

# ANZACPE

growing towards a Common Language and Standards for

## Level 2 - Clinical Pastoral Educator

(CPEd)

### Accreditation and Review of Accreditation

At **ANZACPE's 2018 Annual General Meeting** the following Motion was passed:

That we agree in principle:

- 1) to adopt this Set of Common Standards, and
- 2) to encourage the seven Member Associations of ANZACPE to adopt and use these Standards, and
- 3) to review these Standards at ANZACPE's Annual General Meetings in the coming years, appreciating that these Standards will further shape themselves in the process

#### **Background and Necessary Conditions for the Accreditation and Review of Accreditation of ANZACPE Level 1, Level 2 and Level 3 CPE Supervisors/Educators**

Accreditation and Review of Accreditation at each of these three Supervisor/Educator Levels indicates ANZACPE's confidence in the competence and supervisory/educational leadership capacity of an individual CPE Supervisor/Educator.

Each Level brings its own valid and unique contribution to the provision of quality CPE within Australia and New Zealand.

It is acceptable for CPE Supervisors/Educators, once accredited at a particular Level, to choose to stay supervising at that Level, or to choose to proceed to accreditation at the next Level. If Supervisors/Educators choose to stay at a particular Level, they must seek Review of Accreditation at that Level every five years.

Accreditation at each Level is preceded by Supervisors/Educators being granted by their respective Member Association a status called 'Provisional.' This provisional status is a temporary status (a maximum of 4 years) before the Provisional Supervisor/Educator must either seek accreditation, or seek provisional status again (for a maximum of two years); otherwise the provisional status lapses.

Whilst holding the temporary status of Provisional at both Level 1 and Level 2, a Supervisor/Educator must receive at least 10 hours of supervision from an Accredited CPEducator (Level 2 or above) during each Unit supervised.

Also whilst holding the temporary status of Provisional at both Level 1 and Level 2, a Supervisor/Educator must participate in at least 30 hours of education-in-supervision (individual or peer-group) facilitated by a Level 3 (or Provisional Level 3) Educator.

All CPE Supervisors/Educators (whether Provisional or Accredited) must supply annually, to the person designated by their Member Association, a document outlining professional development (including education-in-supervision, individual supervision, and peer supervision) undertaken throughout the year.

Each Member Association shall determine:

- 1) the criteria and process by which an applicant is granted provisional status at a particular Level
- 2) the parameters within which an individual Provisional Supervisor/Educator will work
- 3) the criteria and process by which a Provisional Supervisor/Educator is deemed to be ready to proceed to an Accreditation Review
- 4) the selection of an appropriate Review Committee, bearing in mind: (1) the value of having CPE Supervisors/Educators from other Member Associations participate in such Accreditation Reviews; (2) the ANZACPE requirement that Levels 2 and 3 Accreditation Reviews and Review of these Accreditations involve Accredited Educators from other Member Associations

Each Review Committee will make its assessment of the readiness of an applicant for Accreditation / Reaffirmation of Accreditation. However it is the Member Association that ultimately grants the status of 'Accredited' / 'Reaffirmation of Accreditation.'

15  
16 **Application and Preparation for a Clinical Pastoral Educator Accreditation Review**  
17

18 When you, and your 'Lead Supervisor', believe that you are ready to claim accreditation as a CPED, you  
19 need to make that claim by first requesting an ANZACPE Review Committee. You do this through your  
20 Member Association.

21  
22 (Your 'Lead Supervisor' is the person who has the primary supervisory role of 'holding the big picture' as they  
23 accompany you towards Accreditation; this person may liaise with the likes of Centre Director(s) / Training  
24 Supervisor(s) / Educator(s) etc. in the preparation of the Lead Supervisor's Report that supports your claim for  
25 accreditation as a CPED)  
26

27 On receiving your request your Member Association shall first verify that you have:

- 28 1) participated as a Provisional CPED under the Standards and auspices of your Member  
29 Association, taking the primary supervisory/educational role in at least 2 Units of CPE, with a  
30 minimum of 8 students/participants in total
- 31 2) achieved the minimum academic qualification in the area(s) of theology/spirituality/philosophy/  
32 education/supervision accepted by your Member Association
- 33 3) participated in 30 hours of peer-group supervisory education (or an equivalent)  
34

35 Then your Member Association shall forward your request to the Chairperson of the ANZACPE  
36 Professional Standards Committee. Where you have not met all the above requirements, your Member  
37 Association shall give reasons for recommending a dispensation from a particular requirement i.e. citing  
38 potential equivalence in learning.  
39

40 If you are requesting a Review immediately prior to an annual ANZACPE Conference, your Member  
41 Association shall write to the Chairperson of the ANZACPE Professional Standards Committee no later  
42 than 1 April, requesting the formation of a Review Committee on your behalf.  
43

44 If you are requesting a Review at a time other than prior to an annual ANZACPE Conference, your  
45 Member Association shall write to the Chairperson of the ANZACPE Professional Standards Committee no  
46 later than four months prior to the requested time of review requesting the formation of a Review  
47 Committee on your behalf.  
48

49 Your Association's letter of request and support shall contain:

- 50 1) your name and contact details
- 51 2) verification that you have met the minimum requirements for an ANZACPE Review
- 52 3) your spiritual/religious/faith affiliation and a letter from a person in leadership within that affiliation  
53 attesting to your good standing
- 54 4) the names and contact details of up to 3 accredited CPEDs (Level 2 or 3) from your Member  
55 Association (excluding your current Supervisor / Educator / Centre Director) to be potential  
56 members of your Review Committee (having first obtained agreement from these people to be  
57 members of that Review Committee)  
58

59 It is an ANZACPE requirement that CPED Accreditation Reviews involve CPEDs from other Member  
60 Associations.  
61

62 During the process of forming your Review Committee, you shall be notified and given the opportunity to  
63 express reservations in relation to any proposed committee member. Should you have reservations, you  
64 need to express them and provide your reason(s) for reconsideration directly to the Chairperson of the  
65 Professional Standards Committee, who will give serious regard to your reservations.  
66

67 You and the 5 members of your Review Committee shall be notified 6 weeks prior to the Review of the  
68 names and contact details of the members of your Review Committee, with the date, time and venue of  
69 the Review.  
70

71 Your written materials shall be received by your Committee members at least 3 weeks prior to the Review  
72 date.

73  
74 You shall forward to the ANZACPE Treasurer the cost for the Review at least 3 weeks prior to the Review  
75 date.

## 76 **Accreditation as a Clinical Pastoral Educator**

77 Your Review Committee will be concerned with your ability to demonstrate the personal and professional  
78 competence essential for a CPEd. Therefore you will need to demonstrate, both in the professionalism of  
79 your written materials and in your engagement with your Review Committee, evidence of your claims  
80 regarding your identity and competency as a Provisional CPEd.

81  
82 To recommend that you be accredited as a CPEd, your Review Committee will be looking to see if you  
83 have consistent capacity in the following competencies:

### 84 **Administrative Awareness and Competence**

85 This means demonstrating the capacity to:

- 86 1) initiate and administer a CPE Unit e.g. create a programme; recruit, select and ministry-place  
87 students/participants; budget; negotiate with ministry-placement management; negotiate with  
88 professional associations; timetable; record and maintain records
- 89 2) integrate, within a CPE programme, the resources present both within the ministry-placement(s)  
90 and beyond e.g. inter-disciplinary staff, administrative structures, community resources and  
91 theology/spirituality consultants
- 92 3) practise ethically and professionally, within the Code of Ethics accepted by your Member  
93 Association

### 94 95 **Interpersonal Awareness and Competence**

96 This means demonstrating the capacity to:

- 97 1) relate empathically and professionally with colleagues, peers, students/participants, authorities and  
98 church associations/communities of faith; and to be articulate about these relationships
- 99 2) recognise and value cultural and faith traditions in relationships, and to seek the advice of  
100 consultants in the clarification of issues
- 101 3) relate to supervisory colleagues and professionals from other disciplines within the CPE training  
102 context
- 103 4) engage with your Member Association and ANZACPE colleagues

### 104 105 **Intrapersonal Awareness and Competence**

106 This means demonstrating the capacity to:

- 107 1) be self-reflective about your own experience of receiving supervision
- 108 2) seek supervision or consultation at appropriate times with appropriate people
- 109 3) use new experiences and learning as a means of your growth, enrichment and self-awareness

### 110 111 **Supervisory Awareness and Competence**

112 This means demonstrating the capacity to:

- 113 1) utilise your personal qualities, experiences and self-awareness within the art of supervision
- 114 2) be aware of each of your students'/participants' individual histories, psychological patterns and  
115 learning styles in order to facilitate their learning
- 116 3) challenge your students/participants to take responsibility for their own learning and to claim their  
117 own pastoral and personal identity and resources
- 118 4) utilise a variety of supervisory strategies and interventions
- 119 5) facilitate the development of group inter-personal interaction
- 120 6) distinguish between differences in individual and group needs, addressing these and other such  
121 issues

- 122 7) co-ordinate, supervise and direct the work of other supervisors (e.g. Level 1 CPSuprs) supervising  
123 within a CPE Unit  
124

### 125 **Educational Awareness and Competence**

126 This means demonstrating the capacity to:

- 127 1) conceptualise your own philosophy of CPE as a learning theory, whilst recognising the contribution  
128 of other educational theorists
- 129 2) integrate educational and supervisory theories within your supervisory practice
- 130 3) demonstrate an ongoing commitment to professional formation throughout the various CPE course  
131 components  
132

### 133 **Theological Awareness and Competence**

134 This means demonstrating the capacity to:

- 135 1) conceptualise and articulate your theology/spirituality of ministry as expressed in your  
136 supervisory/educational practice
- 137 2) help others reflect theologically/spiritually on their experience within the practice and context of  
138 their ministry

### 139 **In preparation for your Accreditation Review**

140 **you need to assemble a Dissertation consisting of six professionally presented Papers.**

141 As you assemble your 6 Papers, bear in mind that your Review Committee will be looking for evidence that  
142 you have a consistent capacity in all the Competencies (see above) expected of a CPED.  
143

144 In each of the 6 Papers respect issues of confidentiality, and provide footnotes plus a bibliography if you  
145 use secondary resources.  
146

147 Your Dissertation is to be typewritten, in Font 11, with a 2 cm margin, and with each page numbered; it is  
148 to be presented in the following order, and one copy circulated to each member of your Review Committee  
149 at least 3 weeks prior to the day of your Review. You may ask the members of your Review Committee if  
150 any would prefer to receive your materials in digital form.  
151

152 Your Dissertation should include a front page containing:

- 153 1) your name and contact details, your spiritual/religious or faith affiliation, theology/spirituality/  
154 philosophy/education/supervision degree(s) / diploma(s) / certificate(s), or subjects completed  
155 towards a theology/spirituality/philosophy/education/supervision qualification
- 156 2) a summary list of all CPE Units in which you have participated in a supervisory/educational  
157 capacity since being granted Provisional CPED status (including the date and name of your Lead  
158 Supervisor)
- 159 3) a declaration of any written or other formal complaints in regard to yourself, and the outcome of  
160 any investigation
- 161 4) your Statement of Request of your upcoming Review Committee  
162

163 **Paper One - Your Autobiography:** (3000 words max) in which you give an account of your life and  
164 spiritual journey from birth until now. Out of your own subjective experience, select episodes from your life  
165 experience in such a way that will assist the members of your Review Committee to understand your  
166 personal and professional values, attitudes and assumptions.  
167

168 **Paper Two - Your Evaluation of one CPE Unit:** (3000 words max) in which you report on and critically  
169 evaluate your supervision/education as a Provisional CPED of one CPE Unit (that preferably had no less  
170 than 4 students/participants.)  
171

172 Your report needs to be evidenced by clinical episodes and to include:

- 173 1) a summary description of each student/participant and your selection process
- 174 2) an account of your plan and placement of each student/participant for their pastoral practice, or  
175 your understanding of their pastoral setting

- 176 3) a summary description and evaluation of your individual supervision of each student/participant in  
177 the Unit (excluding any student/ participant supervised by another supervisor)  
178 4) should you coordinate another supervisor (e.g. a Level 1 CPSupr) within the Unit, a description of  
179 the issues that you attended to in this coordinating role  
180 5) a description and evaluation of your leadership and supervision of the group process, including the  
181 following:  
182 a) a description and assessment of the group's first meeting  
183 b) your leadership and supervision of a presentation by one student/participant in the early part of  
184 the Unit  
185 c) your recommendations to each student/participant at Mid-Term Evaluations  
186 d) your leadership and supervision of a presentation by one student/participant in the latter part of  
187 the Unit  
188 e) your leadership and supervision of a challenging group meeting  
189 f) your leadership and supervision of the group's Final Evaluations and concluding meeting  
190

191 **Paper Three - Your Work as a Provisional CPEd with Five Students/Participants:** (3000 words max)  
192 in which you select 5 CPE students/participants (other than the students/participants that you have written  
193 about in Paper Two). Write a 600-word report and critical evaluation of your supervision of each of these 5  
194 students/participants; include as a footnote to each report the sections from the Final Evaluation written by  
195 the student/participant where they evaluated their own learning, plus their evaluation of their relationship  
196 with you as supervisor/educator.  
197

198 **Paper Four** (3000 words max) in which you reflect on a pastoral subject demonstrating your integration of  
199 clinical pastoral data, the social sciences and theology/spirituality/philosophy/education/supervision.  
200

201 **Paper Five - Your Methodology and Philosophy of CPE Supervision** (3000 words max) in which you  
202 describe your methodology and philosophy of supervision within the context of CPE.  
203

204 **Paper Six - Your Learning as a Provisional CPEd:** (3000 words max) in which you describe your  
205 experience of being a Provisional CPEd in at least 3 CPE Units, plus your own experiences of receiving  
206 both supervision and training as a Provisional CPEd. In particular you need to address the following  
207 specific areas:

- 208 1) a description of the clinical setting(s) in which the 3 CPE Units took place, with particular reference  
209 to the implications of these settings for the students'/participants' learning  
210 2) a description and evaluation of the CPE Units you supervised with reference to specific  
211 students/participants, issues, themes and incidents  
212 3) a summary of the constructive feedback about your supervision that you have received from the  
213 students/participants of each of the 3 CPE Units, plus a description of how you elicited the  
214 feedback, and how you have worked with it  
215 4) your evaluation of your relationship with your Lead Supervisor(s)  
216 5) a statement demonstrating the way you have addressed the issues named by any previous  
217 Consultation/ Review Committees relating to your professional identity and function as a  
218 Provisional CPEd  
219 6) a statement describing your plans/goals for the future  
220 7) a statement that addresses why you believe that you have sufficiently addressed the learning  
221 requirements of a Provisional CPEd  
222

223 Attach (as Appendices):

- 224 1) a copy of the report(s) written by your CPE Educator(s) regarding your supervisory involvement in  
225 the 3 most recent CPE Units in which you contributed as a Provisional CPEd  
226 2) copies of all Consultation/Review Committee recommendations sent to you since you were granted  
227 Provisional CPEd status  
228 3) Consents from all the students/participants who you have written about in your six professional  
229 Papers  
230

231 Following your Review, your Review Committee will make its recommendations to the Professional  
232 Standards Committee, who will then in turn make its recommendations to your Member Association.  
233

234 Ultimately it is your Member Association that will accredit you.

## 235 **Provisional Accreditation**

236 In the event of you being unable to fully meet the ANZACPE Standards for Accreditation, your Review  
237 Committee may decide to recommend to your Member Association that you be granted Provisional  
238 Accreditation for a period of no more than two years.

239  
240 You then need to undertake to fulfil your Review Committee's recommendations in your ongoing  
241 supervisory practice and demonstrate the same to a subsequent Review Committee.

242  
243 Should the subsequent Review not occur in the required two years, your Provisional Accreditation shall  
244 lapse. In this event, your Member Association shall be responsible for notifying the ANZACPE Registrar.

245  
246 Your Member Association may grant you a dispensation from the two year requirement, but only for very  
247 exceptional and extenuating circumstances e.g. life threatening or serious physical/mental health illness;  
248 unemployment or financial situations which threatens loss of home; death of an immediate family member  
249 within 6 months prior to a scheduled review.

## 250 **Review of your Accreditation as a Clinical Pastoral Educator**

251 Your accreditation as a CPED is subject to ongoing review after 5 years. In the period under review, you  
252 are expected to have supervised in at least one CPE Unit, or have participated as a Provisional CPED  
253 (Advanced / Level 3) in a supervisory education programme authorised by either your Member Association  
254 or by ANZACPE. Your accreditation will lapse if you have not fulfilled this particular requirement within a 5-  
255 year period. Your Member Association may grant you a dispensation from this requirement, but only for  
256 very exceptional and extenuating circumstances e.g. life threatening or serious physical/mental health  
257 illness; unemployment or financial situations which threatens loss of home; death of an immediate family  
258 member within 6 months prior to a scheduled review.

## 259 **Application & Preparation for a Review of your Accreditation as a Clinical Pastoral Educator**

260 You need to apply to your Member Association requesting a Review of your Accreditation.

261  
262 If you are requesting a Review immediately prior to an annual ANZACPE Conference, your Member  
263 Association shall write to the Chairperson of the ANZACPE Professional Standards Committee no later  
264 than 1 April, requesting the formation of a Review Committee on your behalf.

265  
266 If you are requesting a Review at a time other than prior to an annual ANZACPE Conference, your  
267 Member Association shall write to the Chairperson of the ANZACPE Professional Standards Committee no  
268 later than four months prior to the requested time of review requesting the formation of a Review  
269 Committee on your behalf.

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- 272 1) your name and contact details
- 273 2) verification that you have met the minimum requirements for an ANZACPE Review
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- 275 4) the names and contact details of up to 3 accredited CPEDs (Level 2 or Level 3) from your Member  
276 Association (excluding your current Supervisor / Educator / Centre Director) to be potential  
277 members of your Review Committee (having first obtained agreement from these people to be  
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281 Associations.

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284 express reservations in relation to any proposed committee member. Should you have reservations, you

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286 Professional Standards Committee, who will give serious regard to your reservations.

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288 You and the 5 members of your Review Committee shall be notified 6 weeks prior to the Review of the  
289 names and contact details of the members of your Review Committee, with the date, time and venue of  
290 the Review.

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292 Your written materials shall be received by your Committee members at least 3 weeks prior to the Review  
293 date.

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296 date.

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298 **you need to assemble a Dissertation consisting of six professionally presented Papers.**

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300 use secondary resources.

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302 Your Dissertation should include a front page containing:

- 303 1) your name and contact details, your spiritual/religious or faith affiliation, theology/spirituality/  
304 philosophy/education/supervision degree(s)/diploma(s)/certificate(s)
- 305 2) a declaration of any written or other formal complaints in regard to yourself, and the outcome of  
306 any investigation
- 307 3) your Statement of Request of your upcoming Review Committee

308  
309 **Paper One** (1000 words max) in which you evaluate the salient features (the high points and low points) of  
310 your professional experience since your last Accreditation Review. Include your previous Review  
311 Committee's recommendations; describe how you have addressed those recommendations; make  
312 reference to professional development opportunities that have extended you; and describe issues that you  
313 have addressed in your own supervision.

314  
315 **Paper Two** (3000 words max) in which you evaluate the salient features of your work as a CPEd during  
316 the past five years, highlighting the high and low points in your relationships with students/participants,  
317 Level 1 / Level 2 / Level 3 Supervisor/Educator colleagues, CPE organizations, institutions, church  
318 authorities and religious/faith communities.

319  
320 **Paper Three** (3000 words max) in which you evaluate your professional development in supervision  
321 undertaken since your last Review. Your evaluation should address challenges and insights gleaned from  
322 reflection on your engagement in the supervisory process through your supervisory interventions, your  
323 experience of receiving professional supervision, and any reading, study or training undertaken within the  
324 field.

325  
326 **Paper Four** (500 words max) documentary evidence of professional supervisory contracts and any  
327 courses or training completed since the last Review. Include a letter of support for your request for  
328 Reaffirmation of Accreditation from your current supervisor indicating your contractual agreement and the  
329 areas of focus for your supervision since the last Review.

330  
331 **Paper Five** (500 words max) in which you describe your future plans as a CPEd.

332  
333 **Paper Six** (3000 words max) a paper relevant to supervisory issues, of a standard suitable for publication.

334  
335 Should your Review Committee not recommend you for Reaffirmation of Accreditation at the time of your  
336 Review, and should you wish to continue to seek CPEd Reaffirmation of Accreditation, you need to re-  
337 present to a Review Committee within two years.