

**PROGRAMME APPROVAL FORM
SECTION 1 – THE PROGRAMME SPECIFICATION**

1. Programme title and designation		Philosophy of Mental Disorder			
2. Final award					
Award	Title	Credit Value	ECTS equivalent	Any special criteria	
MSc	Philosophy of Mental Disorder	180	90	N/A	
3. Nested awards					
Award	Title	Credit Value	ECTS equivalent	Any special criteria	
PG Diploma	Philosophy of Mental Disorder	120	60	Students must take and pass 120 credits of taught modules	
4. Exit awards					
Award	Title	Credit Value	ECTS equivalent	Any special criteria	
Postgraduate Diploma	Philosophy of Mental Disorder	120	60	An unclassified PG Diploma may be offered in cases where a total of 120 credits of any combination of modules have been achieved.	
5. Level in the qualifications framework			7		
6. Attendance					
			Full-time	Part-time	Distance learning
Mode of attendance			X	X	No
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	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

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

PAF finalised for 2014/15: 9th April 2015

14. Date of programme review	2015/16
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16. Educational aims of the programme

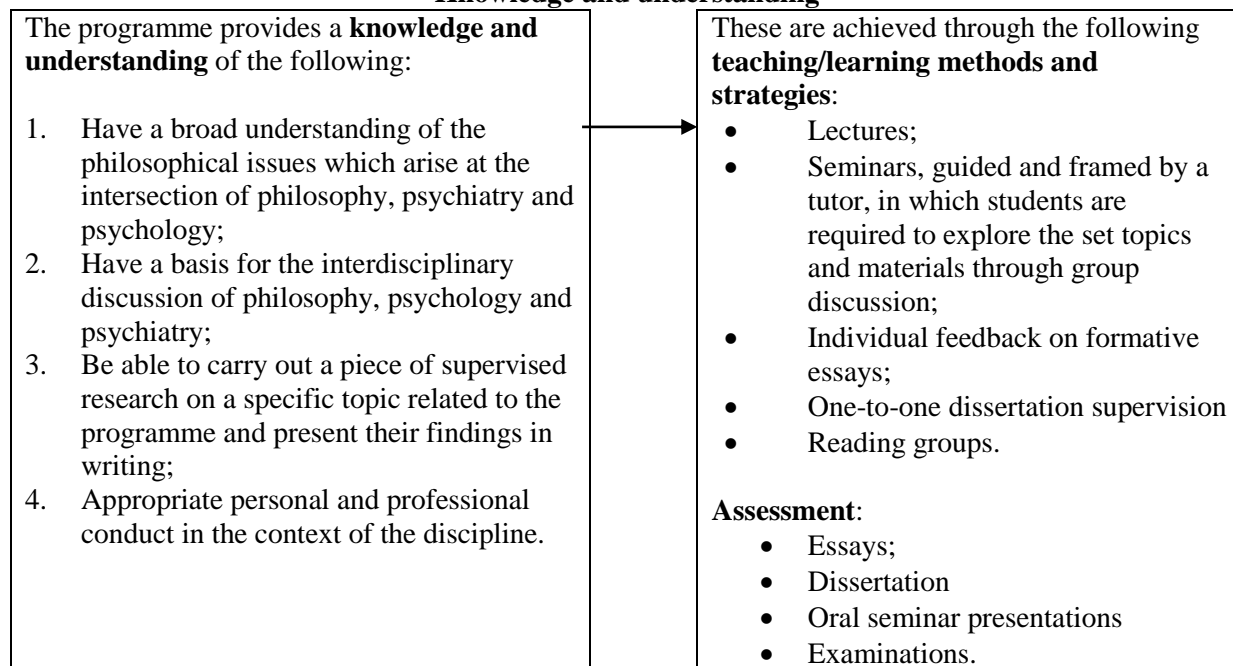
The specific aims of the *MSc in the Philosophy of Mental Disorder* are to:

- 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.

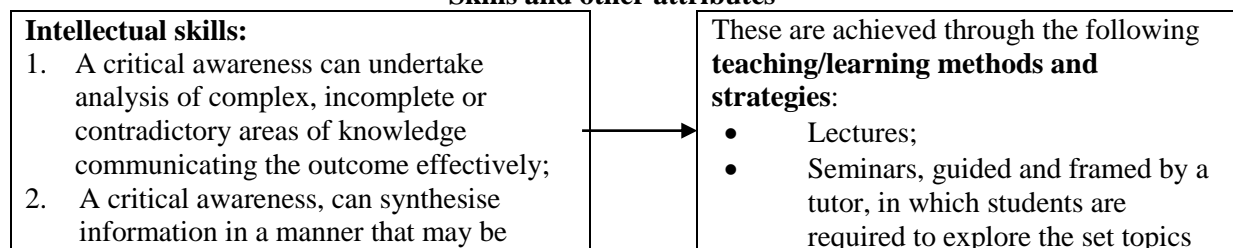
17. Educational objectives of the programme/programme outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding and skills in the following areas:

Knowledge and understanding



Skills and other attributes



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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.

and materials through group discussion;

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

Assessment:

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

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.

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.

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

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.

- 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.

Assessment:

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

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. In addition, students attend a compulsory not-for-credit seminar, dealing with basic and advanced skills and topics in relevant areas,

Part time:

Year 1

40 to 80 credits earned through optional modules.

Year 2

100 to 140 credits, of which: 40 to 80 credits earned through optional modules (depending on the number of credits earned in year 1) and 1 x 60 credit core Dissertation module.

(b) range of credit levels permitted within the programme

6-7

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

20

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

180

(e) are students permitted to take any additional credits, as per regulation A3; 5.10?

yes

(f) if a Masters programme, are level 6 credit levels permitted within the programme?

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yes, only graduate level 6 Language modules, only by approval of the Programme Coordinator, and only in addition to the 180 credits at level 7.

(g) maximum number of credits permitted with a condoned fail (core modules excluded)
30 credits.

(h) are students permitted to take a substitute module, as per regulation A3, 20.7?
Students are not permitted to take a substitute module

(i) other relevant information to explain the programme structure

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

With permission from the Programme Coordinator, students may take a maximum of 60 credits at level 7 outside the programme. With permission of the Programme Coordinator, students may take 20 credits at level 6 earned from a Graduate Language module; these 20 credits can only be taken in addition to the 180 credits at level 7 required by the programme.

Programme approval 2006/07

Programme Structure

See Programme Handbook for modules to be taken.

20. Marking criteria

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

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