

Course Specification

A. Course Information																								
Final award title(s)	Pg Cert Healthcare Chaplaincy and Wellbeing																							
Intermediate exit award title(s)	N/A																							
UCAS Code		Course Code(s)	5839																					
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 style="text-align: center;">1</td> <td style="text-align: center;">Sept</td> <td style="text-align: center;">Aug</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	1	Sept	Aug	Part time with Placement/ sandwich year						
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	Full time																							
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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 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 final award from this course meets the entry qualification into the Healthcare chaplaincy profession. Upon successful completion of this programme students can also progress to the PgDip Top-Up in Healthcare Chaplaincy and Wellbeing.</p>
Course Aims	<p>This course provides individuals with the knowledge and skills to critically appraise contemporary approaches to healthcare chaplaincy provision addressing the wide context and diverse multicultural needs of communities. It provides individuals with a deep critical understanding of the importance of equality and diversity and effective patient-chaplain interactions in a multi-faith/belief context. As part of this course, individuals will evaluate the theology and models of healthcare chaplaincy and critically explore the connection between spirituality, health, and pastoral care. This course will have strong links to contemporary practice to explore best practice in unpredictable spiritual care situations addressing the range of faith and belief needs across patients and staff. This course enables chaplains to demonstrate an enhanced level of competence and skills in spiritual care provision linked to UKBHC standards.</p>
Course Learning Outcomes	<p>A Students will have knowledge and understanding such that they are able to:</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> <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.</p>

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.

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

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.

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.

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
	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
	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

	Module Title 3	Academic Level	Credit	Months of Delivery (Across both Semesters)
	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

E. Academic Regulations

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

1.0 Protocol Fail / Compensation

The schools follows the university regulations apart from:

- Students/Apprentices will not be eligible for protocol fail or 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 essential and additional entry requirements for interview:

Essential Requirements:

Prospective candidates must: -

1. Have at least 6 month evidenced experience of undertaking work within a healthcare chaplaincy setting
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. 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 will need to be identified to assess the student.

5. The Professional practical module has both taught and practice components and assessed at level 7. The practice component 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 6 months of supervised wards visits and complete two hundred hours activity during these ward visits.

AND

Pg Cert Additional Entry Requirements:

6. Hold a minimum of a 2:2 degree in a relevant subject to the course, **or**
7. Hold a Higher National Diploma in a relevant subject and a minimum of three years post-qualification experience in a relevant field, **or**
8. Hold a professional qualification recognised as equivalent to an Honours degree, **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.

Course overview

This is a **part-time** course undertaken over one year. Students will undertake three 20 credit modules (60 credits in total) including a professional practice module. The PgCert covers following Modules taught at Levels 6, 7 and 7:

Module Code	Module Title	Academic Level	Credit	Months of Delivery
	Contemporary and Cross-Cultural Healthcare Chaplaincy	6	20	September-January Assessed January
	Advanced Spiritual Care for Patients	7	20	January-May Assessed May
	Professional Practice	7	20	January-June Assessed June

Semester 1		Semester 2	
	Contemporary and Cross-cultural Healthcare Chaplaincy (Compulsory) M1	20	Advanced Spiritual Care for Patients (Compulsory) M2
			Professional Practice (Compulsory) M3
			20

Information on Professional Practice Module Assessment:

The Professional Module will have both taught and practice components and assessed at level 7. The practice component 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 6 months of supervised wards visits and complete two hundred hours activity during these ward visits.

H. Course Modules

Module Title	Academic Level	Semester	Credit
Contemporary and Cross-cultural Healthcare Chaplaincy	6	1	20
Advanced Spiritual Care for Patients	7	2	20
Professional Practice	7	2	20

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 fee 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>

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- 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
6	Contemporary and Cross-cultural Healthcare Chaplaincy (Compulsory) M1		T D A	T D A			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 D	T D A		
7	Professional Practice (Compulsory) M3		D					T D A	T D	T D

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 Module 3 focuses 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