

Course Specification

A. Course Information			
Final award title(s)	MA (Top-Up) Healthcare Chaplaincy and Wellbeing		
Intermediate exit award title(s)			
UCAS Code		Course Code(s)	5841
Awarding Institution	London South Bank University		
School	<input type="checkbox"/> ASC <input type="checkbox"/> ACI <input type="checkbox"/> BEA <input type="checkbox"/> BUS <input type="checkbox"/> ENG <input checked="" type="checkbox"/> HSC <input type="checkbox"/> LSS		
Division			
Course Director	Revd Nana Kyei-Baffour		
Delivery site(s) for course(s)	<input type="checkbox"/> Southwark <input type="checkbox"/> Havering <input type="checkbox"/> Croydon <input checked="" type="checkbox"/> Other: Guys and St Thomas NHS Foundation Trust (GSTT)		
Mode(s) of delivery	<input type="checkbox"/> Full time <input checked="" type="checkbox"/> Part time <input type="checkbox"/> other please specify		
Length of course/start and finish dates	Mode	Length years	Start - month
	Full time		
	Full time with placement/sandwich year		
	Part time	1	September
	Part time with Placement/sandwich year		
Is this course suitable for students on a Tier 4 visa?	No		
Approval dates:	Course(s) validation date	11 th May 2022	
	Course specification last updated and signed off	Sept 2023	
Professional, Statutory & Regulatory Body accreditation	United Kingdom Board for Healthcare Chaplaincy (UKBHC)		
Link to Institute of Apprenticeship			

(IoA) Assessment Plan (Apprenticeship only)	None	
Reference points:	Internal	LSBU Group Corporate Strategy 2020-2025: https://www.lsbu.ac.uk/data/assets/pdf_file/0008/273869/2025-group-strategy.pdf Academic Quality and Enhancement Manual School Strategy LSBU Academic Regulations
	External	QAA The UK Quality Code for Higher Education 2018 Framework for Higher Education Qualifications Subject Benchmark Statements (Dated) PSRBs Competitions and Markets Authority SEEC Level Descriptors 2021 OfS Guidance UKBHC Code of Conduct and Capabilities (2014)

B. Course Aims and Features

Distinctive features of course	<p>This course is aligned to meet the professional competencies, as measured by the UK Board of Healthcare Chaplaincy and to fully meet the academic standards and regulations of LSBU. The course will be appropriate for those who are already chaplains but wish to enhance their knowledge, skills, and practice further. Likewise, other healthcare professionals and students in fields such as social healthcare, clinical psychology and medicine can also access this course to develop their spiritual and religious competencies as part of their required multi-cultural competencies for effective and ethical delivery of their services. This is a one year part-time course from September to August.</p>
Course Aims	<p>The aim of the course is to enable individuals to form the foundations and provide an evolution in their knowledge related to spiritual and pastoral care within Healthcare Chaplaincy context. This will include an understanding of the specific contexts and themes that may emerge within a community.</p>
Course Learning Outcomes	<p>A Students will have knowledge and understanding of:</p> <p>A1: To justify and critically examine, ethical, and advanced spiritual well-being techniques which underpin the basis of wellbeing and innovative spiritual first aid in context</p> <p>A2: Advanced knowledge and connection between theology and existential thinking underpins working practice of each of the 4 pillars of advanced practice and the underpinning contemporary evidence base.</p> <p>B Students will develop their intellectual skills such that they are able to:</p> <p>B1: Critically examine the elements needed to educate healthcare professionals from a range of faith/belief community surrounding the safe, ethical, and evidence-based advanced spiritual well-being techniques. This includes developing the skills to critically examine innovative spiritual first aid practices.</p> <p>B2: To justify and evaluate the theology and evidential basis of their faith and how this relates to their communities in the practice of spiritual healthcare. Individuals</p>

	<p>will evaluate their healthcare chaplaincy service using appropriate tools to inform future professional practices.</p> <p>C Students will acquire and develop practical skills such that they are able to:</p> <p>C1: Develop advance spiritual first aid skills and appropriate practices to manage a range of complex situations relating to trauma and disasters when delivering spiritual care and wellbeing to healthcare communities</p> <p>C2: To engage in the delivery of education to the multidisciplinary team and faith and belief communities surrounding the purpose and impact and role of evidence-based spiritual healthcare</p> <p>D Students will acquire and develop transferrable skills such that they are able to:</p> <p>D1: Be a critically reflective practitioner when leading and managing diverse community engaged services. To maintain their own personal and professional development, learning from experience, through supervision, feedback, reflection, and evaluation.</p> <p>D2: Demonstrate self-awareness, the ability to critically appraise advanced spiritual care practice and, implement appropriate strategies for implementing spiritual first aid in context.</p>
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C. Teaching and Learning Strategy

This course is a collaboration between LSBU, and their industry partner the Guys and St Thomas NHS Foundation Trust (GSTT). This course is entirely focused upon the development of contemporary health care chaplains. This course will equip and prepare learners to have the knowledge, skills, and attributes that will prepare them to be effective within their roles within healthcare chaplaincy. This course provides the core training needed to manage the diverse challenges and opportunities that individual face as a contemporary health care chaplain

The course team will utilise a variety of teaching delivery methods which include face to face classroom lectures, seminars, e-learning, hybrid learning, practical skills demonstrations, and practice-based learning in the context of the learner. The course team will promote active, participatory, and collaborative peer learning opportunities to enhance social cohesion, participation and to promote learning engagement. Contextual learning will be included, to shape and frame spiritual learning across multi-faith/belief contexts. The use of technology will be utilised in the educational process to enhance skills and understanding of digital literacy.

Scheduled timetabled learning is supported and consolidated by independent student study. The provision of comprehensive reading lists and core electronic resources including the use of websites and other online teaching methods and resources will provide guidance for learners.

Students will be expected to undertake work-based learning in addition to taught modules, academic contact hours face-to-face hours, student managed learning hours, and blended learning hours. This course develops the advanced spiritual care practitioners to reflect independently about their professional practice.

GSTT has a library to which students will have access to during their period of study. Students of LSBU will also have access to the library on the Southwark campus. This provides students with access to a wide range of books, journal, articles, and other specialist materials they will need to complete their studies. E-resources – including over 18,000 full-text journals – can be accessed off-campus 24 hours a day. A team of experienced, professional staff is on hand to give expert support and provide training. <https://my.lsbu.ac.uk/my/portal/Study-Support/Library>

Each student has access to each of the module co-ordinators as personal tutors, as well as the Education, Training and Development Associate (GSTT team) co-ordinating the programme for pastoral support.

All students will be fully enrolled and inducted as LSBU and GSTT Students. A joint induction will be given to prepare all the students. They will attend the LSBU library services and digital skills bespoke sessions set up to ensure that they are fully equipped with the necessary knowledge. There will be a mix of teaching methodologies including lectures, groups work, peer assessment, seminars, tutorials, practical and VLE activities throughout the whole MA pathway.

Students will be provided with an academic advisor for each module which they undertake. The support in which they receive is outlined in the Institute of Health and Social Care's Operational Manual 21/22.

A resource document is also required as part of the requirements within the Collaboration partnership with the Guy's & St. Thomas' NHS Foundation Trust contract can also be found as part of the Guy's & St. Thomas' NHS Foundation Validation Submission, this outlines the partners ability to successfully support individuals.

The way in which teaching, and learning can be quality assured is outlined in detail within the partnership Collaborations Handbook (Institute of Health and Social Care's Collaborations Handbook).

D. Assessment

The assessment strategy for this course has been designed to consolidate learning with the aim of transferring applied knowledge into the health care chaplaincy context promoting real world application and applying learning directly to the faith communities. This approach enables individuals to develop a systematic understanding of spiritual care and cross-communication knowledge within the complex field of different faiths, beliefs, cultural and value systems, while exploring the autonomous role of a chaplain in the environment in which they work.

Formative assessment enables the student to scaffold and build upon knowledge skills and abilities alongside the academic requirements. Students will engage with group debates, group projects, podcasts, pastoral supervision, research plans, self-evaluations, and presentations to promote learning and develop skills within the group. Critical reflection and gaining perspective upon the spiritual self is threaded through the whole course to enable the individual to engage as a critically reflective practitioner.

The variety of summative assessments will encourage students to develop different skills and processes essential to their work as a health care chaplain. This will engage individuals to promote effective and enjoyable teaching and learning experience and help students demonstrate their current strengths whilst identifying areas to develop.

All modules have a formative and summative assessments which integrate modules at all levels to enable students to guide their learning and to seek guidance from the academic team. The use of the assessment grids and the focus on how students could improve their performance forms the cornerstone of the feedback strategy on all assignments. This course takes into consideration the requirements of an inclusive curriculum and diverse assessment strategy which is varied that complements the careers pathways and skills approach.

This new course provides students with the opportunities to develop applied knowledge and skills including improving communication, IT, literacy, and research skills which prepares individuals to enter

employment. This course will enable graduates to apply for positions within healthcare chaplaincy within the NHS and other health care settings.

Module Code	Module Title 1	Academic Level	Credit	Months of Delivery
	Spiritual Care, Wellbeing and Spiritual First Aid	7	20	September-January Assessed January

Formative Assessment:

Poster presentation which demonstrates evidence-based spiritual care and wellbeing **or** spiritual first aid techniques within healthcare context

Summative Assessment:

CW1: A **10-minute** Podcast where the learner selects **one** of the following topic areas to critically discuss:

1. Spiritual first aid in context
2. Spiritual care in complex traumatic situations
3. Educating faith/belief community leaders in safe, ethical, and evidence-based advanced spiritual well-being techniques

The Podcast should feature the following elements:

- Justification and current coverage of topic area
- How this links with the four pillars of advanced spiritual care practice
- Make clear link to fundamental theories and principles relating to spiritual first aid
- Critical thinking about the topic
- Creativity evidence to engage the listener

Weighting: 30%

Pass Mark: 50%

CW2: Critical Reflection 2500 words relating to spiritual first aid and the four pillars of advanced spiritual care practice

Weighting: 70%

Pass Mark: 50%

Module Code	Module Title 2	Academic Level	Credit	Months of Delivery
	Improving Chaplaincy Practice within the Workplace	7	40	January-May Assessed May

Formative

To create a portfolio plan of learning which maps to the four pillars of chaplaincy practice:

1. Spiritual care
2. Education
3. Research
4. Leadership & management,

Summative

CW1: A Professional Portfolio totalling 200 evidenced hours of learning demonstrating development of advanced spiritual care practice across the four pillars of advanced chaplaincy practice.

The portfolio of evidence should be structured using the following key themes:

1. Spiritual care
2. Education
3. Research
4. Leadership & management,

The professional portfolio consists of:

1. The professional portfolio of learning evidence
2. A detailed log of 100 evidenced learning hours

Weighting: 50%

Pass Mark: 50%

CW2: 2500 critical reflection of how the professional portfolio engages with the future of healthcare chaplaincy in context

Weighting: 30%

Pass Mark: 50%

EX1: Viva 20 mins (10mins questions) on one of the chosen pillars of practice linked to the portfolio of evidenced learning

Weighting: 20%

Pass Mark: 50%

E. Academic Regulations

The University's Academic Regulations apply for this course: [LSBU Academic Regulations](#)

1.0 Compensation

The schools follows the university regulations apart from:

- Students/Apprentices will not be eligible for compensation in any module as a pass in all elements of assessment is required to demonstrate competence.

F. Entry Requirements

Applicants will be considered on an individual basis but must meet the following MA Top-Up entry requirements for interview:

MA Top-Up Entry Requirements: -

1. Have successfully completed the Pg Dip in Healthcare Chaplaincy and Wellbeing offered as part of the GSTT/LSBU collaboration
2. The candidate must be eligible to be registered with the UK Board of Healthcare Chaplaincy. This includes to show a recognized status as a member or observant with a mainstream Faith Community or Belief

Group. A mainstream faith community or belief group are those recognized by the Network for Pastoral, Spiritual and Religious Care in Health (NPSRCH) or the Free Churches Group or Churches Together in England. Evidence to be provided.

3. Providing a clear enhanced DBS (Disclosure and Barring Scheme) with POCA (Protection of Children Act) & POVA (Protection of Vulnerable Adults) for hospital placement purposes.
4. To be working in the context of Health Care Chaplaincy either in a paid role or having an 'honorary contract' in place, **OR** to have identified such a working context either in a paid role or to be having an 'honorary contract'

G. Course structure(s)

Course overview

Students will undertake two modules, on a part-time basis, one 20 credits and one 40 credits and produce a portfolio of professional practice.

Semester 1		Semester 2	
	Spiritual Care, Wellbeing and Spiritual First Aid (compulsory) M1	20	Improving Chaplaincy Practice within the Workplace (compulsory) M2
			40

Information on Advanced Spiritual Care Practitioner Post:

Conversations are taking place between HEE, UKBHC, LSBU and GSTT with regards to the Pg Cert being recognised as an Enhanced Practitioner training and the Pg Dip and Masters courses being recognised as Advanced Spiritual Care Practitioner training. It is hoped that some students from the minority Faith and Belief communities will be funded as part of a pilot study of HEE.

H. Course Modules

Module Code	Module Title	Academic Level	Semester	Credit
	Spiritual Care, Wellbeing and Spiritual First Aid	7	1	20
	Improving Chaplaincy Practice within the Workplace	7	2	40

I. Timetable information

Students will receive timetable for the upcoming lectures for any of the modules, at least two weeks in advance. This information will be published on Moodle for students to access. All study days are available to the student when then apply via the online LSBU portal.

J. Costs and financial support

Course related costs

- provide information about other course-related costs (explain what is and what is not included in the tuition fees, e.g., such additional expenses as cost of books or other learning materials, specialist equipment, uniforms, clothing required for work placements, field trips, bench fees).

Apart from the tuition fees, students may incur some additional cost however the following disclaimer will be made. 'Students may be liable for any additional cost outside of the boundaries of the programme e.g., cost of books or other learning materials, specialist equipment, uniforms, clothing required for work placements, field trips, bench fees. These costs will need to be met by the students.' These tuition fees will be collected in accordance with the tuition fees regulations 22/23. This will be made on the course description and on the webpages:

https://www.lsbu.ac.uk/_data/assets/pdf_file/0011/12143/TFRs-2022_23-final.pdf

<https://www.lsbu.ac.uk/study/undergraduate/fees-and-funding>

Tuition fees/financial support/accommodation and living costs

- Information on tuition fees/financial support can be found by clicking on the following link - <http://www.lsbu.ac.uk/courses/undergraduate/fees-and-funding> or
- <http://www.lsbu.ac.uk/courses/postgraduate/fees-and-funding>
- Information on living costs and accommodation can be found by clicking the following link- <https://my.lsbu.ac.uk/my/portal/Student-Life-Centre/International-Students/Starting-at-LSBU/#expenses>

List of Appendices

Appendix A: Curriculum Map

Appendix C: Personal Development Planning (postgraduate courses)

Appendix D: Terminology

Appendix A: Curriculum Map

This map provides a design aid to help course teams identify where course outcomes are being developed, taught and assessed 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.

Modules			Course outcomes							
Level	Title	Code	A 1	A 2	B 1	B 2	C 1	C 2	D 1	D 2
7	Spiritual Care, Wellbeing and Spiritual First Aid (compulsory) M1		T D A	T D A	T D	T D A	T D	T D	T D	T D A
7	Improving Chaplaincy Practice within the Workplace (compulsory) M2		T D		T D A	T D	T D A	T D A	T D A	T D A

Appendix C: Personal Development Planning

Approach to PDP	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 placement. The Mentor writes a reference on completion of the module.
2 Supporting the development and recognition of skills in academic modules/modules.	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.	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 application of theory and practice.
5 Supporting the development and recognition of career management skills.	Strong links with chaplaincy professional bodies.
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 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.	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.	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 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, utilising the learning logs helps the student to focus on their own personal development as well as the knowledge and skills gaining.

Appendix D: Terminology

[Please provide a selection of definitions according to your own course and context to help prospective students who may not be familiar with terms used in higher education. Some examples are listed below]

awarding body	a UK higher education provider (typically a university) with the power to award higher education qualifications such as degrees
bursary	a financial award made to students to support their studies; sometimes used interchangeably with 'scholarship'
collaborative provision	a formal arrangement between a degree-awarding body and a partner organisation, allowing for the latter to provide higher education on behalf of the former
compulsory module	a module that students are required to take
contact hours	the time allocated to direct contact between a student and a member of staff through, for example, timetabled lectures, seminars and tutorials
coursework	student work that contributes towards the final result but is not assessed by written examination
current students	students enrolled on a course who have not yet completed their studies or been awarded their qualification
delivery organisation	an organisation that delivers learning opportunities on behalf of a degree-awarding body
distance-learning course	a course of study that does not involve face-to-face contact between students and tutors
extracurricular	activities undertaken by students outside their studies
feedback (on assessment)	advice to students following their completion of a piece of assessed or examined work
formative assessment	a type of assessment designed to help students learn more effectively, to progress in their studies and to prepare for summative assessment: formative assessment does not contribute to the final mark, grade or class of degree awarded to students

higher education provider	organisations that deliver higher education
independent learning	learning that occurs outside the classroom that might include preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks, or revision
intensity of study	the time taken to complete a part-time course compared to the equivalent full-time version: for example, half-time study would equate to 0.5 intensity of study
lecture	a presentation or talk on a particular topic. in general lectures involve larger groups of students than seminars and tutorials
learning zone	a flexible student space that supports independent and social learning
material information	information students need to make an informed decision, such as about what and where to study
mode of study	different ways of studying, such as full-time, part-time, e-learning or work-based learning
modular course	a course delivered using modules
module	a self-contained, formally structured unit of study, with a coherent and explicit set of learning outcomes and assessment criteria; some providers use the word 'course' or 'Course unit' to refer to individual modules
national teaching fellowship	a national award for individuals who have made an outstanding impact on student learning and the teaching profession
navigability (of websites)	the ease with which users can obtain the information they require from a website
optional module	a module or course unit that students choose to take
performance (examinations)	a type of examination used in performance-based subjects such as drama and music
professional body	an organisation that oversees the activities of a particular profession and represents the interests of its members
prospective student	those applying or considering applying for any programme, at any level and employing any mode of study, with a higher education provider

regulated course	a course that is regulated by a regulatory body
regulatory body	an organisation recognised by government as being responsible for the regulation or approval of a particular range of issues and activities
scholarship	a type of bursary that recognises academic achievement and potential, and which is sometimes used interchangeably with 'bursary'
semester	either of the parts of an academic year that is divided into two for purposes of teaching and assessment (in contrast to division into terms)
seminar	seminars generally involve smaller numbers than lectures and enable students to engage in discussion of a particular topic and/or to explore it in more detail than might be covered in a lecture
summative assessment	formal assessment of students' work, contributing to the final result
term	any of the parts of an academic year that is divided into three or more for purposes of teaching and assessment (in contrast to division into semesters)
total study time	the total time required to study a module, unit or course, including all class contact, independent learning, revision and assessment
tutorial	one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project
work/study placement	a planned period of experience outside the institution (for example, in a workplace or at another higher education institution) to help students develop particular skills, knowledge or understanding as part of their course
workload	see 'total study time'
written examination	a question or set of questions relating to a particular area of study to which candidates write answers usually (but not always) under timed conditions