

## Course Specification

| A. Course Information  |   |                         |                          |
|--|---|-------------------------|--------------------------|
| <b>Final award title(s)</b>  | PgCert Core Principles in Spiritual and Pastoral Care   |                         |                          |
| <b>Intermediate exit award title(s)</b>  | N/A   |                         |                          |
| <b>UCAS Code</b>   |   | <b>Course Code(s)</b>   | 5835                     |
| <b>Awarding Institution</b>  | LSBU  |                         |                          |
| <b>School</b>  | <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 |                         |                          |
| <b>Division</b>  | Social Work and Public Health   |                         |                          |
| <b>Course Director</b>   | Dr Andrew J. Richardson   |                         |                          |
| <b>Delivery site(s) for course(s)</b>  | <input checked="" type="checkbox"/> Southwark <input type="checkbox"/> Havering <input type="checkbox"/> Croydon<br><input type="checkbox"/> Other: online  |                         |                          |
| <b>Mode(s) of delivery</b>   | <input type="checkbox"/> Full time <input checked="" type="checkbox"/> Part time <input type="checkbox"/> other please specify  |                         |                          |
| <b>Length of course/start and finish dates</b>   | <b>Mode</b>   | <b>Length<br/>years</b> | <b>Start -<br/>month</b> |
|  | Full time   |                         |                          |
|  | Full time with<br>placement/<br>sandwich year   |                         |                          |
|  | Part time   | 1 year                  |                          |
|  | Part time with<br>Placement/<br>sandwich year   |                         |                          |
|  |   |                         |                          |
| <b>Is this course suitable for students on a Tier 4 visa?</b>                          | No  |                         |                          |
| <b>Approval dates:</b>   | Course(s) validation date   |                         | Feb 2022                 |
|  | Course specification last updated and signed off  |                         | Sept 2023                |
| <b>Professional, Statutory &amp; Regulatory Body accreditation</b>                     | N/A   |                         |                          |
| <b>Link to Institute of Apprenticeship (IoA) Assessment Plan (Apprenticeship only)</b> | N/A   |                         |                          |

|                          |          |  |
|--------------------------|----------|--|
| <b>Reference points:</b> | Internal | Corporate Strategy 2020-2025<br>Academic Quality and Enhancement Manual<br>School Strategy<br>LSBU Academic Regulations  |
|                          | External | QAA The UK Quality Code for Higher Education 2018<br>Framework for Higher Education Qualifications<br>Subject Benchmark Statements Theology And Religious Studies 2022<br>PSRBs<br>Competitions and Markets Authority<br>SEEC Level Descriptors 2021<br>OfS Guidance |

### B. Course Aims and Features

|                                       |  |
|---------------------------------------|--|
| <b>Distinctive features of course</b> | <p>This course is taught over one year from January to January. Applicants will have the opportunity to study part-time, with five consecutive days of block lectures in January, April and September. The applicants will study three modules in the year and each module will be taught and assessed within a semester. On successful completion of this taught programme stage the applicants can progress to the PgDip Top-Up Applied Ministry in a Topical Context.</p> <p>Learners from all belief communities and none can progress through some of the set learning at their own pace, with opportunity for incremental formative submissions for the academics to evaluate progress. Regular support will be provided for applicants to discuss and review progress throughout the program.</p> |
| <b>Course Aims</b>                    | <p>The PGCert aims to help students from every background and belief to develop their knowledge and understanding of different faith, belief, cultural and value systems, and to be able to showcase the capabilities and competences required for providing spiritual, religious and pastoral care in modern chaplaincy environments. Students will be taken through approaches of identifying and providing spiritual needs of patients in a contemporary world of religious pluralism and multi-culturalism. To this end the modules will include the following themes:</p> <p>Contemporary Chaplaincy<br/>Advancing Spiritual Care<br/>Ethical and Pastoral Care in a Multi-Cultural Society</p>   |
| <b>Course Learning Outcomes</b>       | <p><b>A) Students will have knowledge and understanding of:</b></p> <p>A1-Evaluate and explain the role of the chaplain in contemporary society in different settings.<br/>A2- Appraise and consider the requirements of providing spiritual care in various contexts.</p>   |

A3- Evaluate ethical approaches to decision making by appraising the ethical and religious perspectives encountered when undertaking the role of a chaplain.

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

B1- Critically appraise the importance of equality and diversity in chaplaincy and the models of chaplaincy relating to spiritual pastoral care.

B2- Appraise the ethical expectations underpinning chaplaincy practice and analyse chaplaincy research questions.

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

C1- Develop advanced communication, knowledge, and pastoral skills to provide the foundations of spiritual care

C2- Evaluate specific changes to their own practice by writing up the appraisal process and conclusions.

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

D1- Undertake reflective practice across cultures, faiths and belief groups to appraise how this will influence knowledge and skills.

D2- Appraise ethical and research evidence to inform and improve practice.

### **C. Teaching and Learning Strategy**

The course team will utilise hybrid multi-modal delivery including Hybrid remote online taught live webinars, online synchronous classes, online group work, collaborative online projects, reflective practice and practice-based learning. Interactive Face to face lectures will be used to introduce and provide new information and update existing knowledge. A range of online materials and learning resources will guide learning through Moodle, the University's VLE

Students can expect, as part of the teaching and learning strategy, to be pro-active participants in the development of intellectual skills through discussion, peer learning and presentations. The course team will promote active, participatory, and collaborative peer learning opportunities to enhance social cohesion and learning engagement. Contextual learning will be included, where concepts are given relevance in real world settings. Technology will be utilised in the educational process to enhance skills and understanding of digital literacy and technologies.

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

### **D. Assessment**

The assessment strategy for this course is chosen to consolidate learning with the aim of transferring knowledge into practice. So that the student can apply and recall knowledge when faced with unpredictable and complex situations.

Formative assessment enables the student to scaffold and build upon knowledge skills and abilities alongside the academic requirements. Students will engage with group debates, team blogs, and presentations to promote learning and develop skills within the group. Critical reflection and gaining perspective upon 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 Chaplain. This will produce a more 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 tutors to improve their teaching. 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.

### **Module 1: Contemporary Chaplaincy**

Formative Submission is in the form of a group debate surrounding the four key themes of the portfolio. The objective is to discuss, evaluate and quantify the four themes and to communicate in a professional manner in a debating forum

Summative Assessment is in the form of a portfolio submission of evidence of learning 150 hours (weighting 50%) to illustrate the student's progression and allow them to demonstrate individual strengths from outside the course. This is followed by a critical reflection of 2500 words (weighting 50%) to engage with the subject matter. The pass mark is 50% at Level 7.

### **Module 2: Advancing Spiritual and Pastoral Care**

Formative Submission is in the form of a team blog to begin the process of creating a toolkit used in pastoral care and to give students a chance to practice sharing their ideas

Summative Assessment is in the form of developing a toolkit for assessing individuals (weighting 50%) to use in their professional practice. This will be followed by a Viva (20 mins) on the toolkit (weighting 50%) to assess the application of theory to practice, problem-solving skills and providing experience for professional interaction and career interviews. The pass mark is 50% at Level 7

### **Module 3: Ethical and Pastoral Care in a Multi-Cultural Society**

Formative Submission is in the form of an ethical dilemmas group work which will provide an opportunity to work collaboratively and will help inform the formal poster presentation. Presentations are an important life skill and is in demand from both professional bodies and employers.

Summative Assessment is in the form of a formal poster presentation with 75% weighting Academic marking and 25% weighting peer review contribution. This will give the student an opportunity to develop communication skills, involve students in the assessment process, provide opportunities for peer-learning, whilst exploring and confronting misconceptions. Pass Mark is 50% at Level 7

## **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 will require:

### PgCert entry requirement

#### Essential requirements

- To be currently engaged with spiritual and pastoral care in either a paid or voluntary capacity or to have some relevant experience working in spiritual and pastoral care
- To demonstrate they have undertaken further study related to personal and professional education
- Applicants must have Mathematics and English to GCSE level grade C or above or equivalent. (ILETS 7 or above with no element below 6.5)
- All students that have submitted a successful application will be required to attend an interview with the course team prior to a final offer decision being made. This is to ascertain all essential requirements have been fulfilled

#### PgCert entry requirement additional requirements

- An upper second-class degree (a '2.1') **or**
- A Higher National Diploma in a relevant subject **or**
- A professional qualification recognised as equivalent to an Honours degree, **or**
- A postgraduate diploma, **or**
- To have successfully passed the LSBU Current Issues in Contemporary Chaplaincy L6 Standalone Module
- To be able to meet the attendance and travel requirements of the course

### 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 School of Health and Social Care AP(E)L Policy and Procedure.

## G. Course structure(s)

PgCert Core Principles in Spiritual and Pastoral Care – **Part time**

|               | <b>Semester 1</b>                  |    | <b>Semester 2</b>  |    |
|---------------|------------------------------------|----|--|----|
| <b>Year 1</b> | Contemporary Chaplaincy compulsory | 20 | Advancing Spiritual and Pastoral Care compulsory                 | 20 |
|               |                                    |    | Ethical and Pastoral Care in a Multi-Cultural Society compulsory | 20 |

**H. Course Modules**

[Provide information on:

- core and optional modules;
- the circumstances when optional modules may not run; and
- how and when students will be informed if optional modules are changed]

| <b>Module Code</b> | <b>Module Title</b>  | <b>Level</b> | <b>Semester</b> | <b>Credit value</b> | <b>Assessment</b>  |
|--------------------|--|--------------|-----------------|---------------------|--|
|                    | Contemporary Chaplaincy compulsory                               | 7            | Semester 1      | 20                  | Formative Submission: Group debate surrounding the four key themes of the portfolio.<br><br>Summative Assessment: CW1: Portfolio submission of evidence of learning 150 hours (weighting 50%)<br><br>CW2: Critical reflection 2500 words (Weighting 50%) |
|                    | Advancing Spiritual and Pastoral Care compulsory                 | 7            | Semester 2      | 20                  | Formative Submission: Team blog on toolkit used in pastoral care<br><br>Summative Assessment: CW1: Development of a toolkit for assessing individuals (weighting 50%)<br><br>EX1: Viva (20 mins) on the toolkit (weighting 50%)                          |
|                    | Ethical and Pastoral Care in a Multi-Cultural Society compulsory | 7            | Semester 2      | 20                  | Formative Submission: Ethical dilemmas group work<br><br>Summative Assessment: CW1: Formal poster  |

|  |  |  |  |  |   |
|--|--|--|--|--|---|
|  |  |  |  |  | presentation 75% weighting Academic marking |
|  |  |  |  |  | 25% weighting peer review contribution      |

**I. Timetable information**

Students will receive a full timetable for each module on the first day of each module, all study days are available to the student when then apply via the online LSBU portal.

[indicate:

Provide as much information as possible,

- when students can expect to receive a confirmed timetable for study commitments; and
- if there is a teaching-free afternoon set aside for e.g. sporting/cultural activities.
- Don't specify a day(s) when teaching will take place if it may be changed.
- Prospective students should be kept informed of any changes.]

**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).

**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 B: Educational Framework (undergraduate courses)
- 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 |   |      | A           | A           | A           | B           | B           | C           | C           | D           | D           |
|---------|---|------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Level   | Title   | Code | 1           | 2           | 3           | 1           | 2           | 1           | 2           | 1           | 2           |
| 7       | Contemporary Chaplaincy compulsory                    |      | T<br>D<br>A |             |             | T<br>D<br>A |             | T<br>D<br>A |             | T<br>D<br>A |             |
| 7       | Advancing Spiritual and Pastoral Care                 |      |             | T<br>D<br>A |             | T<br>D<br>A |             | T<br>D<br>A |             | T<br>D<br>A |             |
| 7       | Ethical and Pastoral Care in a Multi-Cultural Society |      |             |             | T<br>D<br>A |             | T<br>D<br>A |             | T<br>D<br>A |             | T<br>D<br>A |



## **Appendix B: Embedding the Educational Framework for Undergraduate Courses**

The Educational Framework at London South Bank University is a set of principles for curriculum design and the wider student experience that articulate our commitment to the highest standards of academic knowledge and understanding applied to the challenges of the wider world.

The Educational Framework reflects our status as University of the Year for Graduate Employment awarded by *The Times and The Sunday Times Good University Guide 2018* and builds on our 125 year history as a civic university committed to fostering social mobility through employability and enterprise, enabling our students to translate academic achievement into career success.

There are four key characteristics of LSBU's distinctive approach to the undergraduate curriculum and student experience:

- Develop students' professional and vocational skills through application in industry-standard facilities
- Develop our students' graduate attributes, self-awareness and behaviours aligned to our EPIIC values
- Integrate opportunities for students to develop their confidence, skills and networks into the curriculum
- Foster close relationships with employers, industry, and Professional, Statutory and Regulatory Bodies that underpin our provision (including the opportunity for placements, internships and professional opportunities)

The dimensions of the Educational Framework for curriculum design are:

- **informed by employer and industry** needs as well as professional, statutory and regulatory body requirements
- **embedded learning development** for all students to scaffold their learning through the curriculum taking into account the specific writing and thinking requirements of the discipline/profession
- **high impact pedagogies** that enable the development of student professional and vocational learning through application in industry-standard or authentic workplace contexts
- **inclusive teaching, learning and assessment** that enables all students to access and engage the course
- **assessment for learning** that provides timely and formative feedback

All courses should be designed to support these five dimensions of the Educational Framework. Successful embedding of the Educational Framework requires a systematic approach to course design and delivery that conceptualises the student experience of the curriculum as a whole rather than at modular level and promotes the progressive development of understanding over the entire course. It also builds on a well-established evidence base across the sector for the pedagogic and assessment experiences that contribute to high quality learning.

This appendix to the course specification document enables course teams to evidence how their courses meet minimum expectations, at what level where appropriate, as the basis for embedding the Educational Framework in all undergraduate provision at LSBU.

| Dimension of the Educational Framework           | Minimum expectations and rationale  | How this is achieved in the course |
|--|---|------------------------------------|
| Curricula informed by employer and industry need | <p><u>Outcomes focus and professional/employer links</u><br/>           All LSBU courses will evidence the involvement of external stakeholders in the curriculum design process as well as plan for the participation of employers and/or alumni through guest lectures or Q&amp;A sessions, employer panels, employer-generated case studies or other input of expertise into the delivery of the course provide students with access to current workplace examples and role models. Students should have access to employers and/or alumni in at least one module at level 4.</p>                        |                                    |
| Embedded learning development                    | <p><u>Support for transition and academic preparedness</u><br/>           At least two modules at level 4 should include embedded learning development in the curriculum to support student understanding of, and familiarity with, disciplinary ways of thinking and practising (e.g. analytical thinking, academic writing, critical reading, reflection). Where possible, learning development will be normally integrated into content modules rather than as standalone modules. Other level 4 modules should reference and reinforce the learning development to aid in the transfer of learning.</p> |                                    |
| High impact pedagogies                           | <p><u>Group-based learning experiences</u><br/>           The capacity to work effectively in teams enhances learning through working with peers and develops student outcomes, including communication, networking and respect for diversity of perspectives relevant to <b>professionalism</b> and <b>inclusivity</b>. At least one module at level 4 should include an opportunity for group working. Group-based learning can also be linked to assessment at level 4 if</p>  |                                    |

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|   | appropriate. Consideration should be given to how students are allocated to groups to foster experience of diverse perspectives and values.  |  |
| Inclusive teaching, learning and assessment | <p><u>Accessible materials, resources and activities</u></p> <p>All course materials and resources, including course guides, PowerPoint presentations, handouts and Moodle should be provided in an accessible format. For example, font type and size, layout and colour as well as captioning or transcripts for audio-visual materials. Consideration should also be given to accessibility and the availability of alternative formats for reading lists.</p>  |  |
| Assessment for learning                     | <p><u>Assessment and feedback to support attainment, progression and retention</u></p> <p>Assessment is recognised as a critical point for at risk students as well as integral to the learning of all students. Formative feedback is essential during transition into university. All first semester modules at level 4 should include a formative or low-stakes summative assessment (e.g. low weighted in final outcome for the module) to provide an early opportunity for students to check progress and receive prompt and useable feedback that can feed-forward into future learning and assessment. Assessment and feedback communicates high expectations and develops a commitment to <b>excellence</b>.</p> |  |
| High impact pedagogies                      | <p><u>Research and enquiry experiences</u></p> <p>Opportunities for students to undertake small-scale independent enquiry enable students to understand how knowledge is generated and tested in the discipline as well as prepare them to engage in enquiry as a highly sought after outcome of university study. In preparation for an undergraduate dissertation at level 6, courses should provide opportunities for students to develop research skills at level 4 and 5 and should engage with open-ended problems with appropriate support. Research opportunities should</p>   |  |

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|   | <p>build student autonomy and are likely to encourage <b>creativity</b> and problem-solving. Dissemination of student research outcomes, for example via posters, presentations and reports with peer review, should also be considered.</p>   |  |
| <p>Curricula informed by employer and industry need / Assessment for learning</p> | <p><u>Authentic learning and assessment tasks</u><br/> Live briefs, projects or equivalent authentic workplace learning experiences and/or assessments enable students, for example, to engage with external clients, develop their understanding through situated and experiential learning in real or simulated workplace contexts and deliver outputs to an agreed specification and deadline. Engagement with live briefs creates the opportunity for the development of student outcomes including <b>excellence, professionalism, integrity</b> and <b>creativity</b>. A live brief is likely to develop research and enquiry skills and can be linked to assessment if appropriate.</p> |  |
| <p>Inclusive teaching, learning and assessment</p>                                | <p><u>Course content and teaching methods acknowledge the diversity of the student cohort</u><br/> An inclusive curriculum incorporates images, examples, case studies and other resources from a broad range of cultural and social views reflecting diversity of the student cohort in terms of, for example, gender, ethnicity, sexuality, religious belief, socio-economic background etc. This commitment to <b>inclusivity</b> enables students to recognise themselves and their experiences in the curriculum as well as foster understanding of other viewpoints and identities.</p>  |  |
| <p>Curricula informed by employer and industry need</p>                           | <p><u>Work-based learning</u><br/> Opportunities for learning that is relevant to future employment or undertaken in a workplace setting are fundamental to developing student applied knowledge as well as developing work-relevant student outcomes such as networking, <b>professionalism</b> and <b>integrity</b>. Work-based learning can take the form of work experience, internships or placements as</p>  |  |

|                                      |   |  |
|--------------------------------------|---|--|
|                                      | <p>well as, for example, case studies, simulations and role-play in industry-standards settings as relevant to the course. Work-based learning can be linked to assessment if appropriate.</p>  |  |
| <p>Embedded learning development</p> | <p><u>Writing in the disciplines: Alternative formats</u></p> <p>The development of student awareness, understanding and mastery of the specific thinking and communication practices in the discipline is fundamental to applied subject knowledge. This involves explicitly defining the features of disciplinary thinking and practices, finding opportunities to scaffold student attempts to adopt these ways of thinking and practising and providing opportunities to receive formative feedback on this. A writing in the disciplines approach recognises that writing is not a discrete representation of knowledge but integral to the process of knowing and understanding in the discipline. It is expected that assessment utilises formats that are recognisable and applicable to those working in the profession. For example, project report, presentation, poster, lab or field report, journal or professional article, position paper, case report, handbook, exhibition guide.</p> |  |
| <p>High impact pedagogies</p>        | <p><u>Multi-disciplinary, interdisciplinary or interprofessional group-based learning experiences</u></p> <p>Building on experience of group working at level 4, at level 5 students should be provided with the opportunity to work and manage more complex tasks in groups that work across traditional disciplinary and professional boundaries and reflecting interprofessional work-place settings. Learning in multi- or interdisciplinary groups creates the opportunity for the development of student outcomes including <b>inclusivity</b>, communication and networking.</p>   |  |
| <p>Assessment for learning</p>       | <p><u>Variation of assessment</u></p> <p>An inclusive approach to curriculum recognises diversity and seeks to create</p>   |  |

|  |   |  |
|--|---|--|
|  | <p>a learning environment that enables equal opportunities for learning for all students and does not give those with a particular prior qualification (e.g. A-level or BTEC) an advantage or disadvantage. An holistic assessment strategy should provide opportunities for all students to be able to demonstrate achievement of learning outcomes in different ways throughout the course. This may be by offering alternate assessment tasks at the same assessment point, for example either a written or oral assessment, or by offering a range of different assessment tasks across the curriculum.</p> |  |
| <p>Curricula informed by employer and industry need</p>  | <p><u>Career management skills</u><br/> Courses should provide support for the development of career management skills that enable student to be familiar with and understand relevant industries or professions, be able to build on work-related learning opportunities, understand the role of self-appraisal and planning for lifelong learning in career development, develop resilience and manage the career building process. This should be designed to inform the development of <b>excellence</b> and <b>professionalism</b>.</p>  |  |
| <p>Curricula informed by employer and industry need / Assessment for learning / High impact pedagogies</p> | <p><u>Capstone project/dissertation</u><br/> The level 6 project or dissertation is a critical point for the integration and synthesis of knowledge and skills from across the course. It also provides an important transition into employment if the assessment is authentic, industry-facing or client-driven. It is recommended that this is a capstone experience, bringing together all learning across the course and creates the opportunity for the development of student outcomes including <b>professionalism, integrity</b> and <b>creativity</b>.</p>   |  |

## Appendix C: Personal Development Planning

Personal Development Planning (PDP) is a structured process by which an individual reflects upon their own learning, performance and/or achievement and identifies ways in which they might improve themselves academically and more broadly. Course teams are asked to indicate where/how in the course/across the modules this process is supported.

| Approach to PDP  | Level 7   |
|--|---|
| 1 Supporting the development and recognition of skills through the personal tutor system.                | <p>The Education Supervisor (ES) will be a personal tutor; this may be the module leader or course co-directors or a course instructor. The personal tutor will provide academic guidance and pastoral support across the course of study and review wider academic progress. Formal meetings will be scheduled once every academic year to facilitate progress review and provide academic feedback. Additional meetings can be arranged as required.</p> <p>Evidence: student records / tutor records</p> |
| 2 Supporting the development and recognition of skills in academic modules/modules.                      | <p>Students will be supported to develop their academic skills to work at level 7. This will be facilitated through tutorials, workshops, and feedback from formative assessments. The module leaders and teaching team will provide tutorials on assessments and review draft work of students as needed. Assessment feedback will also provide guidance that will assist further academic development.</p> <p>Evidence: Formative and summative assessment feedback</p>                                   |
| 3 Supporting the development and recognition of skills through purpose designed modules/modules.         | <p>The course co-directors will work with stakeholders and colleagues to continue to identify priorities to be included within courses. This will ensure that the course remains current and supports the development of relevant new knowledge and skills.</p> <p>Evidence: minutes of course board meetings with colleagues and stakeholders.</p>   |
| 4 Supporting the development and recognition of skills through research projects and dissertations work. | <p>Students on this course will be expected to develop their research skills through case study write-up submission. Educational supervisors will support the individual students. Course co-directors will evaluate the work ensuring standards are met and appropriate referencing is documented.</p> <p>Evidence: Case write-ups and Supervision evaluation records</p>  |
| 5 Supporting the development and recognition of career management skills.                                | <p>An education supervisor will be allocated to each student undertaking the course. The role of the supervisor is to assist students by providing advice and guidance on how to prepare, and structure the review and guide them in each specialist area. All students will be allocated a minimum of 9 hours of personal supervision for support and feedback on draft work for the dissertation module</p> <p>Evidence: Supervision records</p>  |

|   |   |
|---|---|
| <p>6 Supporting the development and recognition of career management skills through work placements or work experience.</p>                         | <p>Students on this course are expected to be currently engaged with spiritual and pastoral care in either a paid or voluntary capacity or to have some relevant experience working in spiritual and pastoral care. They are thus able to achieve the relevant competences of the course. Additionally, in all modules there is a focus on ongoing roles and development as a competent practitioner.</p> <p>Evidence: Reflective accounts; case studies.</p>   |
| <p>7 Supporting the development of skills by recognising that they can be developed through extra curricula activities.</p>                         | <p>With the support of course directors, module instructors, and education supervisors, students studying at level 7 are expected to be able to identify their specific needs and develop an action plan to develop these skills. In addition, student learning will be facilitated by a multi-professional teaching team using Blended Learning Approach.</p> <p>Evidence: Reflective accounts; participation in online discussion forums where applicable and e-activities</p>                                    |
| <p>8 Supporting the development of the skills and attitudes as a basis for continuing professional development.</p>                                 | <p>Students will reinforce new knowledge and skills by finding opportunities in practice to apply them. And disseminate new learning to fellow students and tutors in group settings. The course co-directors and education supervisors will support this development.</p> <p>Evidence: Reflective accounts; personal tutor records</p>   |
| <p>9 Other approaches to personal development planning.</p>   | <p>Course co-directors and module instructors will support student personal development plan (PDP) through ongoing discussions and feedback. Students will be supported to identify a career pathway appropriate to meet their PDP.</p> <p>Evidence: Reflective accounts; education supervisor records</p>  |
| <p>10 The means by which self-reflection, evaluation and planned development is supported e.g. electronic or paper-based learning log or diary.</p> | <p>Students are encouraged to participate in critical reflection throughout the assessment strategy on this course. In addition, students are encouraged to participate in online learning activities that promote reflection and evaluation. Education supervisors will focus on the appropriate approaches for PDP for each student and the advantages of electronic versus paper-based learning log.</p> <p>Evidence: Reflective accounts; education supervisor records; formative and summative assessments</p> |

## 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]



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

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| <b>higher education provider</b>    | organisations that deliver higher education  |
| <b>independent learning</b>         | 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                                 |
| <b>intensity of study</b>           | 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  |
| <b>lecture</b>                      | a presentation or talk on a particular topic; in general lectures involve larger groups of students than seminars and tutorials  |
| <b>learning zone</b>                | a flexible student space that supports independent and social learning   |
| <b>material information</b>         | information students need to make an informed decision, such as about what and where to study  |
| <b>mode of study</b>                | different ways of studying, such as full-time, part-time, e-learning or work-based learning  |
| <b>modular course</b>               | a course delivered using modules   |
| <b>module</b>                       | 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 |
| <b>national teaching fellowship</b> | a national award for individuals who have made an outstanding impact on student learning and the teaching profession   |
| <b>navigability (of websites)</b>   | the ease with which users can obtain the information they require from a website   |
| <b>optional module</b>              | a module or course unit that students choose to take   |
| <b>performance (examinations)</b>   | a type of examination used in performance-based subjects such as drama and music   |
| <b>professional body</b>            | an organisation that oversees the activities of a particular profession and represents the interests of its members  |
| <b>prospective student</b>          | those applying or considering applying for any programme, at any level and employing any mode of study, with a higher education provider   |

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| <b>regulated course</b>     | a course that is regulated by a regulatory body  |
| <b>regulatory body</b>      | an organisation recognised by government as being responsible for the regulation or approval of a particular range of issues and activities  |
| <b>scholarship</b>          | a type of bursary that recognises academic achievement and potential, and which is sometimes used interchangeably with 'bursary'   |
| <b>semester</b>             | 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)  |
| <b>seminar</b>              | 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                              |
| <b>summative assessment</b> | formal assessment of students' work, contributing to the final result  |
| <b>term</b>                 | 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)   |
| <b>total study time</b>     | the total time required to study a module, unit or course, including all class contact, independent learning, revision and assessment  |
| <b>tutorial</b>             | one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project  |
| <b>work/study placement</b> | 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 |
| <b>workload</b>             | see 'total study time'   |
| <b>written examination</b>  | 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  |