University of the West of Scotland

Module Descriptor

Session: 2024/25

Title of Module: Practice of Pastoral Care L7			
Code: THEO07018	SCQF Level: 7 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
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					
Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
☐	☐	☒	☒	☐	☐
See Guidance Note for details.					

Campus(es) for Module Delivery

The module will **normally** be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)						
Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
☒	☐	☐	☐	☐	☒	Add name

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1	☒	Term 2	☐	Term 3	☐

Learning Outcomes: (maximum of 5 statements) **These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module.** At the end of this module the student will be able to:	
L1	Demonstrate knowledge and understanding of pastoral principles and practices as these have been derived from key biblical texts.
L2	Demonstrate informed awareness of the influence of theological and ethical virtues on the attitudes and actions that inform and give expression to pastoral care.
L3	Demonstrate understanding and competence in pastoral practice while addressing such situations as death and bereavement, marriage, spiritual friendship, mental ill-health, serious illness.
L4	Demonstrate knowledge of pastoral care in practice, including prayer, public worship, rites of passage services.
	Click or tap here to enter text.

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	SCQF Level **7** Understanding and explaining from several perspectives including biblical, historical and contemporary, pastoral perspectives on human behaviour.
Practice: Applied Knowledge and Understanding	SCQF Level **7** Apply theological and ethical insights to a range of human experience, and in particular situations of pastoral challenge.

	Responding to human need in a way that is respectful, inclusive and confidential.
Generic Cognitive skills	SCQF Level **7** Present and evaluate some of the theories, principles and perspectives of pastoral practice.
Communication, ICT and Numeracy Skills	SCQF Level **7** 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 Level **7** Work with others in discussing and exploring options in issues requiring pastoral response.

Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	**Module Title:**
	Other:	
Co-requisites	**Module Code:**	**Module Title:**

Learning and Teaching	
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 During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Normally totalling 200 hours): (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
	200 Hours Total

**Indicative Resources: (eg. Core text, journals, internet access)

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

Atkinson, d., and Field, D., New Dictionary of Christian Ethics and Pastoral Theology (Leicester: IVP, 1995)

Hunter, R., Dictionary of Pastoral Care and Counselling (Nashville: Abingdon, 1995)

Lyall, D., Integrity of Pastoral Care (Lobndon: SPCK, 2001)

Bauby, Jean Dominique, The Diving Bell and the Butterfly (London: Fourth Estate, 1998)

Peterson, E., Working the Angles. The Shape of Pastoral Integrity (Grand Rapids: Eerdmans, 1987)

Tidball, D., Skilful Shepherds. Explorations in Pastoral Theology (Leicester: IVP, 1997)

Willimon, W., Pastor. The Theology and Practice of Ordained Ministry, (Nashville: Abingdon, 2002)

(**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

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.

Equality and Diversity

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.

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.

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

Divisional Programme Board	Education
Assessment Results (Pass/Fail)	Yes ☐No ☒
School Assessment Board	Divinity
Moderator	I Birch
External Examiner	C Gardiner
Accreditation Details	None
Changes/Version Number	2.03 Blended Learning Added to module Delivery; External Examiner

Assessment: (also refer to Assessment Outcomes Grids below)
This section should make transparent what assessment categories form part of this module (stating what % contributes to the final mark). Maximum of 3 main assessment categories can be identified (which may comprise smaller elements of assessment). **NB: The 30% aggregate regulation (Reg. 3.9) (40% for PG) for each main category must be taken into account. When using PSMD, if all assessments are recorded in the one box, only one assessment grid will show and the 30% (40% at PG) aggregate regulation will not stand. For the aggregate regulation to stand, each component of assessment must be captured in a separate box.** Please provide brief information about the overall approach to assessment that is taken within the module. In order to be flexible with assessment delivery, be brief, but do state assessment type (e.g. written assignment rather than "essay" / presentation, etc) and keep the detail for the module handbook. Click or tap here to enter text.
Assessment 1: Presentation 40%
Assessment 2: Project Report 60%
(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. (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.)

Assessment Outcome Grids (See Guidance Note)

Component 1						
Assessment Type (Footnote B.)	**Learning Outcome (1)**	**Learning Outcome (2)**	**Learning Outcome (3)**	**Learning Outcome (4)**	**Weighting (%) of Assessment Element**	**Timetabled Contact Hours**
Presentation	✓	✓			40	1

Component 2						
Assessment Type (Footnote B.)	**Learning Outcome (1)**	**Learning Outcome (2)**	**Learning Outcome (3)**	**Learning Outcome (4)**	**Weighting (%) of Assessment Element**	**Timetabled Contact Hours**
Report of practical/ field/ clinical work		✓	✓	✓	60	2

	Combined Total for All Components	**100%**	**3 hours**