Postgraduate Certificate in Pastoral Care and Chaplaincy in Schools

Language: English, Maltese

Qualification Type: Homegrown Award

Country: Malta

Homepage: https://pfi.edu.mt/

Status: Available

Level EQF and MQF: Level 7

Total Learning Hours: 750

Contact Hours: 150

Volume of Learning Part Time: 1 Year

Details

Description

Schools provide a holistic environment that fosters the pursuit of truth, the development of healthy critical thinking, and the creation of spaces where individuals of diverse faiths can question, reflect, pray, and build communities of mutual acceptance. In this challenging yet enriching context, the balance of faith and reason, supported by pastoral and biblical theology, offers a solid foundation for School Pastoral Care and Chaplaincy. Moreover, Pastoral Care and Chaplaincy in schools serve as bridges connecting faith with culture, and spirituality with the technocratic realm of contemporary society. The promotion of this mindset and its practical application are strengthened by empowering school leadership and pedagogy to embrace and uphold essential values, particularly Gospel values, which are crucial in our empirically driven, digitally-oriented society. This will be achieved through:

• A deeper introduction to and study of the bridge between faith and reason, biblical and pastoral theology (Modules 1 and 2).

• An in-depth understanding of the role of Pastoral Care and Chaplaincy in a pluralistic school environment through multiculturalism, inter-religious dialogue, and engagement with the technocratic realm (Module 3).

• Insights from Pastoral Theology on building communion between human beings and with God (Module 3).

• An appreciation for the need for spiritual accompaniment and the stages of spiritual development in young people, youth, and adults (Module 4).

• The development of practical methods for designing, leading, and evaluating liturgical and religious activities (Module 4).

• Professional ministry that enriches the school ethos, leadership, and pedagogy with values that enable transformative experiences, thus inviting course participants to evaluate and integrate the vision and values proclaimed (Module 5).

Further Information

This course aims to give participants knowledge and practical skills needed to enhance effective Pastoral Care and Chaplaincy in Schools. These skills include reflective skills, analytical, critical and synthetic skills, leadership skills, collaborative skills, interpersonal skills, listening skills, planning and implementation skills. To achieve these outcomes, the course will employ a diverse and interactive range of teaching and learning strategies, including:

Lectures – to provide foundational knowledge and theoretical frameworks.

Workshops – to facilitate hands-on skill development and collaborative problem-solving.

Reflective writing – to encourage personal engagement with course content and spiritual themes.

Group discussions and class debates – to stimulate critical dialogue and peer learning.

Presentations – to develop communication skills and share insights with others.

Role-plays – to simulate real-life pastoral scenarios and practice empathetic responses.

Peer-to-peer discussions and demonstrations – to foster mutual support, shared learning, and practical skill exchange.

Requirements

Minimum Level 6 or equivalent as determined by the Course Director Students who have:

- fully completed and passed the Award in Pastoral Care and Chaplaincy in Schools (MQF Level 6)

- and expressed interest in Pastoral Care in Schools.

The assessment method for this qualification are as follows:

- Written assignment & presentation,

- Reflective paper,

a. Written Assignment: a choice from two or more titles/topics is given per subject module. The lecturer will assess:

i.   Coherence and focus, relevance to the topic given.

ii.   Academic writing style and method: correct use of citations, legible and fluent piece of writing

iii.   Presentation and structure – validity and effectiveness of arguments

iv.   Sources – well researched, well cited and integrated in the assignment.

Presentation: Building on the written assignment, learners will deliver a structured presentation that reflects on the research process and demonstrates the development of key skills acquired throughout the module. The presentation will serve as a platform for peer learning, allowing students to share insights, showcase good practices, and engage in constructive dialogue. This component will assess the learner's ability to communicate effectively, reflect critically, and apply theoretical knowledge in a collaborative educational setting. Assessment of Presentations – See scoring rubric attached. Assignment 60% Presentation 40% Mark Load: 100%

b. Reflective papers Where a reflective paper is given as a mode for assessment, lecturers are asked to assess students on their ability to bring out the relationship between Leadership and Pastoral Care/Chaplaincy; experience (e.g. a retreat), the values promoted and personal life; the literature covered (online reading) and the link with the local context. In total, the mark load is 100%. Resitting: A student who fails the assignment for any module will be given the opportunity to resubmit a new assignment with a different title provided for this task. However, the maximum grade attainable for the resubmission will be capped at a D.

Programme

Provision: Presential

ECTS Points: 30

Subject Areas: 02 - Arts and humanities

Operational Start Date:12/08/2025

Providers and Awarding Bodies

Name: Pastoral Formation Institute (PFI)

Website: https://pfi.edu.mt/

Regulatory Bodies

Name: Malta Further and Higher Education Authority (MFHEA)

Website: https://mfhea.mt/

Comments: Known as National Commission for Further and Higher Education (NCFHE) prior to January 2021

Learning Outcome

Learning Outcome 1

Outcome Type: Competence

Reusability Level:

Description: At the end of the course, participants will:

• Critically engage with and articulate the ethical and philosophical dimensions of values upheld by Christian educators and students, as well as those from diverse belief systems or secular perspectives. Participants will develop a nuanced understanding of pluralism and cultivate dispositions of empathy, respect, and inclusivity, essential for fostering constructive dialogue and ethical conduct within contemporary, post-Christian educational contexts.

• Demonstrate the capacity to communicate theological insights and embody the presence of the living God through interpretive engagement with Biblical narratives. This will support inclusive spiritual formation and affirm the inherent dignity of all individuals, irrespective of belief, gender, cultural background, or sexual orientation.

• Confidently facilitate spiritual accompaniment for educators and students across a spectrum of faith traditions and secular worldviews. This will be achieved through the integration of theoretical knowledge, practical competencies, experiential learning, and collaborative reflection.

• Apply advanced pedagogical strategies to integrate digital technologies in a discerning and ethically responsible manner. This will enhance their effectiveness in evangelization, educational leadership, and interpersonal engagement, particularly in relation to the evolving needs and characteristics of Generation Z and Generation Alpha.

Learning Outcome 2

Outcome Type: Knowledge

Reusability Level:

Description: At the end of the module/unit the learner will be able to:

- Critically define and evaluate the concept of Pastoral Care and Chaplaincy within educational settings, articulating its significance and multifaceted role in contemporary schooling.

- Analyse the interplay between faith and reason, and demonstrate a comprehensive understanding of biblical and pastoral theology as foundational frameworks for spiritual and educational engagement.

- Interpret and contextualize selected theological texts—including Scripture, Church teachings, and writings of the early Church Fathers—regarding the relationship between the Kingdom of God and the universal communion of humanity.

- Demonstrate an informed understanding of strategies for cultivating inclusive communities that embrace cultural and religious diversity within educational environments.

- Evaluate the principles and practices of value-based leadership, ethos, and pedagogy, and their impact on school culture and student development.

- Critically assess the challenges and opportunities of living in a technocratic society, and propose balanced approaches to integrating technology with spirituality and authentic human experience.

- Articulate a developmental understanding of spirituality across life stages—children (4–10 years), adolescents (11–16 years), and adults (18+)—and its implications for pastoral care and educational practice.

- Design and implement enriched religious and liturgical experiences using creative artistic expressions, media, and digital technologies, tailored to the spiritual and developmental needs of children, youth, and adults within the context of school-based pastoral care and chaplaincy.

- Compare and critique various leadership models relevant to Pastoral Care and Chaplaincy in Schools, identifying their theoretical foundations and practical applications.

Learning Outcome 3

Outcome Type: Skill

Reusability Level:

Description: Critically evaluate and facilitate meaningful dialogue between diverse faith traditions and cultural contexts within the framework of Pastoral Care and Chaplaincy in Schools, promoting mutual understanding, inclusive spiritual engagement, and ethical responsiveness.

• Illustrate the integrative vision offered by faith and reason, alongside Biblical and Pastoral Theology, in shaping both the theoretical foundations and practical applications of school-based pastoral care.

• Articulate and respond to the complexities of multiculturalism, inter-religious dialogue, and the digital realities of contemporary society, demonstrating theological insight and pastoral sensitivity.

• Develop and apply advanced communication and dialogue skills tailored to spiritual activities with youth (11–16 years) and adults (18+), while employing age-appropriate strategies for engaging with children (4–10 years). These skills will be deepened through the cultivation of spiritual accompaniment practices.

• Appraise and integrate diverse artistic expressions, media, and digital technologies in the design and facilitation of religious and liturgical celebrations, ensuring relevance, creativity, and accessibility across age groups. To support these outcomes, learners will cultivate a range of advanced professional and reflective competencies, including:

• Reflective skills – enabling deep personal and professional introspection, fostering spiritual discernment and ethical awareness.

• Analytical, critical, and synthetic thinking – to assess complex pastoral scenarios, integrate theological and educational insights, and formulate coherent, context-sensitive responses.

• Leadership and collaborative skills – to promote inclusive, value-driven school cultures and lead initiatives that support spiritual and emotional well-being.

• Interpersonal and listening skills – to build trust, offer compassionate support, and respond empathetically to the diverse needs of students and staff.

• Planning and implementation skills – to design, execute, and evaluate effective pastoral programmes and chaplaincy activities within educational settings.