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 2020/21

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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/aqasu/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).

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

You will be assigned an Academic Advisor who will provide additional academic advice and support during the year. They will be the first point of call for many of the questions that you might have during the year. Your Academic Advisor will be able to help you with personal development, providing insight and direction to enable you to realise your potential.

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
Course Administration Service 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:

- Level 7 NU4077 Core concepts in philosophy of mental health
- Level 7 EZ4007 A philosophical history of psychopathology
- Level 7 EZ4008 Philosophy of science and mental health
- Level 7 EZ4009 Values, ethics and mental health
- Level 7 EZ4010 Philosophy of mind and mental health
- Level 7 EZ4014 Introduction to postgraduate philosophically-based research
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

2.4 Module Registration Options

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.

2.5 Study Time

2.5.1 Weekly timetable

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

2.5.2 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.

2.5.3 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 ([portal.uclan.ac.uk](http://portal.uclan.ac.uk)). 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

Study Skills - ‘Ask Your Librarian’
https://www.uclan.ac.uk/students/support/study/it_library_trainer.php

You can book a one to one session with a subject Librarian via Starfish. These sessions will help with questions such as “My lecturer says I need a wider variety of sources in my references, what do I do?”
"I need to find research articles, where do I start?"
"How do I find the Journal of ...?"
"How do I use RefWorks?"

3.3 Learning resources
3.3.1 Learning and Information Services (LIS)

The best place to start when exploring the Library resources available to you is;
• Your ‘Subject Guide’ can be found in the Library Resources
• Your ‘My Library’ tab in the Student Portal
• Library search

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

Information on the support available is at: https://www.uclan.ac.uk/students/

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
The Students’ Union offers thousands of volunteering opportunities ranging from representative to other leadership roles. We also advertise paid work and employ student staff on a variety of roles. You can find out more information on our website:
http://www.uclansu.co.uk/

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 4 000 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 4 000 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 two 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.

5.6 How do I know that my assessed work had been marked fairly?

Assessment is an integral part of the course. Module staff work closely together to design assessments, agree the marking criteria and approve final versions of assessments to ensure that these are appropriate. The criteria for assessment will be communicated to you clearly during the module teaching.

All module staff engage in development and training in assessment, marking and feedback. Once the assessments have been completed the module team will discuss the assessment methods and marking criteria, prior to starting to mark, so that there is a common understanding of what is expected of students. All assessed modules have moderation built into the marking process. Moderation involves sampling students’ assessed work to make sure that the learning outcomes and agreed marking criteria have been interpreted and applied in the same way. This ensures that you and your fellow students are treated equitably and that the academic standards are applied consistently. During the marking process the module leader will co-ordinate moderation to ensure that at least 10% of assessed work (or a minimum of three pieces) has been reviewed by other markers and any concerns about consistency or accuracy addressed with the whole module team. Your work may or may not be part of this sample, but the processes for developing assessments and marking criteria as well as moderation mean that you can be confident that teaching staff are marking assessments to the same criteria. Module teams may then use feedback from moderation to improve clarity about the nature and purpose of future assessment, or to make changes if required.

Modules are also moderated externally. The module leader will arrange for the external examiner to receive a sample of work for review and comment. External examiners cannot change individual grades but can act as ‘critical friends’ and confirm that marking standards are in line with other, similar courses in the sector. If, on reviewing the sample, external examiners feel that the marking criteria have not been applied consistently the work of the whole cohort will be reviewed.
6. Classification of Awards

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

7. Student Feedback

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

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

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

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

7.1 Student Staff Liaison Committee meetings (SSLCs)

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.
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

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<thead>
<tr>
<th>1. Awarding Institution / Body</th>
<th>The University of Central Lancashire</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Teaching Institution and Location of Delivery</td>
<td>The University of Central Lancashire</td>
</tr>
<tr>
<td>3. University School/Centre</td>
<td>School of Nursing</td>
</tr>
<tr>
<td>4. External Accreditation</td>
<td>N/A</td>
</tr>
<tr>
<td>5. Title of Final Award</td>
<td>MA Philosophy and Mental Health</td>
</tr>
<tr>
<td>6. Modes of Attendance offered</td>
<td>Part time by distance learning</td>
</tr>
</tbody>
</table>
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 | July 2017

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 4,000 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

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<thead>
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<tbody>
<tr>
<td><strong>B1.</strong></td>
<td>Uncover and identify the underlying issues in a number of different debates about mental health care.</td>
</tr>
<tr>
<td><strong>B2.</strong></td>
<td>Critically evaluate the success of standard arguments and claims about mental health care.</td>
</tr>
<tr>
<td><strong>B3.</strong></td>
<td>Understand and use properly relevant specialised terminology.</td>
</tr>
<tr>
<td><strong>B4.</strong></td>
<td>Formulate researchable problems within the subject area together with valid philosophically-based arguments to address them</td>
</tr>
</tbody>
</table>

### 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 4,000 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 4,000 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.

### C. Thinking Skills

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.

C2. Abstract, analyse and construct logical argument together with an ability to recognise any relevant fallacies.

C3. Employ detailed argument to support or criticise generalisations in the light of specific implications.

C4. Review unfamiliar ideas with an open mind and a willingness to change one's mind when appropriate.

C5. Be resourceful and innovative in formulating a research question and synthesising and assessing arguments to draw conclusions from the work.

#### 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.

**13. Programme Structures**

<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Credit rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 7</td>
<td>NU4077 EZ4007</td>
<td>Core Concepts in Philosophy of Mental Health A Philosophical History of Psychopathology</td>
<td>20 20</td>
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</table>

**14. Awards and Credits**

MA Philosophy and Mental Health

Requires 180 credits at Level 7. It requires completion of all of the modules.
<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>EZ4008</td>
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</tr>
<tr>
<td>EZ4009</td>
<td>Values, Ethics and Mental Health</td>
<td>20</td>
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<td>EZ4010</td>
<td>Philosophy of Mind and Mental Health</td>
<td>20</td>
</tr>
<tr>
<td>EZ4014</td>
<td>Introduction to Postgraduate Philosophically-based Research</td>
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<tr>
<td>EZ4030</td>
<td>Dissertation</td>
<td>60</td>
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**PGD Philosophy and Mental Health**

Requires 120 credits at Level 7
It requires completion of all modules except the Dissertation

**PGC Philosophy and Mental Health**

Requires 60 credits at Level 7
The Core concepts in Philosophy of Mental Health module is compulsory with a choice of two other modules from the programme.

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.
## 18. Curriculum Skills Map

**Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed**

<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Core (C), Compulsory (COMP) or Option (O)</th>
<th>Programme Learning Outcomes</th>
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</thead>
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<tr>
<td></td>
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<td>Knowledge and understanding</td>
<td>Subject-specific Skills</td>
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<td></td>
<td></td>
<td></td>
<td>A1</td>
<td>A2</td>
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<tr>
<td>LEVEL 7</td>
<td>NU4077</td>
<td>Core concepts in Philosophy of Mental Health</td>
<td>COMP</td>
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<td>COMP</td>
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</tbody>
</table>
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.