook or contact a member of staff within the relevant School.

1.4 Attendance Requirements

Student attendance at timetabled learning activities of courses and modules is required. Notification of illness or exceptional requests for leave of absence must be made as detailed in the Course Handbook. Individual modules and/or courses may incorporate a specific attendance requirement as part of the assessment criteria for successful completion of a module.

Students with continuous unauthorised absence may be deemed to have withdrawn from the course. The date of withdrawal will be recorded as the last day of attendance. You may appeal this decision by following the Complaints Procedure.

You must swipe in using your student card. Each time you are asked to enter your details on the Student Attendance Monitoring system (SAM) you must remember that the University has a responsibility to keep information up to date. You must only enter your own details on the system as to enter any other names would result in inaccurate records and be dishonest. Any student who is found to make false entries, such as scanning but not attending, can be disciplined under the Regulations for the Conduct of Students.

1.5 Data Protection

All of the personal information obtained from you and other sources in connection with your studies at the University will be held securely and will be used by the University both during your course and after you leave the University for a variety of purposes. These purposes are all explained during the enrolment process at the commencement of your studies. If you would like a more detailed explanation of the University’s policy on the use and disclosure of
2. Learning resources

2.1 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.

You can find the link to the Library Opening Hours here: http://www.uclan.ac.uk/students/study/library/opening_hours.php

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

3. 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 employability learning integrated into it. This is not extra to your degree, but an important part of it.

Your course will take you on a journey of development that will help you to map your personal story of your time at university.

You will be encouraged to record your learning journey so that you can demonstrate all the work-related skills you have developed, both before and during your time at UCLan. This will help you to show future employers just how valuable your degree is and the employability skills you have acquired.

- You will be given the opportunity to explore your identity, your strengths and areas for development, your values and what you want to get out of life.
- You will be able to investigate a range of options, including jobs and work experience, postgraduate study and self-employment.
- We will support you to enable you to successfully tackle the recruitment process and to develop your enterprise skills.

UCLan Careers offers a range of support for you including:-

- One to one career and employability advice and guidance appointments.
- Advice on finding graduate jobs, including how to improve your CV with work placements, internships, voluntary opportunities and part-time employment.
- Workshops, seminars, and events to enhance your learning and develop your skills.
- Employer presentations and events, to give you the chance to network with potential employers and find out from them what they are looking for.

Our drop-in service is available from 09:00-17:00, Monday to Thursday, 9:00-16:00 on Fridays. We offer CV and cover letter checks, careers information and can tell you about our full range of services. 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.

It’s your future: take charge of it!

UCLan Careers | Foster Building | University of Central Lancashire, Preston PR1 2HE
01772 895858
careers@uclan.ac.uk
www.uclan.ac.uk/careers

4. Student support, guidance and conduct

4.1 Student Support

“Got a Problem to Sort? Come to us for Support.”

The <i> i <i> is your first point of call for all enquiries, help and advice. We provide guidance to all UCLan students whatever the query may be. We are based on the ground floor of the UCLan Library and open 7 days a week most of the year. Our friendly and approachable team will do their best to ensure your query is answered. Come and have a chat with us if you have a query on any aspect of student life and study.

http://www.uclan.ac.uk/students/study/library/the_i.php

4.2 Students with disabilities

You are strongly encouraged to declare your disability on your application form when you apply to study at UCLan. If you have declared this Disability Services will be in contact with you to advise you about reasonable adjustments which may be appropriate in the circumstances. You can also tell any member of staff at the University, who will ask you to sign a disability disclosure form, to let the Disability Service know that you have a disability and agree to share this information with them. Disability Services will then get in touch with you to discuss your available options. Following this you will be assigned a Disability Adviser whom you can contact should you need any further help or assistance.

https://www.uclan.ac.uk/students/health/disability_services.php

4.3 Assessment arrangements for students with a disability

Arrangements are made for students who have a disability/specific learning difficulty for which valid supporting evidence can be made available. Contact your Disability Adviser for advice and information, disability@uclan.ac.uk

4.4 Health and Safety

As a student of the University you share responsibility for the safety of yourself and for that of others around you. You must understand and follow all the regulations and safety codes necessary for a safe campus environment. Please help to keep it safe by reporting any incidents, accidents or potentially unsafe situations to a member of staff as soon as possible.

Safety assessments have been undertaken for each module of your course and you will be advised of all applicable safety codes and any specific safety issues during the induction to your course and modules. You must ensure that you understand and apply all necessary safety codes. These form an essential element of your personal development and contribute to the safety of others.

4.5 Conduct

You will be expected to abide by the Regulations for the Conduct of Students in the University. UCLan expects you to behave in a respectful manner towards all members of
the University at all times demonstrated by using appropriate language in class, switching mobile phones / other devices off prior to attending classes, and also in your use of any social networking sites.

If your behaviour is considered to be unacceptable, any member of staff is able to issue an informal oral warning and the University will support staff by invoking formal procedures where necessary. You can read more about UCLan expectations in the regulations for the Conduct of Students.

5. Students’ Union

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

The Students’ Union is the representative body for all UCLan students. The organisation exists separately from the University and is led by the elected officers of the Student Affairs Committee (SAC) as well as representatives on the Students’ Council. The Students’ Union building is located at the heart of the Preston campus, and is the hub for all student activities.

Representation and campaigning for students’ rights is at the core of what the Students’ Union does and is encompassed by its tag line of, Making Life Better for Students. Should you wish to make a change to any aspect of your student experience, whether it be academically related or not, then the Students’ Union is where your voice can be heard, actions taken, or campaigns launched.

Your Students’ Union is also the home to a fantastic range of student-led societies, sports teams and multitudes of volunteering opportunities. You can also receive help in finding part-time work, whilst you study. Not sure where to go? Pop into the Opportunities Centre on the ground floor of the Students’ Union building and someone will point you in the right direction.

We hope your time at University is trouble free, but should you come into difficulties around anything from academic appeals, to issues with housing, benefits or debt, then the Student Union’s dedicated staff team in the Advice and Representation Centre are on hand to help and offer impartial advice.

More information on all these things, as well as details about all the Student Union’s (not-for-profit) commercial services, including its student supermarket (Essentials) and student-bar (Source) can be found at www.uclansu.co.uk

6. Rationale, aims and learning outcomes of the course

6.1 You will find information specific to your chosen course of study in your Course Handbook, in the form of a ‘programme specification’. As defined by the QAA (Quality Assurance Agency) - the regulatory body responsible for overseeing quality compliance in the Higher Education Sector - a programme specification is a concise description of the intended learning outcomes of an HE programme. It is the means by which the outcomes are achieved and demonstrated. In general, modules or other units of study have stated outcomes, often set out in handbooks provided by institutions to inform student choice. These intended learning outcomes relate directly to the curriculum, study and assessment methods and criteria used to assess performance. Programme specifications can show how modules can be combined into whole qualifications. However, a programme specification is
not simply an aggregation of module outcomes; it relates to the learning and attributes developed by the programme as a whole and which, in general, are typically in HE more than the sum of the parts.

6.2 Sometimes certain aspects of courses may be subject to change. Applicants are encouraged to check information on our relevant course pages from time to time, particularly before submitting any application for their academic year of study. Material changes about a course will be notified to you in material produced after the change is made and at the time you are made any offer of a place of study for that course. For details about changes to course information after you have accepted any offer, please see our Additional Information and Conditions of Offer.

7. Assessment

Please note that all modules will be 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 have been expressly agreed by the University to allow you to defer your assessment.

7.1 Dealing with difficulties in meeting assessment deadlines

Assignments must be submitted no later than the time and date on your assignment instructions/brief. If you anticipate that you will have difficulty in meeting assessment deadlines or you have missed or are likely to miss in-semester tests you must report this at the earliest possible opportunity. An academic staff member, such as your Academic Advisor or Module or Course Leader, will be able to provide advice to you on how to do this. Extenuating Circumstances are defined as unforeseen, unpreventable circumstances that significantly disrupt student performance in assessment. Where students have a temporary unexpected circumstance that means that they are unable to complete a particular assignment on time the student may apply for an extension of up to ten working days.

7.2 Extensions

Authorisation of the late submission of work requires written permission. Your School is authorised to give permission for one extension period of between 1 and 10 working days where appropriate evidence of good reason has been accepted and where submission within this timescale would be reasonable taking into account your circumstances. Requests for extensions should be made prior to the submission date as extensions cannot be given Retrospectively (Academic Regulations).

You should complete and submit an extension request form, with any supporting evidence, to your CAS Hub. Further information is available on the Student Portal at: https://www.uclan.ac.uk/students/study/examinations_and_awards/extensions.php

We aim to let you know if the extension has been granted within 1 working day of the receipt of the request.

If you are unable to submit work within 10 working days after the submission date due to verifiable extenuating circumstances, you may submit a case for consideration in accordance with the University’s Policies and Procedures on Extenuating Circumstances (Academic Regulations and Assessment Handbook).

7.3 Extenuating circumstances

Some students face significant events in their personal life that occur after their course has started, which have a greater impact on their studies than can be solved by the use of an extension. If this applies to you, the University is ready
to support you, with both your course and your personal wellbeing, through a process called Extenuating Circumstances (see Academic Regulations and Assessment Handbook).

You can apply for Extenuating Circumstances online via myUCLan. You must apply no later than 3 days after any examination or assessment submission date. Do not wait until you receive your assessment results to submit a claim. It is in your own interests to submit the claim as soon as possible.

You will be expected to re-submit claims for extenuating circumstances for each semester in which they apply. All evidence provided relating to extenuating circumstances will be treated in a sensitive and confidential manner. Supporting evidence will not be kept for longer than is necessary and will be destroyed shortly after the end of the current academic year. Further information about the submission process.

In determining assessment recommendations, Assessment Boards will consider properly submitted claims from students who believe their performance has been adversely affected by extenuating circumstances. N.B. Assessment Boards are not permitted to alter individual assessment marks to take account of extenuating circumstances (Academic Regulations and Assessment Handbook).

7.4 Late submissions
If you submit work late without authorisation, a universal penalty will be applied in relation to your work:
- If you submit work within 5 working days following the published submission date you will obtain the minimum pass mark for that element of assessment.
- Work submitted later than 5 working days after the published submission date will be awarded a mark of 0% for that element of assessment.
- Unauthorised late submission at resubmission will automatically be awarded a mark of 0% for that element of assessment.
You may apply to appeal this decision in accordance with the University’s Academic Regulations.

7.5 Feedback Following Assessments
UCLan is committed to giving you clear, legible and informative feedback for all your assessments (Academic Regulations). You are expected to review and reflect on your feedback and learn from each experience to improve your performance as you progress through the course.

For courses (except distance learning):
You will be provided with generic feedback for in-module formative and summative elements of assessment which contribute to a module within 15 working days of the scheduled submission or examination date. Generic feedback on end of module assessment and dissertations will be made available within 15 days of publication of results. Generic feedback may be oral, written, posted on a website or other.

For distance learning courses:
You will be provided with generic feedback for in-module formative and summative elements of assessment which contribute to a module within 20 working days of the scheduled submission or examination date. Generic feedback on end of module assessment and dissertations will be made available within 20 days of publication of results. Generic feedback may be oral, written, posted on a website or other.
7.6 Unfair Means to Enhance Performance

The University regards any use of unfair means in an attempt to enhance performance or to influence the standard of award obtained as a serious academic and/or disciplinary offence. Such offences can include, without limitation, cheating, plagiarism, collusion and re-presentation (‘unfair means’). You are required to sign a declaration indicating that individual work submitted for assessment is your own and will be able to view your Originality Report following e-submission of assessed work.

If you attempt to influence the standard of the award you obtain through cheating, plagiarism or collusion, it will be considered as a serious academic and disciplinary offence as described within the Academic Regulations and the Assessment Handbook.

- Cheating is any deliberate attempt to deceive and covers a range of offences described in the Assessment Handbook.
- Plagiarism describes copying from the works of another person without suitably attributing the published or unpublished works of others. This means that all quotes, ideas, opinions, music and images should be acknowledged and referenced within your assignments.
- Collusion is an attempt to deceive the examiners by disguising the true authorship of an assignment by copying, or imitating in close detail another student's work - this includes with the other student's consent and also when 2 or more students divide the elements of an assignment amongst themselves and copy one another's answers. It does not include the normal situation in which you learn from your peers and share ideas, as this generates the knowledge and understanding necessary for each individual to independently undertake an assignment; nor should it be confused with group work on an assignment which is specifically authorised in the assignment brief.
- Re-presentation is an attempt to gain credit twice for the same piece of work.

The process of investigation and penalties which will be applied can be reviewed in the Assessment Handbook. If an allegation is found to be proven then the appropriate penalty will be implemented as set out below:

In the case of a single offence of unfair means in an undergraduate or postgraduate assessment:

- the appropriate penalty will be 0% for the element of assessment, and an overall fail for the module (whether or not the resulting numeric average mark is above or below the minimum pass mark). The affected element of the assessment must be resubmitted to the required standard. The mark for the module following resubmission will be restricted to the minimum pass mark. Where unfair means is detected for the first time on a reassessment for an already failed module, no further reassessment for the module will be permitted, and the appropriate fail grade will be awarded.

In the event of a repeat offence of unfair means (irrespective of whether the repeat offence involves the same form of unfair means) on the same or any other module within the course:

- the appropriate penalty will be 0% for the module with no opportunity for re-assessment. This penalty does not preclude you being able to retake the module in a subsequent year.

The penalties will apply if you transfer from one UCLan course to another during your period of study and module credits gained on the former course are transferred to the current course.

Contact the Students’ Union Advice and Representation Centre by emailing: suadvice@uclan.ac.uk for support and guidance.
7.7 Appeals against assessment board decisions
If you consider that you have a reason to appeal against an assessment board decision, please bear in mind that your reasons must fall within the grounds specified in the University Academic Regulations: Section I. You cannot appeal simply because you disagree with the mark given. The specified grounds for appeal are:

1. that an Assessment Board has given insufficient weight to extenuating circumstances;
2. that the student’s academic performance has been adversely affected by extenuating circumstances which the student has, for good reason, been unable to make known to the Assessment Board;
3. that there has been a material administrative error at a stage of the examining process, or that some material irregularities have occurred;
4. that the assessment procedure and/or examinations have not been conducted in accordance with the approved regulations (this fourth ground will not be relevant to an appeal against a decision relating to an interruption or discontinuance of study. Such an appeal should be based on one or more of the three grounds above.

If you want to appeal, then you must do so within 14 days of your results being published. The onus is on you to find out your results and submit your appeal on time. Contact the Students’ Union Advice and Representation Centre by emailing: suadvice@uclan.ac.uk for support and guidance.

8. Student voice
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 at levels 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.

8.1 Course Representatives and School Presidents
A course representative is a student who represents their fellow students' views and opinions to the course team, school, university and students’ union. Course representatives work proactively and diplomatically to improve the academic and non-academic experiences of students.
The role of a course representative is extremely beneficial to both students on your course and the University. It enables students to have ownership of their student experience, to voice their opinions and to share positive practice with the course team, primarily at the Student Staff Liaison Committee Meetings (see below).

Course representatives will be elected every year either in April or September. Alongside receiving recognition, support and respect, being a course representative is a great opportunity to enhance your employability skills. If you are interested in becoming a course representative and wish to find out more about the role visit the Students’ Union website or by emailing: coursereps@uclan.ac.uk.

School Presidents are annually elected representatives who voice the opinions of students within each school. They communicate and engage with students in their school to gain feedback and work in partnership with senior management to create positive change. They are also trained to support and signpost course representatives where needed. If you wish to find out who your School President is or more about the role visit the Students’ Union website or email: coursereps@uclan.ac.uk

8.2 Student Staff Liaison Committee Meetings (SSLC)
The purpose of a SSLC meeting is to improve courses, to have an open discussion and respect each other’s views, to share good practice where identified, to provide opportunity for students to feedback to staff about their course and student experience, to regularly review the course to improve its development, and to jointly work together to action plan against issues raised.

There will normally be one meeting per semester which will last no more than 2 hours. Your School President will Chair the meetings with an academic co-Chair, using guidelines and will provide a record of the meeting with any decisions and / or responses made and / or actions taken as a result of the discussions held. A standard agenda and action grid template will be used. Course representatives will gather feedback from students and communicate this to the School President in advance of the meetings.

8.3 Complaints
The University recognises that there may be occasions when you have cause for complaint about the service you have received. When this happens, the University’s Complaints Procedure is intended to provide an accessible, fair and straightforward system which ensures an effective, prompt and appropriate response. Click on this link for more information University’s Complaints Procedure

If you are a student registered for a University award at a partner college, who is dissatisfied with the provision at the college, you should pursue your complaint in accordance with the college’s complaints procedure in the first instance. In the event of continuing dissatisfaction when you have completed the college’s procedure, you will be entitled to submit your complaint to UCLan.