Course Specification

A. Course Information

Final award title(s)	Post Graduate Certificate Healthcare Chaplaincy Post Graduate Certificate Spiritual Care in Health	**Course Code(s)**	5053 5141
Intermediate award title(s)	None		
Awarding Institution	London South Bank University		
School	☐ ASC ☐ ACI ☐ BEA ☐ BUS ☐ ENG ☒ HSC ☐ LSS		
Division	Primary and Social Care		
Delivery site(s) for course(s)	☐ Southwark ☐ Havering ☒ Other: Guys and St Thomas NHS Foundation Trust (GSTT)		
Mode(s) of delivery	☐Full time ☒Part time ☐ Both		
Length of course	Part time: 1-3 years		
Approval dates:	Course(s) validated		October 2017
	Course specification last updated and signed off		September 2022
	Version number		1
Professional, Statutory & Regulatory Body accreditation	UK Board of Healthcare Chaplaincy (UKBHC)		
Reference points:	Internal	Corporate Strategy 2020 - 2025 School Strategy LSBU Academic Regulations Academic Quality and Enhancement Website	
	External	UKBHC Code of Conduct and Capabilities (2015) SEEC Level Descriptors (2021) QAA Quality Code for Higher Education 2018 Framework for Higher Education Qualifications Subject Benchmark Statements PSRB Competitions and Markets Authority OfS Guidance	

B. Course Aims, Features and Outcomes

Distinctive features of course	This course is a Validation Collaboration between LSBU and Guy's and St Thomas' Hospital NHS Foundation Trust. It will be the first Chaplaincy

	training course in the UK that links academic studies to practice placements in a large, highly diverse, teaching hospital of international standing. It will link professional competencies, as measured by the UK Board of Healthcare Chaplaincy to the academic standards of LSBU.
Course Aims	The Post Graduate Certificate in Healthcare Chaplaincy/Spiritual Care in Health aims to: 1. Train competent and professional chaplains able to work in a multi-faith/belief environment 2. Enable these chaplains to work in multidisciplinary teams within healthcare settings 3. Understand the complexities and ethical decision making involved in clinical and social care
Course Outcomes	1) Students will have knowledge and understanding of: A1. Chaplaincy practice through its evolution in different healthcare settings and from the perspective of different belief traditions. A2. Spiritual care assessments, screening and history; its importance in health and well-being and an appreciation of the importance of self-care while caring for others A3. The roles of the professional chaplain in contemporary society, the values that give shape to these roles and the skills required to provide spiritual care in a multicultural healthcare setting A4. The interface between spirituality and health, ethics and pastoral care. 2) Students will develop their intellectual skills such that they are able to: B1. Review and critically appraise published research, interpret and synthesise this in the context of existing chaplaincy knowledge to effectively marshal arguments for evidence based healthcare. B2. Acquire an in-depth understanding of the theology and models of healthcare chaplaincy and critically explore the connection between spirituality, health and pastoral care B3. Provide an in-depth analysis of contemporary ethical and religious issues in healthcare setting as well as principles underpinning ethical decision making. ***For students enrolled on the Pg Cert Healthcare Chaplaincy only:*** B4. Articulate the background to supervision, gain insight into reflective practice and appreciate their application to professional chaplaincy in healthcare context. 3) Students will acquire and develop practical skills such that they are able to: C1. Demonstrate a critical understanding of the place of the chaplain in a multidisciplinary team and develop professional knowledge and skills for working in NHS. C2. Acquire the competence to engage with a patient and complete a spiritual care assessment, use a spiritual care screening tool and a

history tool combined with a life history.

C3. Identify, critically analyse and employ appropriate action/reflection models to provide appropriate and relevant pastoral care and professional chaplaincy.

For students enrolled on the PG Cert. Healthcare Chaplaincy only:

C4. Apply professional practice based on the Code of Conduct for healthcare chaplaincy.

4) Students will acquire and develop transferrable skills such that they are able to:

D1. Undertake learning independently, demonstrating effective time and workload management.

D2. Develop an appreciation for undertaking professional tasks across cultures and faith/ belief groups.

D3. Understand the relevance of reflective practice and will be able to employ their acquired knowledge and skills in their practice.

a) Teaching and learning strategy:

The course team will utilise multi-modal delivery including classroom lectures, seminars, e-learning, skills demonstrations, simulation laboratories, reflective practice and practice based learning. The course team will promote active, participatory and collaborative peer learning opportunities to enhance social cohesion and learning engagement. Contextual learning will be included, where concepts are given clinical relevance in real world settings. Technology will be utilised in the educational process to enhance skills and understanding of digital literacy and health technologies.

Scheduled teaching is supported and consolidated by private study structured by provision of comprehensive reading lists and core electronic resources, and the use of websites and other online teaching methods and resources

b) Assessment:

Theoretical Module Assessment:
The first module will be taught at level 6 and assessed by 2000 word essay while the remaining two modules will be taught at level 7 and assessed by 3000 word essay. Each theoretical module is linked to the learning outcomes of the module with critical analysis of complex issues around assessing patient needs and offering appropriate care.

Practical Module Assessment: ***For students enrolled on the PG Cert. Healthcare Chaplaincy only:***

The practical module will be assessed by mentors who are band 6 and above staff Chaplains. These mentors are also UKBHC registered. Competencies will be measured against UKBHC Band 6 Chaplaincy

	standards. These competences are for registration on the UK Board of Healthcare Chaplains register and require students to meet the professional code of conduct and the national requirements. Students are required to undertake one month of supervised wards visits and complete one hundred hours activity during these ward visits.
C. Entry Requirements	
Pre-requisites for this course	Those whom English is not their first language must achieve a minimum score of 7.0 overall or equivalent, with not less than 7.0 in the listening and reading sections and not less than 7.0 in the writing and speaking sections for the International English Language Test Score (IELTS) at the time of application. Evidence of prior learning will be required for students who choose to join the PG Cert directly. This will include study at level 6 (Bachelor's degree or equivalent such as denominational qualifications, AP(E)L) and some practical experience such as visiting in hospitals, hospices, charity voluntary work, or other civic work that demonstrates an ability to work in multi-disciplinary teams and to help address complex social needs.
Co-requisites for this course	All students on the PG Cert Healthcare Chaplaincy/Spiritual Care in Health will have undertaken the one week induction course for volunteers in the Chaplaincy Department at GSTT.

Qualifications required for this course	Applicants will be considered on an individual basis but will normally require:
	• Academic qualifications:
	    a. an Honours degree in a relevant subject, or
	    b. a Higher National Diploma in a relevant subject and a minimum of three years
	    post-qualification experience in a relevant field, or
	    c. a professional qualification recognised as equivalent to an Honours degree, or
	    d. a postgraduate diploma, or
	    University Regulatory Framework Admissions and Enrolment Procedure 2016/17
	    e. appropriate equivalent skills and experience.
	
	Applicants may apply to have prior learning recognised through APEL or transfer of credit if they have exceeded the entry criteria for level 7. See LSBU Admissions and Enrolment Procedure:
	http://www.lsbu.ac.uk/__data/assets/pdf_file/0008/84356/admissions-enrolment-procedure.pdf
	
	Where applicants want to study one or more modules for credit purposes but do not intend to undertake the whole award, the entry requirements that exist for the award will apply to those modules.
	
	• An Ordination or equivalent of a recognised faith or belief community recognition

	• Candidates without either would require an APL portfolio in certified volunteering experience • English GCSE or equivalent (at C or above) • Two references from relevant faith/belief community plus academic or other appropriate reference

D. Additional Information

Course structure(s)	**PG Cert Healthcare Chaplaincy** Students will undertake three 20 credit modules and a zero rated professional practice module, including 200 hours of placement experience, part time over one academic year.

Module Title	Academic Level	Credit	*Dates and times*
Professional Practice	7	0	*October 9 months 200 hours*
Contemporary and Cross-cultural Healthcare Chaplaincy	6	20	September 5 days
Advanced Spiritual Care for Patients	7	20	January 5 days
Ethical & Pastoral Care in a Multi-cultural Society	7	20	April 5 days

PG Cert Spiritual Care in Health
Students will undertake three, 20 credit modules part time over one academic year.

Module Title	Academic Level	Credit	*Dates and times*
Contemporary and Cross-cultural Healthcare Chaplaincy	6	20	September 5 days
Advanced Spiritual Care for Patients	7	20	January 5 days
Ethical & Pastoral Care in a Multi-cultural Society	7	20	April 5 days

E. Course Modules

Module Code	Module Title	Level	Semester	Credit value
HCC_6_001	Contemporary and Cross-cultural Healthcare Chaplaincy	6	1	20
HCC_7_002	Advanced Spiritual Care for Patients	7	2	20
HCC_7_003	Ethical & Pastoral Care in a Multi-cultural Society	7	2	20
HCC_7_004	Professional Practice	7	1-2	0

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Appendix A: Curriculum Map
Appendix B: Personal Development Planning

Appendix A: Curriculum Map

This map provides a design aid to help course teams identify where course outcomes are being developed, taught and assessed (TDA) within the course. It also provides a checklist for quality assurance purposes and may be used in validation, accreditation and external examining processes. Making the learning outcomes explicit will also help students to monitor their own learning and development as the course progresses.

Units			Course outcomes														
Level	Title	Code	A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3
6	Contemporary and Cross-cultural Healthcare Chaplaincy	HCC_6_001	TDA	TDA	TDA	TD					TDA				TDA	TDA	
7	Advanced Spiritual Care for Patients	HCC_7_002		TDA	TD	TDA	TDA	DTA			TD	TDA	TDA				TDA
7	Ethical & Pastoral Care in a Multi-cultural Society	HCC_7_003					TDA	TDA	TDA								
7	Professional Practice	HCC_7_004	D							TDA		TDA		TDA			TD

Appendix B: Personal Development Planning

A variety of terms are used in higher education to describe a process undertaken by individuals to gather evidence on, record and review their own learning and achievement, and identify ways in which they might improve themselves academically and more broadly. The term Personal Development Planning (PDP) is proposed to describe a structured process undertaken by an individual to reflect upon their own learning, performance and/or achievement and to plan for their personal educational and career development. The purpose of this tool is to help HE

teaching staff to explain where PDP is being used within a course or portfolio of modules.

Approach to PDP	Level 6	Level 7
1 Supporting the development and recognition of skills through the personal tutor system.	Students are seen by their Mentor and have a tutorial following each practice learning opportunity. The Mentor writes a reference on completion of the course using the LSBU template and guidance.	Students are seen by their Mentor and have a tutorial following each placement. The Mentor writes a reference on completion of the module.
2 Supporting the development and recognition of skills in academic modules/modules.	Essay writing skills at level six and critical reading and analysis. Library sessions available at LSBU to support the development of advanced literature searching skills. Assignment preparation is undertaken during the module delivery. Formative verbal feedback given for group presentations.	Academic writing skills at level 7, critical reading and analysis. Assignment preparation is undertaken during the module delivery. A structured course of numeracy skills which are linked to clinical competencies.
3 Supporting the development and recognition of skills through purpose designed modules/modules.	Skills development assessed in the practice environment. Simulation experiences are provided to support students acquiring the advanced skills techniques. Modules underpin the knowledge and skills required for a qualified practitioner	Case studies are provided to support students acquiring the advanced skills techniques. Modules underpin the knowledge and skills required for a qualified practitioner
4 Supporting the development and recognition of skills through research projects and dissertations work.	All academic assignments require literature searching, critiquing and integration of theory and practice. Students undertake a thread through level six modules which focuses on evidence in chaplaincy.	All academic assignments require literature searching, critiquing and application of theory and practice.
5 Supporting the development and recognition of career management skills.	Sound links with chaplaincy networks and professional bodies. Modules focus on students' ongoing roles and development as a qualified chaplain	Strong links with chaplaincy professional bodies Modules 3 and 4 focus on student's ongoing roles and development as a qualified chaplain.
6 Supporting the development and recognition of career management skills through work placements or work experience.	Post-practice interviews in relation to reflection on experiences and setting learning outcomes for future practice learning. Students are supported and encouraged to identify and achieve their personal outcomes and to link this to work opportunities post qualifying. A range of experiences are offered in which students are required to work in a less directly supervised way to gain the skills required of a qualified practitioner.	Post-practice interviews in relation to reflection on experiences and setting objectives for future practice. Students are supported and encouraged to identify and achieve their personal objectives and to link this to work opportunities post qualifying. A range of experiences are offered in which students are required to work in an unsupervised way to gain the skills required of a qualified practitioner.

7 Supporting the development of skills by recognising that they can be developed through extra curricula activities.	Students are encouraged to gain experience in their own faith communities. Advice for skills relating to role of a qualified chaplain in respect of team working is given as appropriate	Advice and referred for skills relating to role of a qualified chaplain in respect of management and team working is given both in the hospital setting and outside in other environments.
8 Supporting the development of the skills and attitudes as a basis for continuing professional development.	Focus on professional role development in the modules. The lifelong learning ethos of the NHS is promoted.	The lifelong learning ethos of the NHS is promoted. Modules are based on the requirements of the professional publications.
9 Other approaches to personal development planning.	All students are encouraged to discuss their future goals. Mock interviews are offered and development of CV's	All students are encouraged to discuss their first future goals. Mock interviews are offered and development of CV's.
10 The means by which self-reflection, evaluation and planned development is supported e.g. electronic or paper-based learning log or diary.	Reflection is a key learning tool for maintaining and improving patient care and this is integrated into all modules of study Evaluation of the course helps the student to focus on their own personal development as well as gaining knowledge and skills.	Reflection is a key learning tool for maintaining and improving patient care and this is integrated into all modules of study. Evaluation of the course, utilising the learning logs helps the student to focus on their own personal development as well as the knowledge and skills gaining.