

PROGRAMME APPROVAL FORM
SECTION 1 – THE PROGRAMME SPECIFICATION

1. Programme title and designation		Philosophy of Medicine		
		For undergraduate programmes only		
		Single honours	Joint	Major/minor
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Final award				
Award	Title	Credit value	ECTS equivalent	Any special criteria
MA	Philosophy of Medicine	180 - 200	90 - 100	N/A
3. Nested award				
Award	Title	Credit value	ECTS equivalent	Any special criteria
N/A	N/A	N/A	N/A	N/A
4. Exit award				
Award	Title	Credit value	ECTS equivalent	Any special criteria
PGDip	Philosophy of Medicine	120	60	N/A
5. Level in the qualifications framework		7		
6. Attendance				
	Full-time	Part-time	Distance learning	
Mode of attendance	X	X	N/A	
Minimum length of programme	1 year	2 years	N/A	
Maximum length of programme	6 years	6 years	N/A	
7. Awarding institution/body		King's College London		
8. Teaching institution		King's College London		
9. Proposing department		Philosophy		
10. Programme organiser and contact Details		Dr. David Galloway david.galloway@kcl.ac.uk		
11. UCAS code (if appropriate)		N/A		
12. Relevant QAA subject benchmark/ Professional, statutory and regulatory body guidelines		N/A		
13. Date of production of specification		September 2009		
14. Date of programme review		2015/16		

15. Educational aims of the programme

i.e what is the purpose of the programme and general statements about the learning that takes place over the duration of the programme

This programme is intended for students who wish to specialise in the area of Philosophy that deals with issues pertaining to medicine. All students in the programme will be required to take ‘Philosophy of Medicine’ and ‘Perspectives on Death and Killing’, and they will be required to write a dissertation on a topic in the Philosophy of Medicine. The programme is geared equally to students who already have some training in Philosophy and to those who wish to convert into the field after pursuing another subject at undergraduate level (which may be, but need not be, Medicine). It will enable the former students to consolidate their existing knowledge and to augment it with a close focus on issues in the Philosophy of Medicine. The latter students will be invited (but not required) to take a special ‘General Philosophy’ module, which will introduce them to key theories and arguments, concepts and terminology, and classic texts from right across the philosophical spectrum. For students of both kinds, the programme will provide a firm foundation for subsequent doctoral research.

16. Educational objectives of the programme/programme outcomes *(as relevant to the SEEC Credit Level Descriptors)*

The programme provides opportunities for students to develop and demonstrate knowledge and understanding and skills in Philosophy of Medicine. They will also have the opportunity to study other areas of Philosophy, selected from a broad range of modules, covering all areas of the subject. Those converting in from other subjects at undergraduate level will be strongly encouraged to take ‘General Philosophy’ as one of their options, although this will not be made strictly compulsory.

Knowledge and understanding

The programme provides a **knowledge and understanding** of the following:

1. Texts, concepts, theories and arguments in a student’s own selected areas of Philosophy of Medicine;
2. The relationship of various topics in the Philosophy of Medicine to other relevant parts of philosophy;
3. Appropriate personal and professional conduct in the context of the discipline.

These are achieved through the following **teaching/learning methods and strategies**:

1. Students will be taught through lectures, seminars and tutorials, alongside independent study and individual research. Students will also be required to write a dissertation in this area.
2. Up to 40 credits may be earned through a range of options in other areas of philosophy, or taken outside the department;
3. A General Philosophy module, designed specifically for conversion students.

Assessment:

Essays, written examinations, presentations, exercises in symbolic logic, dissertation

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Skills and other attributes

Intellectual skills:

1. Critical awareness to undertake analysis of complex, incomplete or contradictory areas of knowledge communicating the outcome effectively;
2. Critical awareness to synthesise information in a manner that may be innovative, utilising knowledge or 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



These are achieved through the following **teaching/learning methods and strategies:**

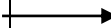
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3. A General Philosophy module, designed specifically for conversion students.

Assessment:

Essays, written examinations, presentations, exercises in symbolic logic, dissertation.

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;
3. Be able to read in the original language the appropriate literary or documentary texts



These are achieved through the following **teaching/learning methods and strategies:**

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Assessment:

Essays, written examinations, presentations, exercises in symbolic logic, dissertation.

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 professional communication with others, reporting on action clearly, autonomously and competently;
7. Has independent learning ability required for continuing professional study, making professional use of others where appropriate.

These are achieved through the following **teaching/learning methods and strategies:**

1. Students will be taught through lectures, seminars and tutorials, alongside independent study and individual research. Students will also be required to write a dissertation in this area.
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Assessment:

Essays, written examinations, presentations, exercises in symbolic logic, dissertation.

17. Statement of how the programme has been informed by the relevant subject benchmark statement(s)/professional, statutory and regulatory body guidelines

There are no relevant benchmark statements or professional body guidelines that apply to this programme. However, the descriptors used in this document build on the QAA undergraduate subject benchmarks for Philosophy (QAA 160 02/07: <http://www.qaa.ac.uk/academicinfrastructure/benchmark/statements/philosophy.asp>) and the College's Framework of Credits and Levels for College Awards.

The structure of the programme has been informed by the Credit Framework set out in section A4 of the *Academic Regulations, Regulations concerning student & General regulations* of King's College London (Academic Session 2008-9). Modes of assessment have been selected in accordance with the School of Arts & Humanities *Assessment Guidelines for Credit Framework*. The award of the degree is in compliance with Appendix 2 of the *Academic regulations*, section 2.1, which defines a postgraduate taught degree as: "A prescribed programme of study beyond the standard first degree level which assumes the general level of educational competence implicit in the award of a first degree and which extends over a period equivalent to a minimum of one calendar year full-time. This may include programme of study which are 'conversion courses' where graduates in one discipline acquire knowledge and develop a set of skills in another discipline".

18. In cases of joint honours programmes please provide a rationale for the particular subject combination, either educational or academic

PAF Approved: June 2010

PAF modified by ASQ for 2011/12: 7th April 2011

PAF modified by QAS for 2012/13: 29th March 2012

PAF finalised by QAS for 2014/15: 9th April 2015

Programme approval 2009/10

N/A

Which is the lead department and/or School?

19. Programme structure
See Programme Handbook for modules to be taken.
If a Masters programme, are level 6 credit levels permitted within the programme? No
Maximum number of credits permitted with a condoned fail (core modules excluded) 30 credits
Are students permitted to take any additional credits, as per regulation A3; 5.10? Yes, students are permitted to take up to 20 credits of level 7 language modules in the Modern Language Centre (MLC) in addition to their normal tariff of 180 credits. The normal criteria for admission to the MLC language modules apply.
Are students permitted take a substitute module, as per regulation A3; 20.8? Yes
Are there are any exceptions to the regulations regarding credits, progression or award requirements? (where relevant the information should also differentiate the particular requirements of pathways within a programme or nested/exit awards) A PG Diploma is available as an exit award in cases where a student has achieved 120 credits in any combination of modules. With permission from the Programme Coordinator, students may take a maximum of 40 credits outside the programme from modules available in the School of Arts & Humanities, School of Law or the School of Social Science & Public Policy, or exceptionally elsewhere in the College or University of London.

Other relevant information to explain the programme structure

Please note that new students enrolling on the information provided on this section of the PAF will have these regulations stipulated throughout their programme of study. The only exception to this will be if there are changes made by Professional, Regulatory or Statutory Bodies that are noted to this programme.

(a) numbers of introductory, core, compulsory and optional modules to be taken in each year of the programme with related credit values full time:

180 credits earned through 1 x 60 credit core dissertation module, 2 x 20 credit compulsory modules 'Philosophy of Medicine' and 'Perspectives on Death and Killing', and 80 credits of optional modules.

Students can also opt to take an additional 20 credit level 7 language module offered by the Modern Language Centre.

Part time

Year 1

40 to 80 credits

These will normally include 40 credits from the two compulsory modules, 'Philosophy of Medicine' and 'Perspectives on Death and Killing', plus 0-40 credits of optional modules

If students are advised to take 'General Philosophy' they must do so in year 1.

Year 2

100 to 140 credits earned through 1 x 60 credit core dissertation module and 40-80 credits of optional modules.

If either 'Philosophy of Medicine' or 'Perspectives on Death and Killing' was not taken in the first year, it must be taken in the second.

Students can also opt to take an additional 20 credit level 7 language module offered by the Modern Language Centre in either year.

20. Marking criteria

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

21. Particular features of the programme which help to reduce the barriers experienced by disabled students and ensure that the programme is accessible to all students who meet the entry requirements

Structure

We welcome part time applications.

Publicity and programme handbook

These clearly communicate the key skills that will be required during the programme, the content of each module, the intended teaching methods to be used and the module's status (core/compulsory/optional).

Teaching methods

A wide range of teaching methods are utilised (as demonstrated by box 17), including: handouts in alternative formats, electronic resources placed on the website, lecture notes in advance in electronic formats and transcriptions available for outside speakers and films.

Assessment

Advice has been taken from the Equality and Diversity Department to ensure assessment methods do not unfairly discriminate against students with disabilities. The College's Special Examination Arrangements Committee (SEAC) considers requests for adjustments to assessment to take account of learning and/or physical disabilities. Module outlines specify the assessment methods that will be used and explain that SEAC will need to be notified about requests for alternative assessment methods. The form that the alternative assessment will take has been specified for each module in advance.

Feedback

Feedback on the programme is regularly collected from students, including information from students with disabilities about their learning experience. The information collected is used towards the on-going development and improvement of the programme. In particular, it has prompted closer working with ISS to ensure that subject resources are offered in a range of alternative formats wherever possible.

PROGRAMME APPROVAL FORM
SECTION 3 – SUPPLEMENTARY INFORMATION

Not all of the information in this section will be relevant for all programmes and for some programmes this section will not be relevant at all

1. Programme name

MA Philosophy of Medicine

2. Is this programme involved in collaborative activity?

Yes No

If yes what type of Collaborative Provision is it (*tick appropriate box*)?

Does the programme have an access/feeder Programme for entry into it?

Does the programme have an articulation/ progression agreement for entry into it?

Dual Award

Franchised Provision

Joint Award

Partnership Programme

Recognition of Study or Award of Credit through off-campus study or placement

Staff and student exchange

Validated provision

Have the relevant stages and appropriate paperwork been approved and the paperwork forwarded onto QA&AA Office?

Yes No Not applicable X: due to intercollegiate arrangements

3. If the programme is a joint award with an institution outwith the University of London, validated provision or franchised provision, has the necessary approval been sought from College Education Committee?

Yes No Not applicable

Please attach a copy of Part 1 of the Partner Profile and checklist submitted to the College Education Committee

4. Partnership programme - in cases where parts or all of the programme are delivered away from one of the College campuses by a body or bodies external to the College please provide the following details

Name and address of the off-campus location and external body

Percentage/amount of the programme delivered off-campus or by external body

Nature of the involvement of external body

Description of the learning resources available at the off-campus location

What mechanisms will be put in place to ensure the ongoing monitoring of the delivery of the programme, to include monitoring of learning resources off-site or by the external body?

Please attach the report of the visit to the off-campus location

5. Recognition of study or award of credit through off-campus study or placement - please indicate how the time will be spent, the length of time out, the amount of credit and whether it is a compulsory or optional part of the programme

Year abroad	Year in employment	Placement	Other (please specify)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Time spentN/A.....Credit amount
.....Compulsory/optional.....

6. Please provide a rationale for any such time outside the College, other than that which is a requirement of a professional, statutory or regulatory body

N/A

5. Please give details if the programme requires validation or accreditation by a professional, statutory or regulatory body

Name and address of PSB

N/A

Frequency of validation/ accreditation

Date of next validation/ accreditation