### PROGRAMME APPROVAL FORM

**SECTION 1 – THE PROGRAMME SPECIFICATION**

1. **Programme title and designation**
   - Philosophy of Mental Disorder

2. **Final award**

<table>
<thead>
<tr>
<th>Award</th>
<th>Title</th>
<th>Credit Value</th>
<th>ECTS equivalent</th>
<th>Any special criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSc</td>
<td>Philosophy of Mental Disorder</td>
<td>180</td>
<td>90</td>
<td>N/A</td>
</tr>
</tbody>
</table>

3. **Nested awards**

<table>
<thead>
<tr>
<th>Award</th>
<th>Title</th>
<th>Credit Value</th>
<th>ECTS equivalent</th>
<th>Any special criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>PG Diploma</td>
<td>Philosophy of Mental Disorder</td>
<td>120</td>
<td>60</td>
<td>Students must take and pass 120 credits of taught modules</td>
</tr>
</tbody>
</table>

4. **Exit awards**

<table>
<thead>
<tr>
<th>Award</th>
<th>Title</th>
<th>Credit Value</th>
<th>ECTS equivalent</th>
<th>Any special criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Postgraduate Diploma</td>
<td>Philosophy of Mental Disorder</td>
<td>120</td>
<td>60</td>
<td>An unclassified PG Diploma may be offered in cases where a total of 120 credits of any combination of modules have been achieved.</td>
</tr>
</tbody>
</table>

5. **Level in the qualifications framework**
   - M

6. **Attendance**

<table>
<thead>
<tr>
<th>Mode of attendance</th>
<th>Full-time</th>
<th>Part-time</th>
<th>Distance learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>X</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

   | Minimum length of programme | 1 year | 2 years | N/A |
   | Maximum length of programme | 3 years | 4 years | N/A |

7. **Awarding institution/body**
   - King’s College London

8. **Teaching institution**
   - King’s College London

9. **Proposing department**
   - Department of Philosophy & Institute of Psychiatry

10. **Programme organiser and contact details**
    - Dr Matteo Mameli
    - Email: matteo.mameli@kcl.ac.uk

11. **UCAS code (if appropriate)**
    - N/A

12. **Relevant QAA subject benchmark/professional and statutory body guidelines**
    - No benchmark for MA but QAA Philosophy subject benchmark used as a point of reference.

13. **Date of production of specification**
    - Original PAF: March 2004; CFPAF: January 2007

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PAF Approved by QA&AA: 26 June 2007
PAF modified by ASQ re: exit awards: 25th May 2010
PAF finalised for 2010/11: 15 October 2010
PAF finalised for 2011/12: 26 October 2011
PAF modified re: module options: 1 February 2012
PAF modified re: programme table: 5 September 2012
PAF finalised for 2012/13: 5 September 2012
16. Educational aims of the programme
The specific aims of the MSc in the Philosophy of Mental Disorder are to:

- Provide students with significant previous study in philosophy, psychiatry, clinical psychology or related disciplines with the requisite background for pursuing further interdisciplinary research into philosophical issues in psychopathology;
- Provide the students with education in philosophy, with emphasis on contemporary analytic philosophy and the history of philosophy suitable for a variety of levels and circumstances, on the grounds that philosophy is a subject of central intellectual importance;
- Enable students to study a range of central philosophical debates, set against their historical background and in the context of key texts;
- Give students the intellectual skills and attitudes generated by the practice of philosophy and develop and encourage independent and rigorous philosophical thinking;
- Enable students to think, reason and communicate more effectively in a wide range of areas.

17. Educational objectives of the programme/programme outcomes
The programme provides opportunities for students to develop and demonstrate knowledge and understanding and skills in the following areas:

**Knowledge and understanding**

<table>
<thead>
<tr>
<th>The programme provides a <strong>knowledge and understanding</strong> of the following:</th>
<th>These are achieved through the following teaching/learning methods and strategies:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Have a broad understanding of the philosophical issues which arise at the intersection of philosophy, psychiatry and psychology;</td>
<td>Lectures;</td>
</tr>
<tr>
<td>2. Have a basis for the interdisciplinary discussion of philosophy, psychology and psychiatry;</td>
<td>Seminars, guided and framed by a tutor, in which students are required to explore the set topics and materials through group discussion;</td>
</tr>
<tr>
<td>3. Be able to carry out a piece of supervised research on a specific topic related to the programme and present their findings in writing;</td>
<td>Individual feedback on formative essays;</td>
</tr>
<tr>
<td>4. Appropriate personal and professional conduct in the context of the discipline.</td>
<td>One-to-one dissertation supervision;</td>
</tr>
</tbody>
</table>

**Skills and other attributes**

<table>
<thead>
<tr>
<th>Intellectual skills:</th>
<th>These are achieved through the following teaching/learning methods and strategies:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. A critical awareness can undertake analysis of complex, incomplete or contradictory areas of knowledge communicating the outcome effectively;</td>
<td>Lectures;</td>
</tr>
<tr>
<td>2. A critical awareness, can synthesise information in a manner that may be innovative, utilising knowledge or</td>
<td>Seminars, guided and framed by a tutor, in which students are required to explore the set topics and materials through group</td>
</tr>
</tbody>
</table>

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Programme approval 2006/07

processes from the forefront of the discipline/practice;
3. A level of conceptual understanding that will allow her/him critically to evaluate research, advanced scholarship and methodologies and argue alternative approaches;
4. Initiative and originality in problem solving. Can act autonomously in planning and implementing tasks at a professional or equivalent level, making decision in complex and unpredictable situations.

Practical skills:
1. Can operate in complex and unpredictable and/or specialised contexts, and has an overview of the issues governing good practice;
2. Is able to exercise initiative and personal responsibility in professional practice.

Generic/transferable skills:
1. Can work effectively with a group as leader or member. Can clarify tasks and make appropriate use of capacities of group members. Is able to negotiate and handle conflict with confidence;
2. Is able to use full range of learning resources;
3. Is reflective on own and others’ functioning in order to improve practice;
4. Can competently undertake research tasks with minimum guidance;
5. Is an independent and self critical learner, guiding the learning of others and managing own requirements for continuing professional development;
6. Can engage confidently in academic and

Discussion:
- Individual feedback on formative essays;
- One-to-one dissertation supervision
- Reading groups.

Assessment:
- Essays;
- Dissertation
- Oral seminar presentations
- Examinations.

These are achieved through the following teaching/learning methods and strategies:
- Lectures;
- Seminars, guided and framed by a tutor, in which students are required to explore the set topics and materials through group discussion;
- Individual feedback on formative essays;
- One-to-one dissertation supervision
- Reading groups.

Assessment:
- Essays;
- Dissertation
- Oral seminar presentations
- Examinations.

These are achieved through the following teaching/learning methods and strategies:
- Lectures;
- Seminars, guided and framed by a tutor, in which students are required to explore the set topics and materials through group discussion;
- Individual feedback on formative essays;
- One-to-one dissertation supervision
- Reading groups.

Assessment:
- Essays;
- Dissertation
- Oral seminar presentations
- Examinations.

These are achieved through the following teaching/learning methods and strategies:
- Lectures;
- Seminars, guided and framed by a tutor, in which students are required to explore the set topics and materials through group discussion;
- Individual feedback on formative essays;
- One-to-one dissertation supervision
- Reading groups.

Assessment:
- Essays;
18. Statement of how the programme has been informed by the relevant subject benchmark statement(s)/professional and statutory body guidelines

No benchmark for MA but QAA Philosophy subject benchmark used as point of reference.

The Benchmark Statement highlights the following as key components of a Philosophy degree:

1. Knowledge of the theories and arguments of some of the major philosophers, encountered in their own writings, and some awareness of important areas of interpretative controversy concerning the major philosophers;
2. Alertness to opportunities for employing historical doctrines to illuminate contemporary debates;
3. A clear grasp of some central theories and arguments in the main fields of Philosophy, broadly understood.

19. Programme structure and award requirements (where relevant the information should also differentiate the particular requirements of pathways within a programme or linked/exit awards)

(a) numbers of compulsory and optional units to be taken in each year of the programme

Full time:
180 credits earned through 1 x 60 credit core Dissertation module and 120 credits of optional modules.

Part time:
Year 1
80 credits earned through 80 credits of optional modules.
Year 2
100 credits earned through 1 x 60 credit core Dissertation module and 40 credits of optional modules.

(b) range of credit levels permitted within the programme

7

(c) maximum number of credits permitted at the lowest level

180

(d) minimum number of credits required at the highest level

180

(e) progression and award requirements (if different from the standard)

N/A

(f) maximum number of credits permitted with a condoned fail (core modules excluded)

30 credits.

(g) are students permitted to take a substitute module, as per regulation A3, 20.7?

Students are not permitted to take a substitute module.
Exit Award provision

A classified PG Diploma may be offered in cases where students have gained 120 credits from taught modules (as identified on the nested award). Includes condoned fails.

An unclassified PG Diploma may be offered in cases where a total of 120 credits of any combination of modules have been achieved. Includes condoned fails.
Programme approval 2006/07
Programme Structure

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<table>
<thead>
<tr>
<th>Title</th>
<th>Credit level</th>
<th>Credit value</th>
<th>Status (I, Cr, Cp, O) for each type of programme</th>
<th>Progression</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Single</td>
<td>Joint</td>
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<td></td>
<td>Major/ minor</td>
<td>Major/ minor</td>
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<tr>
<td>7AANM108 The Concept of Mental Disorder:</td>
<td>7</td>
<td>40</td>
<td>O</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>philosophical, scientific &amp; ethical</td>
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<td></td>
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<tr>
<td>perspectives</td>
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<td>7AANM109 Models of Psychopathology</td>
<td>7</td>
<td>40</td>
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<tr>
<td>7AAN2061 Philosophy of Mind</td>
<td>7</td>
<td>20</td>
<td>O</td>
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<tr>
<td>7AAN2062 Philosophy of Mind II</td>
<td>7</td>
<td>20</td>
<td>O</td>
<td>No</td>
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<tr>
<td>7AAN2066 Philosophy of Psychology I</td>
<td>7</td>
<td>20</td>
<td>O</td>
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<tr>
<td>7AAN2067 Philosophy of Psychology II</td>
<td>7</td>
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<tr>
<td>7AAN2013 Ethics of Science and Technology</td>
<td>7</td>
<td>20</td>
<td>O</td>
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<tr>
<td>7AANM110 Dissertation (MSc Philosophy of</td>
<td>7</td>
<td>60</td>
<td>Cr</td>
<td>Yes</td>
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<tr>
<td>Mental Disorder)</td>
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<tr>
<td>Students enrolled prior to 2012/13 may</td>
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<tr>
<td>take the following:</td>
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<tr>
<td>7AANM3021 Philosophy of Psychology</td>
<td>7</td>
<td>40</td>
<td>O</td>
<td>No</td>
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</tr>
<tr>
<td>7AANM3025 Philosophy of Mind</td>
<td>7</td>
<td>40</td>
<td>O</td>
<td>No</td>
<td></td>
</tr>
</tbody>
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20. Marking criteria

The assessment criteria follow the College’s general criteria for the assessment of MA programmes.