



BA (Hons) Pastoral Care with Psychology

February 2018

Programme Specification

Ardleigh Green Campus

Ardleigh Green Road
Hornchurch
RM11 2LL

William Booth College

Champion Park
Denmark Hill
SE5 8BQ

Programme specification

1. Overview/ factual information

Programme/award title(s)	BA Pastoral Care with Psychology BA (Hons) Pastoral Care with Psychology
Teaching Institution	Havering College of Further and Higher Education In partnership with The Salvation Army, William Booth College
Awarding Institution	The Open University (OU)
Date of first OU validation	March 2006
Date of latest OU (re)validation	October 2013
Next revalidation	February 2018
Credit points for the award	30 credits at Level 4 30 credits at Level 5 120 credits at Level 6
UCAS Code	N/A
Programme start date	September 2018
Underpinning QAA subject benchmark(s)	Psychology 2016 Theology and Religious Studies 2014
Other external and internal reference points used to inform programme outcomes	N/A
Professional/statutory recognition	None
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face)	PT
Duration of the programme for each mode of study	2.5 years
Dual accreditation (if applicable)	N/A
Date of production/revision of this specification	November 2017

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in student module guide(s) and the student's handbook.

The accuracy of the information contained in this document is reviewed by the University

and may be verified by the Quality Assurance Agency for Higher Education.

2.1 Educational aims and objectives

Aim:

The aim of the programme is to develop the students' academic knowledge, understanding, skills and experience of pastoral care in faith based settings.

Objectives:

1. To enhance students theoretical knowledge and understanding of pastoral care and psychology in faith based settings.
2. To enable students to critically analyse and evaluate theoretical and practical approaches to pastoral care.
3. To enable students to synthesise psychological approaches to pastoral care into their theology and ministry.
4. To enable students to critically reflect and act to secure their own development as providers of pastoral care in faith based settings.

2.2 Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

The Diploma in HE Salvation Army Officer Training (or its predecessor, the Certificate in Salvation Army Officer Training or its equivalent) provides the necessary 240 credits to begin the 'top up' BA (Hons) Pastoral Care with Psychology or the BA Pastoral Care with Psychology.

The students complete an academic skills and course induction as a pre-requisite to this programme. The following bridging modules prepare students for the rigours of the level 6 programme by consolidating their knowledge and understanding as it is applied in the pastoral care field:

- Psychology (Level 4 - 30 credits)
- Practical Theology (Level 5 - 15 credits)
- Research Methods (Level 5 - 15 credits)

Students who complete the bridging modules and achieve 120 credits at level 6, thereby accruing 180 credits on this programme will be awarded the BA (Hons) Pastoral Care with Psychology.

Students who complete the bridging modules set out above; and achieve 60 credits at level 6 of the programme will be awarded the BA Pastoral Care with Psychology.

2.3 For Foundation Degrees, please list where the 60 credit work-related learning takes place

N/A

2.4 List of all exit awards

BA Pastoral Care with Psychology
BA (Hons) Pastoral Care with Psychology

3. Programme structure and learning outcomes

<u>Programme Structure - LEVEL 4</u>					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
Psychology	30	Not applicable		No	Autumn

Intended learning outcomes at Level 4 are listed below:

<u>Learning Outcomes – LEVEL 4</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p><i>At the end of the level students will be able to demonstrate:</i></p> <p>A1 Detailed knowledge and understanding of key areas in pastoral care and psychology.</p>	<p>Lectures at the residential week Tutor support, (phone, email, one to one, VoIP) Seminars including recall days Study days Interactive VLE Independent study and reading Assessment preparation</p> <p>Assessment: Essay</p>

3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p><i>By the end of the level students will be expected to:</i></p> <p>B3 Critically evaluate theoretical and conceptual approaches to pastoral care, theology and psychology.</p>	<p>Lectures at the residential week Tutor support, (phone, email, one to one, VoIP) Seminars including recall days Study days Interactive VLE Independent study and reading Assessment preparation</p> <p>Assessment: Essay</p>
3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p><i>By the end of the level students will be expected to:</i></p> <p>C1 Demonstrate an understanding of a range of research methodologies appropriate to the collection, analysis, evaluation and presentation of information within pastoral care, psychology and theology contexts.</p>	<p>Lectures at the residential week Tutor support, (phone, email, one to one, VoIP) Seminars including recall days Study days Interactive VLE Independent study and reading Assessment preparation</p> <p>Assessment Essay</p>

3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p><i>By the end of the level students will be expected to:</i></p> <p>D1 Apply the principles of psychology to a pastoral care situation.</p> <p>D2 Work independently and/or as part of a team, managing their own time effectively to meet deadlines.</p>	<p>Lectures at the residential week Tutor support, (phone, email, one to one, VoIP) Seminars including recall days Study days Interactive VLE Independent study and reading Assessment preparation</p> <p>Assessment Field Study</p>

There is no exit award at level 4 of this programme

Programme Structure - LEVEL 5					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
Practical Theology	15			No	Spring
Research Methods	15			No	Spring

Intended learning outcomes at Level 5 are listed below:

<u>Learning Outcomes – LEVEL 5</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p><i>By the end of the level students will be able to demonstrate:</i></p> <p>A1 Detailed knowledge and understanding of key areas in pastoral care and psychology.</p> <p>A2 Synthesise psychological and theological theories within pastoral care contexts.</p> <p>A3 Develop a knowledge and understanding of self awareness and self development and of the impact that this has on their work with individuals and groups.</p> <p>A4 Detailed knowledge and understanding of research methods and their usage.</p>	<p>Lectures at the residential week Tutor support, (phone, email, one to one, VoIP) Seminars including recall days Study days Interactive VLE Independent study and reading Assessment preparation</p> <p>Assessment Theological reflection for practice Research proposal</p>

3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p><i>By the end of the level students will:</i></p> <p>B1 Demonstrate a capacity to integrate and synthesise knowledge and understanding from pastoral care, theology and psychology by critically applying theories to work with individuals and groups.</p> <p>B2 Understand, interpret and apply psychological theories of individual, group and community development to their work in local communities.</p> <p>B3 Critically evaluate theoretical and conceptual approaches to pastoral care, theology and psychology.</p>	<p>Lectures at the residential week Tutor support, (phone, email, one to one, VoIP) Seminars including recall days Study days Interactive VLE Independent study and reading Assessment preparation</p> <p>Assessment Theological reflection for practice Research proposal</p>
3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p><i>By the end of the level students will be able to:</i></p> <p>C1 Demonstrate an understanding of a range of research methodologies appropriate to the collection, analysis, evaluation and presentation of information within pastoral care, psychology and theology contexts.</p> <p>C2 Recognise the significance of cultural and individual differences and use this awareness in the development of their work with individuals and groups within pastoral care, psychology and theology contexts.</p>	<p>Lectures at the residential week Tutor support, (phone, email, one to one, VoIP) Seminars including recall days Study days Interactive VLE Independent study and reading Assessment preparation</p> <p>Assessment Theological reflection for practice Research proposal</p>

3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p><i>By the end of the level students will be expected to:</i></p> <p>D3 Respond to the changing contexts of their work through the development of reflective practices and problem solving.</p> <p>D4 Utilise knowledge and understanding to act as a competent and confident practitioner in working with others.</p>	<p>Lectures at the residential week Tutor support, (phone, email, one to one, VoIP) Seminars including recall days Study days Interactive VLE Independent study and reading Assessment preparation</p> <p>Assessment Theological reflection for practice Research proposal</p>

There is no exit award at level 5 of this programme

Programme Structure - LEVEL 6					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
Faith Based Settings	30			No	Summer
Contemporary Pastoral Issues	30			No	Autumn
Mental Health Issues	30			No	Spring
Dissertation	30			No	Autumn

Intended learning outcomes at level 6 are listed below:

<u>Learning Outcomes – LEVEL 6</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p><i>By the end of the level students will be able to demonstrate:</i></p> <p>A1 Detailed knowledge and understanding of key areas in pastoral care and psychology.</p> <p>A2 Synthesise psychological and theological theories within pastoral care contexts.</p> <p>A3 Develop a knowledge and understanding of self awareness and self development and of the impact that this has on their work with individuals and groups.</p> <p>A4 Detailed knowledge and understanding of research methods and their usage.</p>	<p>Lectures at the residential week Tutor support, (phone, email, one to one, VoIP) Seminars including recall days Study days Interactive VLE Independent study and reading Assessment preparation</p> <p>Assessment</p> <p>Group presentation of rationale for selection of tool to use in a faith based setting Critical evaluation of application of tool within spiritual and pastoral practice Individual presentation with supporting document Academic poster presentation Media report Dissertation</p>

3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p><i>By the end of the level students will:</i></p> <p>B1 Demonstrate a capacity to integrate and synthesise knowledge and understanding from pastoral care, theology and psychology by critically applying theories to work with individuals and groups.</p> <p>B2 Understand, interpret and apply psychological theories of individual, group and community development to their work in local communities.</p> <p>B3 Critically evaluate theoretical and conceptual approaches to pastoral care, theology and psychology.</p>	<p>Lectures at the residential week Tutor support, (phone, email, one to one, VoIP) Seminars including recall days Study days Interactive VLE Independent study and reading Assessment preparation</p> <p>Assessment Group presentation of rationale for selection of tool to use in a faith based setting Critical evaluation of application of tool within spiritual and pastoral practice Individual presentation with supporting document Academic poster presentation Media report Dissertation</p>

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p><i>By the end of the level students will be able to:</i></p> <p>C1 Demonstrate an understanding of a range of research methodologies appropriate to the collection, analysis, evaluation and presentation of information within pastoral care, psychology and theology contexts.</p>	<p>Lectures at the residential week Tutor support, (phone, email, one to one, VoIP) Seminars including recall days Study days Interactive VLE Independent study and reading</p>

3C. Practical and professional skills	
<p>C2 Recognise the significance of cultural and individual differences and use this awareness in the development of their work with individuals and groups within pastoral care, psychology and theology contexts.</p>	<p>Assessment preparation</p> <p>Assessment Group presentation of rationale for selection of tool to use in a faith based setting Critical evaluation of application of tool within spiritual and pastoral practice Individual presentation with supporting document Academic poster presentation Media report Dissertation</p>

3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p><i>By the end of the level students will be expected to:</i></p> <p>D1 Apply the principles of psychology to a pastoral care situation.</p> <p>D2 Work independently and/or as part of a team, managing their own time effectively to meet deadlines.</p> <p>D3 Respond to the changing contexts of their work through the development of reflexive practices and problem solving.</p> <p>D4 Utilise knowledge and understanding to act as a competent and confident practitioner in working with others.</p>	<p>Lectures at the residential week Tutor support, (phone, email, one to one, VoIP) Seminars including recall days Study days Interactive VLE Independent study and reading Assessment preparation</p> <p>Assessment Group presentation of rationale for selection of tool to use in a faith based setting Critical evaluation of application of tool within spiritual and pastoral practice Individual presentation with supporting document</p>

3D. Key/transferable skills	
	Academic poster presentation Media report Dissertation

Exit awards at level 6

BA (Hons) Pastoral Care with Psychology 120 credits at level 6

BA Pastoral Care with Psychology 60 credits at level 6

4. Distinctive features of the programme structure

Where applicable, this section provides details on distinctive features such as:

- where in the structure above a professional/placement year fits in and how it may affect progression
- any restrictions regarding the availability of elective modules
- where in the programme structure students must make a choice of pathway/route

This programme has been developed for ordained officers of The Salvation Army working with people in local communities.

5. Support for students and their learning

All students are employed by The Salvation Army. The Salvation Army have mechanisms internally to guide, support and advise students as employees. Havering College provides academic support and guidance from the tutor team for students both at entry and at exit level regarding advice for further study.

All students on the programme have access to The Salvation Army's Well Being Department whose provision includes 1-2-1 mentoring and a formal counselling service. Students are also allocated an academic tutor, who is trained in pastoral support, for the duration of the programme.

Students attend an academic skills and course induction led by the academic team and supported by colleagues from other areas of both colleges (Learning Resource Centres, Quality and Standards, Learning Support etc) which serves to underpin academic skills appropriate to Level 6 study. This is further supported by ongoing academic skills sessions focusing on specific issues during the residential module components. This enables students to share ideas and knowledge and receive lecturer and peer support around academic skills.

Students with additional needs are supported by The Salvation Army and the programme staff team. For example, students with dyslexia are guided through the assessment and diagnostic process by the programme leader. The assessment report is financially supported by The Salvation Army and the necessary provision is made. All students with dyslexia also have an allocated 1-2-1 tutor. Havering College employs a dedicated member of staff (Learning Support Coordinator) who offers support to students with disabilities or learning needs. Support includes diagnostic assessment for specific learning difficulties, referrals made for other assessments that may be required and support provided for DSA funding.

Although there are clear expectations that those entering the programme will have demonstrated that they have sound written and verbal communication skills there may be a need for some students to receive additional support in relation to English as an academic language. This is generally provided by their academic tutor.

6. Criteria for admission

All applicants on the programme are Salvation Army Officers who have either a Diploma of HE (Salvation Army Officer Training) or its precursor: The Certificate in Salvation Army Officer Training, or its equivalent. Applicants are scrutinised for their suitability at three different levels by:

1. The Divisional Officer for Leader Development
2. The Course Leader
3. The Salvation Army Training Board (held at WBC)

The above will consider their availability, academic suitability, personal officer development and strategic needs of The Salvation Army.

7. Language of study

English

8. Information about non-OU standard assessment regulations (including PSRB requirements)

This programme is managed under the OU assessment regulations.

9. Methods for evaluating and improving the quality and standards of teaching and learning.

WBC and HC have well developed mechanisms for receiving and evaluating standards of teaching and learning. These include:

1. Course board of studies meetings with tutors and student representatives.
2. Focus groups undertaken by senior managers with student cohorts from HE programmes.
3. End of module evaluation questionnaires.
4. Teaching and Learning observations.
5. Staff appraisals.
6. External Examiner visits and reports.
7. Student meetings with an Academic Reviewer from the Open University (OU).
8. An Annual Programme Evaluation Report written by the programme staff and scrutinised by students at the course board of studies meeting in October of each academic year. All reports are scrutinised at college level by the Curriculum Quality and Student Achievement Committee.
9. Participation in the National Student Survey.

Feedback is also collected specifically from tutors and support staff by the following methods:

1. Tutor report at the course board of studies.
2. Informal discussions between tutors and support staff.
3. Team meetings.
4. Reports from students' line managers.
5. Email responses from tutors.
6. Bibliographic checking reports.
7. Tutor training days (three times per year).

10. Changes made to the programme since last (re)validation

Modifications to the programme include:

Removal of the programme induction (study skills) module. The rationale for removing this module is because it does not currently carry credits. It will now form a pre-requisite for entering the programme.

The majority of modules have retained content from the previous versions; some learning outcomes have been reviewed and re-written to provide greater clarity.

Links between theory and practice have been consolidated to reflect the relevant work carried out by officers in the community.

All book lists have been reviewed and updated.

Indicative content has been revised and some assessment tasks have been changed accordingly.

Annexe 1: Curriculum map

Annexe 2: Notes on completing the OU programme specification template

Annexe 1 - Curriculum map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes.

Level	Study module/unit	A1	A2	A3	A4	B1	B2	B3	C1	C2	D1	D2	D3	D4
4	Psychology	✓						✓		✓	✓	✓		✓

Level	Study module/unit	A1	A2	A3	A4	B1	B2	B3	C1	C2	D1	D2	D3	D4
5	Practical Theology	✓	✓			✓	✓	✓		✓	✓	✓	✓	✓
	Research Methods	✓			✓			✓	✓	✓	✓	✓	✓	✓

Level	Study module/unit	A1	A2	A3	A4	B1	B2	B3	C1	C2	D1	D2	D3	D4
6	Faith Based Settings	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓		✓
	Contemporary Issues	✓	✓	✓		✓		✓		✓		✓	✓	✓
	Mental Health Issues	✓	✓			✓	✓	✓		✓			✓	
	Dissertation				✓	✓	✓	✓	✓	✓	✓			

Annexe 2: Notes on completing programme specification templates

- 1 - This programme specification should be mapped against the learning outcomes detailed in module specifications.
- 2 – The expectations regarding student achievement and attributes described by the learning outcome in section 3 must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx>
- 3 – Learning outcomes must also reflect the detailed statements of graduate attributes set out in **QAA subject benchmark statements** that are relevant to the programme/award: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx>
- 4 – In section 3, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section 3 should enable students to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.
- 5 - Where the programme contains validated **exit awards** (e.g. CertHE, DipHE, PGDip), learning outcomes must be clearly specified for each award.
- 6 - For programmes with distinctive study **routes or pathways** the specific rationale and learning outcomes for each route must be provided.
- 7 – Validated programmes delivered in **languages other than English** must have programme specifications both in English and the language of delivery.