

Module code: MOD006418	Version: 1 Date Amended: 17/Jul/2018
-------------------------------	--

1. Module Title
Themes in Pastoral Theology and Pastoral Care

2a. Module Leader
Andrew Todd

2b. School
School of Humanities and Social Sciences at Cambridge Theological Federation

2c. Faculty
Faculty of Arts, Humanities, Education and Social Sciences

3a. Level
7

3b. Module Type
Standard (fine graded)

4a. Credits
30

4b. Study Hours
300

5. Restrictions			
Type	Module Code	Module Name	Condition
Pre-requisites:	None		
Co-requisites:	None		
Exclusions:	None		
Courses to which this module is restricted:	PG Cert/Diploma/ MA Pastoral Care and Chaplaincy		

LEARNING, TEACHING AND ASSESSMENT INFORMATION

6a. Module Description

This module is compulsory for students taking the MA Pastoral Care and Chaplaincy, but is open to other students to support their disciplinary interests.

This module will enable students to explore the history of pastoral theology and the practices of pastoral care in a variety of Christian traditions. It will uncover ways in which these dimensions are now in dialogue with multi-cultural, multi-faith and non-religious settings and insights. It will see some of the ways in which social science thinking and practice has entered into critical dialogue with established ecclesial practices and understandings. Participants will be expected to contribute their own experiences, practice and contexts into the emerging and developing conversation surrounding contemporary pastoral theology as a discipline and its outworking in Church, chaplaincy and wider society today.

The aim of this module is that it enables participants to discover and draw upon the variety of traditions and lines of thinking that have influenced the practices of pastoral care within the wider Christian community. As we uncover, through literature, case studies and personal experiences some of the ways in which these traditions engage in contemporary contexts of care, including but not limited to more formal chaplaincy settings (e.g. hospital, hospice, prison, etc.) we will see ways in which thinking and practice are evolving. It is not assumed that participants will currently be working within formal chaplaincies or will be holding public offices and roles within churches. But the lived experiences of everyone in the class of care giving and receiving care with and from others will be honoured as essential elements in the discussions that develop throughout this module.

6b. Outline Content

The Bible and pastoral care and pastoral practice

Historical perspectives on Christian pastoral care

Historical and contemporary case studies of pastoral care and practice in dialogue with approaches and insights from the social sciences and other disciplines

Christian doctrine in conversation with pastoral theology and practice

The individual and corporate nature of the offering and receiving of pastoral care

6c. Key Texts/Literature

The reading list to support this module is available at: <https://readinglists.aru.ac.uk/>

6d. Specialist Learning Resources

Not applicable

7. Learning Outcomes (threshold standards)		
No.	Type	On successful completion of this module the student will be expected to be able to:
1	Knowledge and Understanding	Demonstrate a critical awareness of major themes and traditions within Christian pastoral theology and practice and their significance in context
2	Knowledge and Understanding	Identify and evaluate the contributions of a range of resources, including the Bible, Christian doctrine and social science insights, to the development of pastoral care
3	Knowledge and Understanding	Account for and assess the evolving nature of chaplaincy and less formal pastoral care in today's multi-cultural and multi-faith world
4	Intellectual, practical, affective and transferrable skills	Recognise and understand the significance of personal experience in reflecting theologically upon pastoral encounters and the contexts of pastoral care
5	Intellectual, practical, affective and transferrable skills	Carry out systematic research into complex issues and communicate findings with clarity, sensitivity, fairness and imagination;
6	Intellectual, practical, affective and transferrable skills	Demonstrate initiative, self-direction and independence in tackling and solving problems and in planning and implementing tasks.

8a. Module Occurrence to which this MDF Refers				
Year	Occurrence	Period	Location	Mode of Delivery
2026/7	ZZF	Template For Face To Face Learning Delivery		Face to Face

8b. Learning Activities for the above Module Occurrence			
Learning Activities	Hours	Learning Outcomes	Details of Duration, frequency and other comments
Lectures	20	1,2,3,4	Lectures are taught over 1 block week of teaching. (No Timetabling or Rooming implications as take place at CTF)
Other teacher managed learning	10	1,2,3,4	Seminars, discussions and learning activities such as group work are interspersed with lectures during the 1 block week. (no Timetabling or Rooming implications as take place at CTF).
Student managed learning	270	4,5,6	Students are asked to prepare and reflect before, through and after the block teaching period, through tasks such as literature searches, reading, journalling, drafting assignments, preparing material for class discussion
TOTAL:	300		

9. Assessment for the above Module Occurrence					
The assessment for some modules includes a presentation (see below for details on how this particular module is assessed). We recognise that presenting, especially to a large group, can cause significant anxiety or distress for some students. If this may affect you, please contact your Module Leader or the Disability and Neurodiversity Service as early as possible. We will work with you to consider appropriate reasonable adjustments. Depending on your individual needs, these might include, for example, presenting to a smaller group or presenting only to a member of academic staff.					
Assessment No.	Assessment Method	Learning Outcomes	Weighting (%)	Fine Grade or Pass/Fail	Qualifying Mark (%)
010	Coursework	1-6	100 (%)	Fine Grade	40 (%)
Students will submit one 6,000 word essay which reflects on a conversation, situation or encounter related to their ecclesial or chaplaincy context. The essay should use a recognised pastoral reflective approach through which to demonstrate their understanding of their role, context, issues raised, theological dynamics and responses. The work should be demonstrate critical understanding and be appropriately reflexive.					

In order to pass this module, students are required to achieve an overall mark of 40% (for modules at levels 3, 4, 5 and 6) or 50% (for modules at level 7*).

In addition, students are required to:

- (a) achieve the qualifying mark for each element of fine graded assessment as specified above**
- (b) pass any pass/fail elements**

[* the pass mark of 50% applies for all module occurrences from the academic year 2024/25 – see Section 3a of this MDF to check the level of the module and Section 8a of this MDF to check the academic year]