**Module Descriptor**

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| **Title** | Practice of Pastoral Care L7 | | |
| **Session** | 2025/26 | **Status** | Active |
| **Code** | THEO07018 | **SCQF Level** | 7 |
| **Credit Points** | 20 | **ECTS (European Credit Transfer Scheme)** | 10 |
| **School** | School of Education & Social Sciences | | |
| **Module Co-ordinator** | S Younger | | |

**Summary of Module**

This module will explore the basic principles and practices of Christian pastoral care, using biblical text, historical examples and contemporary case studies. Spiritual and pastoral caring can be described as the expression of the love of God towards others, in action and relationship, communally and individually. A ministry of faith, hope and love, based on the cardinal virtues, seeks to enable trustfulness and nourish faith, strengthen hopefulness by encouragement, and build personal affirmation by acts and attitudes of faithful love.

Such dispositions as imaginative compassion, thoughtful accompaniment, affective empathy, generous inclusiveness, consistent faithfulness, vocational integrity, confidentiality and discretion, create and sustain the essential relational and communal environment from which Christian pastoral practices grow. The module explores these areas of biblical and theological significance as they are applied to human experience.

Areas of Pastoral Practice to be explored on the basis of these virtues and dispositions include: accompanying the dying and bereaved; celebrating love and marriage; incarnational visitation; pastoral prayer; spiritual friendship; means of grace such as Bible, public worship, Holy Communion and baptism.

| **Module Delivery Method** | **On-Campus**[1] ☐ | **Hybrid**[2] ☒ | **Online**[3] ☒ | **Work -Based Learning**[4] ☐ |
|---|---|---|---|---|
| **Campuses for Module Delivery** | ☐ Ayr | ☐ Lanarkshire | ☒ Online / Distance Learning | |

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

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| | ☐ Dumfries | | ☐ London<br>☒ Paisley | | ☐ Other (specify) | |
| **Terms for Module Delivery** | Term 1 | ☒ | Term 2 | ☐ | Term 3 | ☐ |
| **Long-thin Delivery over more than one Term** | Term 1 – Term 2 | ☐ | Term 2 – Term 3 | ☐ | Term 3 – Term 1 | ☐ |

| **Learning Outcomes** | |
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| **L1** | Demonstrate a clear explanation of pastoral principles or practices and how these are derived from the Bible. |
| **L2** | Demonstrate an awareness of the influence of theological and ethical virtues on the attitudes and actions that inform and give expression to pastoral care. |
| **L3** | Demonstrate an understanding of the principles, and some competence, in pastoral practice. |
| **L4** | Demonstrate a confident knowledge of how to approach some of the expressions of pastoral care in practice, including prayer, public worship, rites of passage services. |
| **L5** | n/a |

| **Employability Skills and Personal Development Planning (PDP) Skills** | |
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| **SCQF Headings** | **During completion of this module, there will be an opportunity to achieve core skills in:** |
| **Knowledge and Understanding (K and U)** | **SCQF 7**<br>Understanding and explaining from several perspectives including biblical, historical and contemporary, pastoral perspectives on human behaviour. |
| **Practice: Applied Knowledge and Understanding** | **SCQF 7**<br>Apply theological and ethical insights to a range of human experience, and in particular situations of pastoral challenge.<br>Responding to human need in a way that is respectful, inclusive and confidential. |
| **Generic Cognitive skills** | **SCQF 7**<br>Present and evaluate some of the theories, principles and perspectives of pastoral practice. |
| **Communication, ICT and Numeracy Skills** | **SCQF 7**<br>Discover, retrieve, select and organise material from library and IT to build knowledge towards understanding the subject and its disciplines. |
| **Autonomy, Accountability and Working with Others** | **SCQF 7**<br>Work with others in discussing and exploring options in issues requiring pastoral response. |

| **Prerequisites** | **Module Code** | **Module Title** |
|---|---|---|
| | **Other** | |

| Co-requisites | Module Code | Module Title |
|---|---|---|

| Learning and Teaching | |
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| In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours. | |
| **Learning Activities**<br>During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below: | **Student Learning Hours**<br>(Note: Learning hours include both contact hours and hours spent on other learning activities) |
| Lecture / Core Content Delivery | 24 |
| Tutorial / Synchronous Support Activity | 12 |
| Asynchronous Class Activity | 24 |
| Independent Study | 140 |
| n/a | |
| n/a | |
| **TOTAL** | 200 |

**Indicative Resources**

**The following materials form essential underpinning for the module content and ultimately for the learning outcomes:**


Key Book
Whipp, Margaret, *Pastoral Theology (SCM Study Guide)*. London: SCM, 2013.

Useful Overall Guide
Collins, Gary *Christian Counselling: A Comprehensive Guide (3rd.Edn.)* 2007

Selected Useful Books
Ballard, Paul and Holmes, Stephen R (eds.), *The Bible In Pastoral Practice*, London: DLT, 2005.
Dykstra, Robert C (ed), *Images of Pastoral Care: Classic Readings*, St Louis: Chalice, 2005.
Goodliff, Paul, *Care In A Confused Climate*. London: DLT, 1998.
Graham, Elaine; Walton, Heather; Ward, Frances; *Theological Reflection: Methods*.London: SCM, 2005.
Lyall, David, *The Integrity of Pastoral Care,* London: SPCK, 2001.
Nouwen, Henri J M, *The Wounded Healer*. London: DLT, 1994.
Pattison, Stephen, *A Critique of Pastoral Care*, London: SCM, 2000.
Peterson, Eugene H *Five Smooth Stones for Pastoral Work*. Grand Rapids: Eerdmans, 1980.
Purves, Andrew, *Pastoral Theology in the Classical Tradition,* Louisville: Westminster John Knox, 2001.
Tidball, Derek, *Skilful Shepherds*, Nottingham: IVP 1997.
Vanier, Jean, *Community and Growth*, London: DLT, 2006.
Wells, Sam, *Incarnational Ministry.* Norwich: Canterbury Press, 2017.
Woodward, James and Pattison, Stephen, *The Blackwell Reader in Pastoral and Practical Theology.* Oxford: Blackwell, 2000.

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| **(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)** |

| **Attendance and Engagement Requirements** |
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| **In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.**<br><br>**For the purposes of this module, academic engagement equates to the following:**<br><br>Students must attend scheduled sessions, complete learning activities and submit assessments. Detailed guidance will be provided by the module coordinator. |

| **Equality and Diversity** |
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| **The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.**<br><br>As a Christian theological college, students should be aware that teaching, discussion and the college's ethos is from a confessional viewpoint. The college actively encourages an environment of openness and religious tolerance, but the main function of the college is the training of ministerial candidates and the learning environment will be supportive of this.<br><br>Where students need additional support, this is provided by the college team with reference if appropriate to other UWS colleagues, they are referred to Student Support Services for further assistance. In consultation with the student, the needs of individual students are met, wherever practicable, and every effort made to ensure individual students are not disadvantaged. |
| **(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)** |

**Supplemental Information**

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| **Divisional Programme Board** | **Education** |
| **Overall Assessment Results** | ☐ **Pass / Fail** ☒ **Graded** |
| **Module Eligible for Compensation** | ☒ **Yes** ☐ **No**<br><br>**If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.** |
| **School Assessment Board** | Divinity |
| **Moderator** | I Birch |
| **External Examiner** | C Gardiner |
| **Accreditation Details** | None |
| **Module Appears in CPD catalogue** | ☐ **Yes** ☒ **No** |
| **Changes / Version Number** | 3.0 Learning Outcomes; Indicative Resources; Module delivery methods updated to reflect new UWS categories |

| **Assessment (also refer to Assessment Outcomes Grids below)** |
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| **Assessment 1** |
| Presentation 40% |
| **Assessment 2** |
| Project Report 60% |
| **Assessment 3** |
| n/a |
| (N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed.<br>(ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.) |

| **Component 1** | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Assessment Type** | **LO1** | **LO2** | **LO3** | **LO4** | **LO5** | **Weighting of Assessment Element (%)** | **Timetabled Contact Hours** |
| Presentation | ☒ | ☒ | ☐ | ☐ | ☐ | 40 | 1 |

| **Component 2** | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Assessment Type** | **LO1** | **LO2** | **LO3** | **LO4** | **LO5** | **Weighting of Assessment Element (%)** | **Timetabled Contact Hours** |
| Report of practical/field/clinical work | ☐ | ☒ | ☒ | ☒ | ☐ | 60 | 2 |

| **Component 3** | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Assessment Type** | **LO1** | **LO2** | **LO3** | **LO4** | **LO5** | **Weighting of Assessment Element (%)** | **Timetabled Contact Hours** |
| n/a | ☐ | ☐ | ☐ | ☐ | ☐ | | |
| **Combined total for all components** | | | | | | 100% | 3 hours |

**Change Control**

| **What** | **When** | **Who** |
|---|---|---|
| Module delivery methods updated to reflect new UWS categories | Feb 2025 | E Bell |
| Learning Outcomes | Feb 2025 | S Younger |
| Indicative Resources | Feb 2025 | S Younger |
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