

Module code: MOD006939	Version: 2 Date Amended: 04/Mar/2022
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1. Module Title
Models of Chaplaincy and Pastoral Care

2a. Module Leader
Andrew Todd

2b. School
School of Humanities and Social Sciences

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 Diploma/MA Contemporary Ethics; PG Diploma/MA Contemporary Faith and Belief in the Global Context; PG Cert/PG Diploma/MA Chaplaincy and Pastoral Care; PG Diploma/MA Christian Spirituality East and West		

LEARNING, TEACHING AND ASSESSMENT INFORMATION

6a. Module Description
This module is the core module for PG Cert/PG Diploma/MA Chaplaincy and Pastoral Care In this module you will reflect theologically and professionally on contemporary chaplaincy and pastoral care, drawing on inherited models and approaches, but considering and evolving models of chaplaincy and pastoral care for today and for the future. The aim of the module is to enable you to consider how chaplaincy/pastoral care practice addresses, and is shaped by: different faith and belief traditions; the context in which chaplaincy/pastoral care is situated (such as the hospital, prison, workplace, etc. where you serve); and contemporary religious, spiritual, pastoral and moral needs.
6b. Outline Content
The material covered will include: • Different approaches to chaplaincy and pastoral care in recent history and the present • The wider context of chaplaincy/pastoral care, especially in relation to changing understandings of religion, spirituality, ritual and belief • The changing roles of faith communities, chaplains and host organisations in relation to chaplaincy/pastoral care • Change and development in chaplaincy/pastoral care training and professionalism • Case-studies of chaplaincy/pastoral care in particular settings relevant to students' experience (e.g. health, the military, emergency services) • Study and critical evaluation of different models of chaplaincy/pastoral care practice • Different approaches to reflective practice and theological reflection to enable chaplains to relate faith traditions, chaplaincy/pastoral care practice and the contexts in which chaplaincy is located • Critical reflection on how students can relate the history and models of chaplaincy/pastoral care to their own experience and practice
6c. Key Texts/Literature
The reading list to support this module is available at: https://readinglists.aru.ac.uk/

6d. Specialist Learning Resources
N/A

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 an evaluative understanding of a range of models of chaplaincy/pastoral care
2	Knowledge and Understanding	Critically discuss the relationship between models of chaplaincy/pastoral care and the contemporary social context
3	Knowledge and Understanding	Critically evaluate the changing role and identity of chaplains/pastoral carers within relevant social, political and theological contexts
4	Intellectual, practical, affective and transferrable skills	Critically evaluate their own professional practice in relation to its history, development and current context
5	Intellectual, practical, affective and transferrable skills	Deploy models of reflective practice and theological reflection to instances of chaplaincy/pastoral care practice (including their own)
6	Intellectual, practical, affective and transferrable skills	Develop theoretical models of chaplaincy/pastoral care practice appropriate to their own context, that are also supportive of practice

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	10	1-6	Once a week over 10 week trimester. (No Timetabling or room use implications as take place at CTF)
Other teacher managed learning	15	1-6	Seminar discussions following each lecture, once a week over 10 week trimester, with some preparatory activities for students guided by the tutor, such as reading in advance. (no Timetabling or room use implications as take place at CTF).
Student managed learning	275	1-6	Literature searches, reading, journaling, 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 (%)
Portfolio 6,000 words					

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]
