

Course Specification

A. Course Information																							
Final award title(s)	MA Healthcare Chaplaincy and Wellbeing																						
Intermediate exit award title(s)	Pg. Cert Healthcare Chaplaincy and Wellbeing Pg. Dip Healthcare Chaplaincy and Wellbeing MA Top-up Healthcare Chaplaincy and Wellbeing																						
UCAS Code		Course Code(s)	5838																				
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	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Mode</th> <th style="width: 25%;">Length years</th> <th style="width: 25%;">Start - month</th> <th style="width: 25%;">Finish - month</th> </tr> </thead> <tbody> <tr> <td>Full time</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Full time with placement/ sandwich year</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Part time</td> <td>3</td> <td>September</td> <td>August</td> </tr> <tr> <td>Part time with Placement/ sandwich year</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>			Mode	Length years	Start - month	Finish - month	Full time				Full time with placement/ sandwich year				Part time	3	September	August	Part time with Placement/ sandwich year			
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Full time																							
Full time with placement/ sandwich year																							
Part time	3	September	August																				
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 23																					
Professional, Statutory &	United Kingdom Board for Healthcare Chaplaincy (UKBHC)																						

Regulatory Body accreditation		
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	This is a full MA in Healthcare Chaplaincy and Wellbeing course with step off awards. Individuals can also top up to a MA if they have undertaken the PgCert and PgDip as part of this validated pathway. This would be in line with LSBU APEL regulations and admissions policy. This is a part-time course taught over 3-years. This course is a collaboration between LSBU and Guy's and St Thomas' Hospital NHS Foundation Trust (GSTT). This course 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. 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 also be mapped against the new chaplaincy guidelines when it is published.	
Course Aims	This course will critically explore the capabilities and competence of the contemporary chaplain across the advanced practice in spiritual care and wellbeing. This course will develop an individual's ability to demonstrate the advanced skills and knowledge to educate healthcare professionals and faith/belief community leaders in safe, ethical, and evidence-based advanced spiritual well-being techniques. It will enable individuals to practice ethical and organisational practice for spiritual care and spiritual wellbeing and to engage in spiritual first aid in community and health care settings. This course has a strong emphasis in enabling the individual to deeply apply their advanced critical knowledge in practice by evidencing and evaluating their professional practice within their context of chaplaincy practice.	
Course Learning Outcomes	<p>A Students will have knowledge and understanding of:</p> <p>A1: Examine and critically reflect upon the evolution of the role of chaplaincy practice in different healthcare settings and from multi-faith/belief perspectives, with an understanding of the values that give shape to chaplaincy roles and the skills required to provide an outstanding contemporary chaplaincy service within a healthcare setting.</p>	

A2: Critically analyse and identify factors health care chaplains may encounter relating to illness, suffering and end of life care. To critically determine and justify the specific connections between spirituality and suffering, spirituality in health and the skills and knowledge required for assessing spiritual needs of patients relating to spiritual care guidelines.

A3: Critically evaluate the research process as a method of enquiry and apply this to generate a research idea. To synthesis and evaluate concepts that inform safe and ethical research practice in chaplaincy practice.

A4: Evaluate the ethical approaches to problem solving and the interface between spirituality, health, ethics, pastoral care, and leadership while engaging in a professional chaplaincy role. That individuals are accountable whilst engaging in a professional chaplaincy role for all decisions and practice relating in accordance with the UKBHC code of conduct.

A5: 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

A6: 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.

B Students will develop their intellectual skills such that they are able to:

B1: Critically evaluate the historical and contemporary chaplaincy practices in order to respond to challenging and unpredictable spiritual care situations. To synthesis and appraise the potential barriers which may impact upon the delivery of a healthcare chaplaincy service in a multi-faith and belief, and multi-cultural context.

B2: Evaluate theology and the models of healthcare chaplaincy to justify the connection between spirituality, health, and pastoral care. To appraise and evaluate the role of professional supervision and critically reflective practice in a healthcare context. To use critical reflection to synthesise new ideas to enhance patient wellbeing.

B3: Review and critically appraise published research, interpret, and synthesise this in the context of existing chaplaincy knowledge whilst upholding ethical principles and make recommendations to enhance the current contemporary evidence base.

B4: Evaluate the styles and approaches to effective strategic leadership in the context of chaplaincy and the delivery of spiritual care.

B5: 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.

B6: 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 will evaluate their healthcare chaplaincy service using appropriate tools to inform future professional practices.

C Students will acquire and develop practical skills such that they are able to

C1: Demonstrate an enhanced level of competence and skills in spiritual care provision across diverse cultural, faith and belief backgrounds linked to UKBHC standards. To critically evaluate the capabilities and competences frameworks set by the UKBHC and demonstrate within the individual's chaplaincy context.

C2: Demonstrate competent evidenced engagement with communities and complete an appropriate spiritual care assessment using a spiritual care screening tool and a history tool together with a life history. To demonstrate advanced competence, capacity and practical chaplaincy skills which enable effective spiritual care in partnership with individuals, families, carers and in a multi-disciplinary team.

C3: Demonstrate management of self and of a team in the context of delivering spiritual care to a cross-cultural and multi-faith and belief community. Demonstrating advanced competence, by being spiritually and emotional intelligence and justifying critical thinking in professional practice.

C4: Evaluate, synthesise the regulatory requirements and ethical frameworks to act proactively in situations when there is a potential cause for concern while working among the vulnerable, patients and carers. Upholding and adhering to approved guidelines to ensure communities are protected.

C5: 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

C6: 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

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

D1: Demonstrate critical self-awareness and the ability to engage with independent learning and employ effective time management to prioritise workloads and meet personal and professional deadlines.

D2: To work professionally and to appropriately prioritise workloads while discharging the role of chaplain within a multidisciplinary team.

D3: Make informed decisions, and have an in-depth understanding of necessary safeguarding monitoring, the chaplain's role in protecting the public and upholding local and national policy when engaging in the spiritual care of others.

D4: Critically appraise and interpret published research, in the context of health care chaplaincy, this may include the use of tools to synthesis ideas. To use published research to inform business planning and guide service improvements.

D5: Be a critically reflective practitioners 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.

D6: Demonstrate self-awareness, the ability to critically appraise advanced spiritual care practice and, implement appropriate strategies for implementing spiritual first aid in context.

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.

The first module on the MA pathway will be offered at L6 to promote accessibility, and opportunity into the pathway enabling individuals to step in and build up to studying at L7 in module 2. The first module has a variety of both formative and summative methods to widen participation and opportunity to be successful. It also allows the academic team to assess and support individuals across a range of methods to prepare them for further assessment in the course.

On successful completion of the course the student will be eligible to be registered as a Band 6 Healthcare Chaplain and to be registered with UKBHC register. This benchmark is recognised throughout the UK and in NHS hospitals providing a gold standard for professional health care chaplaincy.

	Module Title 1	Academic Level	Credit	Months of Delivery
Year One	Contemporary and Cross-cultural Healthcare Chaplaincy	6	20	September-January Assessed January

Formative assessment:

Undertake a group presentation and podcast recording examining the themes of:

- Barriers to Cross-cultural Communication
- Barriers to Multi-Faith/Belief Approaches to Healthcare Chaplaincy

Summative assessment:

CW1: Written Case study assignment from practice (2,500 words)

70% Weighting

40% Pass Mark at Level 6

CW2: Submit a 15-minute podcast covering the following elements:

- Coverage of topic area/concept relating to equality diversity and communication in Healthcare Chaplaincy
- Make clear link to fundamental theories and principles relating to Healthcare Chaplaincy and the how multidisciplinary teams function effectively
- Critical thinking about the topic
- Creativity evidence to engage the listener

30% Weighting

40% Pass Mark at Level 6

	Module Title 2	Academic Level	Credit	Months of Delivery
Year One	Advanced Spiritual Care for Patients	7	20	January-May Assessed May

Formative assessment:

Undertake group presentations examining the themes of:

- Advanced Spiritual care assessment
- Delivering advanced spiritual care in contemporary healthcare environment

Summative assessment:**CW1: Case-based assignment (2,500 words)**

50% Weighting

50% Pass Mark at Level 7

EX1: Viva 20 mins (10mins for questions)

50% Weighting

50% Pass Mark at Level 7

MODULE 3 PROFESSIONAL PRACTICE**ACROSS BOTH SEMESTERS 1&2**

	Module Title 3	Academic Level	Credit	Months of Delivery
Year One	Professional Practice	7	20	January-June Assessed June

Formative assessment:

Pastoral Supervisions and Writing Case Studies

Summative assessment:**CW1: Professional Portfolio of Learning (based on UKBHC**

Competencies = Mentor's report; Competences

Assessment; Timesheet; 2 Patient Feedback & 3 Verbatims)

100% Weighting

50% Pass Mark at Level 7

CW2: Practice-based Task (Linked to UKBHC CC & Capabilities)

Pass/Fail

	Module Title 4	Academic Level	Credit	Months of Delivery
Year Two	Research Methods in Healthcare Chaplaincy and Wellbeing	7	20	September January Assessed January

Formative Assessment:

Individual presentation of research proposal using the IMRAD format.

Summative Assessment:**CW1: Poster Submission**

Weighting: 70%

Pass Mark: 50%

CW2: Audio podcast recording

Weighting: 30%

Pass Mark: 50%

	Module Title 5	Academic Level	Credit	Months of Delivery
Year Two	Ethical & Pastoral Care in a Multi-cultural Society	7	20	January-May Assessed May

Formative Assessment:

Group activities, debates, and individual presentations on ethical models in healthcare

Summative Assessment:

CW1: Written case assignment 3500 words

Weighting: 100%

Pass Mark: 50%

	Module Title 6	Academic Level	Credit	Months of Delivery
Year Two	Strategic Leadership & Management in Healthcare Chaplaincy	7	20	February-May Assessed in May

Formative Assessment:

Self-evaluation and analysis of leadership and management style

Summative Assessment:

CW1: Service review case 3500 words with a focus on an aspect of leadership within a multi-faith and belief community

Weighting: 100%

Pass Mark: 50%

	Module Title 7	Academic Level	Credit	Months of Delivery
Year Three	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 Title 8	Academic Level	Credit	Months of Delivery
Year Three	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

This course is open to only UK residents. Applicants could be: chaplains, non-chaplains, lay or ordained ministers, religious leaders or pastoral carers.

Applicants will be considered on an individual basis but must meet the following essential and additional requirements for interview:

MA Essential Requirements:

Prospective candidates must:

1. Have at least 6 month evidenced experience of undertaking work within a healthcare chaplaincy setting
2. 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. Provide a clear enhanced DBS (Disclosure and Barring Scheme) with POCA (Protection of Children Act) & POVA (Protection of Vulnerable Adults) for hospital placement purposes.
4. Be available to undertake a chaplaincy placement (fulfilling all the components of this professional practice) either at GSTT or at an agreed hospital setting. The placement should be supervised, and the student mentored by a chaplain registered with the UK Board of Healthcare Chaplaincy will need to be identified to assess the student.
5. By the start of Year 3 to be working within 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'

MA Additional Requirements:

6. Have English GCSE or equivalent at grade C or above. (ILETS 7 or above with no element below 6.5)
7. Hold a minimum of a 2:2 degree in a relevant subject to the course; **Or**
8. Hold a Higher National Diploma in a relevant subject and a minimum of three years post-qualification experience in a relevant field; or
9. An Honours degree in a relevant subject to applicant's faith community or belief group.

AP(E)L

The school welcomes claim from students who wish to use the accreditation of prior (experiential) learning (AP[E]L) as a means of entry to courses. This is considered on an individual basis, in accordance with the University Academic Regulations and Institute of Health and Social Care AP(E)L Policy and Procedure.

G. Course structure(s)

Course overview

MA Health Care Chaplaincy and Wellbeing qualification [180 credits at L7]

Year 1

Students will undertake three 20 credit modules part-time including a professional practice module.

Year 2

Students will undertake three 20 credit modules part-time over one academic year.

Year 3

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

	Module Title	Academic Level	Credit	Months of Delivery
Year One	Contemporary and Cross-cultural Healthcare Chaplaincy M1	6	20	September-January Assessed January
	Advanced Spiritual Care for Patients M2	7	20	January-May Assessed May
	Professional Practice M3	7	20	January-June Assessed June
Year Two	Research Methods in Healthcare Chaplaincy and Wellbeing M4	7	20	September January Assessed January
	Ethical & Pastoral Care in a Multi-cultural Society M5	7	20	January-May Assessed May

		Strategic Leadership & Management in Healthcare Chaplaincy M6	7	20	February-May Assessed in May
Year Three		Spiritual Care, Wellbeing and Spiritual First Aid M7	7	20	September-January Assessed January
		Improving Chaplaincy Practice within the Workplace M8	7	40	January-May Assessed May

	Semester 1		Semester 2	
Year 1	Contemporary and Cross-cultural Healthcare Chaplaincy (Compulsory) M1	20	Advanced Spiritual Care for Patients (Compulsory) M2	20
			Professional Practice (Compulsory) M3	20
Year 2	Research Methods in Healthcare Chaplaincy & Wellbeing (compulsory) M4	20	Ethical & Pastoral Care in a Multi-cultural Society (compulsory) M5	20
			Strategic Leadership & Management in Healthcare Chaplaincy (compulsory) M6	20
Year 3	Spiritual Care, Wellbeing and Spiritual First Aid (compulsory) M7	20	Improving Chaplaincy Practice within the Workplace (compulsory) M8	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 Title	Academic Level	Credit
Year One	Contemporary and Cross-cultural Healthcare Chaplaincy	6	20
	Advanced Spiritual Care for Patients	7	20
	Professional Practice	7	20
Year Two	Research Methods in Healthcare Chaplaincy and Wellbeing	7	20
	Ethical & Pastoral Care in a Multi-cultural Society	7	20
	Strategic Leadership & Management in Healthcare Chaplaincy	7	20
Year Three	Spiritual Care, Wellbeing and Spiritual First Aid	7	20
	Improving Chaplaincy Practice within the Workplace	7	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	A 3	A 4	A 5	A 6	B 1	B 2	B 3	B 4	B 5	B 6	C 1	C 2	C 3	C 4	C 5	C 6	D 1	D 2	D 3	D 4	D 5	D 6	
6	Contemporary and Cross-cultural Healthcare Chaplaincy (Compulsory) M1		T D A	T D A	T D A	T D									T D A						T D A	T D A					
7	Advanced Spiritual Care for Patients (Compulsory) M2			T D A	T D A	T D A			T D A	T D A					T D	T D A	T D A							T D A			
7	Professional Practice (Compulsory) M3		D		T D											T D A		T D A			T D	T D	T D				
7	Research Methods in Healthcare Chaplaincy & Wellbeing (compulsory) M4		T D		T D A				T D A		T D A				T D A			T D			T D			T D			
7	Ethical & Pastoral Care in a Multi-cultural Society (compulsory) M5				T D	T D A			T D A	T D A	T D A							T D					T D A				
7	Strategic Leadership & Management in Healthcare Chaplaincy (compulsory) M6								T D A		T D	T D A			T D A			T D	T D				T D	T D	T D A		
7	Spiritual Care, Wellbeing and Spiritual First Aid (compulsory) M7						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) M8					T D	T D					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 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 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.
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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

This course is open to UK residents only.

Prospective candidates who want to pursue study route 1 must first meet these eligibility requirements before going on to meet the standard requirements set 2 by the University in Requirements Set B:

The candidate must be eligible to be registered with the UK Board of Healthcare Chaplaincy. This includes:

- Have 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. Evidence to be provided. (see below for advice* on faith communities and belief groups that are outside this definition)
- A degree or graduate certificate relevant to your faith community or belief group, or equivalent.
- Providing a clean fully enhanced DBS (Disclosure and Barring Scheme) with POCA (Protection Of Children Act) & POVA (Protection of Vulnerable Adults) for hospital placement purposes
- Being available to undertake a chaplaincy placement (fulfilling all the components of this professional practice) either at GSTT or at an agreed hospital setting. The placement should be supervised and the student mentored by a chaplain registered with the UK Board of Healthcare Chaplaincy.
- Provide a reference from a leader/person of authority in your faith/belief community confirming your current status/membership within the group plus an academic or other appropriate reference.

*Applicants whose faith community or belief group is not affiliated with Churches Together England (CTE) or Free Churches Group (FCG) or represented by the Network for Pastoral, Spiritual and Religious Care in Health (NPSRCH) should supply written confirmation of their eligibility to register with the UK Board of Healthcare Chaplaincy.