

ANZACPE views this as a 'living document' i.e. open to continuous review and adaptation.

## **ANZACPE**

### **Clinical Pastoral Educator (CPEd)**

#### **Accreditation and Review of Accreditation**

Prior to reading this document please view the  
**Preface to ANZACPE's Accreditation Standards for CPSup, CPEd and CPEdConsult**

#### **E1 Prerequisites for functioning as a Provisional Clinical Pastoral Educator**

- E 1.1 Accredited as a Clinical Pastoral Supervisor
- E 1.2 Supervisory member of ANZACPE recognised member Association
- E 1.3 Met the requirements of and gained approval from ANZACPE recognised member Association to begin functioning as a Provisional Clinical Pastoral Educator
- E 1.4 Consulted with a Provisional or Accredited Clinical Pastoral Education Consultant who will provide the required education in supervision

#### **E2 Responsibilities (in brief) as a CPEd are to:**

- E 2.1 Co-Ordinate or lead supervise in units of CPE under the authority of an ANZACPE registered member association ensuring the Standards of the Member Association are maintained. This includes the administration, group co-ordination, direction and education associated with a CPE unit;
- E 2.2 Assist CPE students/participants achieve the competencies of both Foundational and Advanced CPE;
- E 2.3 Where possible, direct, co-ordinate and support Provisional or Accredited CPSups in their supervision of students/participants;

#### **E3 Training as Clinical Pastoral Educator**

A primary focus for the training of CPEd is the facilitation/supervision of groups of CPE students/participants (being mindful of group-functioning and group-dynamics).

- E 3.1 A Provisional CPEd will function as co-ordinator in a minimum of 3 and a maximum of 4 CPE units over a maximum period of 5 years, individually supervising a minimum of 6 students. Any extension beyond this period would require the application to and the specific approval of the relevant Member Association.
  
- E3.2 A Provisional CPEd is authorised to supervise a Provisional or Accredited CPSup. The decision to supervise a co-supervisor needs to be made in consultation with the Provisional CPEd's Supervisor, Consultant and CPE Centre Director and it is recommended that Provisional CPEd's refrain from undertaking this responsibility whilst co-ordinating their first and second CPE units.

E3.3 A Provisional CPED will receive at least 10 hours of individual supervision from an Accredited CPED or CPEDConsult during each unit involved in as a Provisional CPED. It is recommended that the Provisional CPED's Supervisor will provide guidelines for an evaluation of each unit of CPE. This evaluation will include a 600 word report and critical evaluation of the candidates supervision of CPE students/participants individually supervised. (See paper 3)

E 3.4 At the conclusion of each unit, the candidate's supervisor will provide the candidate with a written report/evaluation that addresses the candidate's achievement of goals, supervision of group process, relationships with Centre Director, co-supervisors and individual supervisor.

E 3.5 A Provisional CPED will complete 30 hours of Peer Group Education in supervision and 10 hours of individual education in supervision with a Provisional or Accredited CPEDConsult. NB following completion of each course evaluation, the CPEDConsult will complete a report.

## **E4 Competencies of a Clinical Pastoral Educator**

The following are the competencies to be developed throughout the training period:

### **E 4.1 Administrative Awareness and Competence (AA)**

This means demonstrating a consistent and integrated capacity to:

- E4.1.1 Plan and implement a unit of CPE, including creation of a programme timetable that incorporates educational principles for experiential learning, recruitment and placement of students/participants for clinical experience, budgeting, negotiation with internal and external parties and maintenance of records.
- E4.1.2 Integrate the use of a variety of resources within a CPE unit. These resources may include inter-disciplinary staff, placement staff, community resources and theological/spiritual consultants.

### **E4.2 Interpersonal Awareness and Competence (IeA)**

This means demonstrating a consistent and integrated capacity to:

- E4.2.1 Relate empathically and professionally with colleagues, co-supervisors, peers, students/participants, authorities and faith communities; and to articulate and evaluate these relationships.
- E4.2.2 Engage in relationships which recognise and value differing cultural and spiritual traditions, drawing on appropriate resources to clarify differences.
- E4.2.3 Identify interpersonal dynamics present in CPE groups and make use of these to develop the group learning environment.
- E 4.2.4 Engage with members of other disciplines within the training context.
- E4.2.5 Engage with your Member Association and ANZACPE colleagues.

- E4.2.6 Practice ethically and professionally within all aspects of supervisory practice and within the Member Association's Code of Ethics.

#### **E 4.3 Intrapersonal Awareness and Competence (IA)**

This means demonstrating a consistent and integrated capacity to:

- E4.3.1 Reflect on and evaluate the impact of one's own behaviours, affective experiences, attitudes, values and beliefs on others within the CPE context.
- E4.3.2 Reflectively engage with new experiences and professional development to enhance emotional intelligence, personal and professional integrity, and spiritual integration.
- E4.3.3 Seek supervision, consultation or therapy as required in order to enhance self-awareness.

#### **E 4.4 Supervisory Awareness and Competence (SA)**

This means demonstrating a consistent and integrated capacity to:

- E4.4.1 Articulate an understanding of the professional role of a Clinical Pastoral Educator.
- E4.4.2 Utilise the experiences, attitudes, values, beliefs, cultures and learning styles of students/participants to facilitate learning within CPE.
- E4.4.3 Understand and articulate the processes of group formation, development and functioning.
- E4.4.4 Facilitate a group dynamic that offers students/participants a balance of both safety and challenge and which promotes self-responsibility for learning and the development of a unique pastoral/spiritual identity.
- E4.4.5 Recognise the impact of the dynamics of projection, parallel process and resistance in group supervision and utilise appropriate supervisory strategies and interventions in order to address these dynamics.
- E4.4.6 Articulate, discern, and utilise appropriate supervisory strategies and interventions for effective group and individual supervision.
- E4.4.7 Where appropriate, co-ordinate, supervise and direct the work of others within a CPE Unit e.g. Provisional/Clinical Pastoral Supervisors.

#### **E4.5 Educational Awareness and Competence (EA)**

This means demonstrating a consistent and integrated capacity to:

- E4.5.1 Conceptualise and articulate a philosophy of education and supervision that underpins the applicant's supervisory practice, recognising the influences of various established educational theorists.
- E4.5.2 Integrate educational and supervisory theories within supervisory practice and evaluate their effectiveness.
- E4.5.3 Employ diverse teaching and learning strategies, identifying and accommodating individual learning needs.

- E4.5.4 Recognise all aspects of the CPE experience as opportunities for learning and education.
- E4.5.5 Demonstrate an ongoing commitment to professional supervisory formation through participation in professional development within and beyond ANZACPE.

#### **E4.6 Theological/Spiritual Awareness and Competence (TA)**

This means demonstrating a consistent and integrated capacity to:

- E4.6.1 Conceptualise and articulate the theology/spirituality/philosophy of supervision which informs and underpins the applicant's supervisory practice.
- E4.6.2 Reflect theologically/spiritually/philosophically on personal and professional experiences and demonstrate the integration of one's own theology/spirituality/philosophy within supervisory practice.
- E4.6.3 Facilitate CPE students/participants to reflect theologically/ spiritually/ philosophically on their experience in the context of their pastoral/ spiritual practice.

### **E 5 Application for Accreditation as Clinical Pastoral Educator**

When the candidate, and their Member Association, believe the candidate is ready to claim accreditation as a CPed, application is made through the Member Association for an ANZACPE Accreditation Committee.

It is an ANZACPE requirement that CPed Accreditation Committees involve CPeds and CPedConsults from other Member Associations.

ANZACPE Accreditation Committees are held twice a year, in February and in August. Applications for a February committee need to be received by Chairperson of ANZACPE Professional Standards Committee by 1 October and applications for August need to be received by 1 April.

#### **E5.1 Application to Member Association**

The candidate's application to their Member Association for an ANZACPE Accreditation committee needs to include:

- E5.1.1 Candidate's name and contact details.
- E5.1.2 Verification the candidate has participated as a Provisional CPed under the Standards of the Member Association, taking the primary supervisory/educational role in at least 3 units of CPE, with a minimum of 6 students individually supervised by the candidate.
- E5.1.3 Verification that the candidate has received at least 10 hours of supervision from a CPed or CPedConsult during each CPE unit they have supervised in as a Provisional CPed.

- E5.1.4 Verification that the candidate has participated in 30 hours of peer-group supervisory education facilitated by a Provisional or Accredited CPedConsult whilst functioning as a Provisional CPEd.
- E5.1.5 Verification that the candidate has participated in 10 hours of individual education in supervision provided by a Provisional or Accredited CPedConsult.
- E5.1.6 Verification that the candidate's Member Association holds a written statement from a person in leadership attesting to the candidate's good standing. This statement needs to quantify the amount of time the candidate is known and in what capacity. This may be CPE Centre Director, Manager of Pastoral Care Department, leader of specific faith tradition etc
- E5.1.7 Verification that the candidate has achieved the minimum academic qualification in the area(s) of theology/ spirituality/ philosophy/ education/ supervision accepted by the candidate's Member Association.
- E5.1.8 A declaration of any written or other formal complaints in regard to the candidate and the outcome of any investigation.

## **E5.2 Accreditation Process**

The candidate's Member Association will forward the '*Request for an ANZACPE Accreditation or Accreditation Review Committee*' form found on the ANZACPE Website to the Chairperson of the ANZACPE Professional Standards Committee. This form requires the names and contact details of up to 3 Accredited CPEd or CPedConsults from the candidate's Member Association (excluding the candidate's current Supervisor/Educator or CPE Centre Director) to be potential members of the candidate's Accreditation Committee (having first obtained agreement from these people to be members of that Review Committee)

During the process of forming the Accreditation Committee, the candidate shall be notified and given the opportunity to express reservations in relation to any proposed committee member. Should the candidate have reservations, they need to express them and provide the reason(s) for reconsideration directly to the Chairperson of the Professional Standards Committee, who will give serious regard to the candidate's reservations.

The candidate and the 5 members of the Accreditation Committee will be notified 6 weeks prior to the committee of the names and contact details of the members of the committee, with the date, time and venue of the Committee.

The candidate's written materials will be received by the Committee members at least 3 weeks prior to the Accreditation committee date.

The candidate will forward to the ANZACPE Treasurer the cost for the Accreditation Committee at least 3 weeks prior to the committee date.

The Accreditation Committee will be concerned with the candidate's ability to demonstrate the personal and professional competence essential for a CPED. Therefore the candidate will need to demonstrate, both in the professionalism of the written materials and in the engagement with committee, evidence of claims regarding identity and competency as a CPED. It is expected that all materials will demonstrate the level of functioning of a senior professional discipline, including a consistent and integrated capacity in the required competencies.

### **E5.3 Materials Required for Accreditation Committee as a Clinical Pastoral Educator**

The following materials need to be circulated to each member of the Accreditation Committee 3 weeks prior to the committee date. The candidate may ask committee members if any would like to receive the materials in digital form as well as or instead of hard copy.

In all written materials respect issues of confidentiality, and provide footnotes plus a bibliography if secondary resources are used.

Please note, that throughout the required materials, the following abbreviations are included to indicate which competencies are to be demonstrated in specific papers:

**AA** - Administrative Awareness and Competence

**leA** - Interpersonal Awareness and Competence

**IA** - Intrapersonal Awareness and Competence

**SA** - Supervisory Awareness and Competence

**EA** - Educational Awareness and Competence

**TA** - Theological Awareness and Competence

Required materials include:

#### **E5.3.1 Table of contents**

#### **E5.3.2 Cover page** containing:

E5.3.2.1 Candidate's name and contact details

E5.3.2.2 Candidate's spiritual/ religious/ philosophical/ faith affiliation

E5.3.2.3 Candidate's relevant academic qualifications and subjects towards those not yet completed

E5.3.2.4 Summary list of all CPE Units in which the candidate has participated in a supervisory/educational capacity since being granted Provisional Clinical Pastoral Educator status

E5.3.2.5 A declaration of any formal complaint in regard to the candidate, and the outcome of any investigation

E5.3.2.6 A Statement of Request by the candidate of the Accreditation Committee

**E5.3.3 Paper One – Life Reflection: (3000 words max)**

The candidate will reflect on life experience, values, beliefs, attitudes and assumptions and consider how these have influenced their supervisory/educator identity (IA1) The candidate is to include reflection on the interplay between their life history, personhood, theology/ spirituality/ philosophy and their roles as a CPE Supervisor and Educator. (TA1, TA2)

**E5.3.4 Paper Two - Evaluation of one CPE Unit: (3000 words max)**

The candidate will report on and critically evaluate their supervision/ education as a Provisional Clinical Pastoral Educator of one CPE Unit that preferably had no less than four students/participants.

This report needs to include clinical episodes as evidence for any claims made. Please include:

E5.3.4.1 A summary of the unit including its participants. (SA3)

E5.3.4.2 The candidate's planning for the CPE unit (AA1, AA2, IA6)

E5.3.4.3 The ways in which the candidate contributed to the formation, development and utilisation and use of the group dynamics to facilitate learning and how this contributed to learning (SA3, SA4, SA5, SA6, IA6)

E5.3.4.4 The variety of educational and supervisory strategies the candidate used in both group and individual supervision, including assessment of progress and subsequent feedback/recommendations at mid-term, and their impact (IA3, SA4, SA6, EA2, EA3, EA4)

E5.3.4.5 The candidate's use of theological/ spiritual/ philosophical reflection with students/ participants (TA3, IA6)

E5.3.4.6 The candidate's relationships within the group, including those with any co-supervisors as well as students/participants. (IA1, IA2, IA1, IA6, SA7)

E5.3.4.7 Challenges the candidate faced, how these were addressed and the outcome (IA1, IA1, SA2)

E5.3.4.8 Included as Appendix 2, the Final Evaluation of one students/participant individually supervised by the candidate, and not included in Paper 3. For the remaining students/participants in the group, only include their comments/evaluations to the candidate and any co-supervisor/s.

**E5.3.5 Paper Three – Evaluation of Individual Supervision of 3 students/ participants (1800 words max.)**

The candidate will include three of the 600 word reports and critical evaluations of their supervision with three CPE students/participants (no more than one is to be from the unit written about in paper 2) (IA1, IA1, SA2, SA6, EA2,3,4, TA3)

Include in Appendix the Final Evaluations of these 3 students/participants.

**E5.3.6 Paper Four – Essay on Supervisory Subject (3000 words max)**

The candidate will reflect on a topic/theme of interest that arises out of their experience as a Clinical Pastoral Educator. This paper needs to demonstrate the integration of theory (eg social sciences, theology, spirituality, philosophy, education, supervision etc) with practice.

(A variety of competencies may be evidenced in this paper, depending on the topic)

**E5.3.7 Paper Five – Essay on Methodology and Philosophy of CPE Supervision and Education (3000 words max)**

The candidate will describe their methodology and philosophy of supervision and education within the context of CPE and support this with examples from their work in CPE. (SA1, EA1, EA2, EA3, EA4)

**E5.3.8 Paper Six - Learning as a Provisional Clinical Pastoral Educator: (3000 words max)**

The candidate will describe their personal experience as a Provisional Clinical Pastoral Educator. This paper will include the joys and challenges faced in the role as well as the personal learnings the candidate wants to claim. (IeA1, IeA2, IeA4, IeA5, IeA6, IA1, IA2, IA3, EA5)

This paper is to include:

E5.3.8.1 A statement with evidence demonstrating how the candidate has addressed the recommendations of their previous CPE review committee.

E5.3.8.2 An evaluation of the learning the candidate has gained, their relationships with students/participants, colleagues, supervisors, CPE Centre Director and others and the ways the candidate has sought to address conflict that has arisen. Include issues, themes or incidents experienced in a CPE unit.

E5.3.8.3 A statement describing the candidate's plans and goals for the future.

E5.3.8.4 A statement that addresses why the candidate believes they have sufficiently demonstrated the competencies and learning required of a Clinical Pastoral Educator.

**E5.3.9 Appendix**

E5.3.9.1 A copy of the letter from the candidate's member association containing the commendations and recommendations of their most recent ANZACPE Accreditation or Accreditation Review committee.

- E5.3.9.2 The final evaluations of students/participants in the group written about in Paper Two and Paper Three. Please see above for what to include.
- E5.3.9.3 An example of a CPE program the candidate has co-ordinated.
- E5.3.9.4 Copies of reports written by each of the candidate's supervisor/s, and Clinical Pastoral Education Consultant/s related to the CPE units they have been involved in as a Provisional Clinical Pastoral Educator.
- E5.3.9.5 Copy of the report written by the candidate's Clinical Pastoral Education Consultant following the individual course of education in supervision. (E3.5)
- E5.3.9.6 A declaration that the candidate holds consents from all the students/participants who have been written about in these materials.
- E5.3.9.7 A copy of these standards.

#### **E5.4 Following the Accreditation Committee**

Following the Accreditation Committee, the Chairperson's report will be forwarded to the ANZACPE Professional Standards Committee, who will then in turn make its recommendations to the candidate's Member Association regarding outcome, commendations and recommendations. Ultimately it is the candidate's Member Association who will offer accreditation.

#### **E5.5 Extension of Provisional Status**

In the event of the candidate being unable to fully meet the ANZACPE Standards for Accreditation, the Accreditation Committee may recommend to the Member Association that the candidate be granted continuing Provisional Status as a CPED for a further period of no more than 2 years. During this 2 year period, the candidate is able to co-ordinate/lead supervise in a minimum of one and maximum of 2 CPE units. During this time the candidate needs to undertake to fulfil the Accreditation Committee's recommendations in their ongoing supervisory practice along with any further requirements formulated by the candidate's Member Association. Once the required units are completed, the candidate will present to a subsequent Accreditation Committee within a 6 month period.

Should the subsequent Review not occur in the required time frame, the candidate's Provisional status will lapse. The candidate's Member Association may grant a dispensation from the two year requirement, but only for very exceptional circumstances.

## **E6 Accreditation Review as a Clinical Pastoral Educator**

Accreditation as a CPED is subject to ongoing review every 5 years. In the period under review, the candidate is expected to have supervised in at least one CPE Unit or have participated as a Provisional CPEDConsult in a supervisory education programme authorised by either their Member Association or by ANZACPE. The candidate's accreditation will lapse if they have not fulfilled this particular requirement within a 5-year period. The candidate's Member Association may grant a dispensation from this requirement, but only in very exceptional circumstances.

### **E6.1 Application to Member Association**

Application for review of Accreditation is made through the Member Association

It is an ANZACPE requirement that CPED Accreditation Review Committees involve CPEDs and CPEDConsults from other Member Associations.

ANZACPE Accreditation Review Committees are held twice a year, in February and in August. Applications for a February committee need to be received by Chairperson of ANZACPE Professional Standards Committee by 1 October and applications for August need to be received by 1 April.

The candidate's application to their Member Association for an ANZACPE Accreditation Review committee needs to include:

- E6.1.1 Candidate's name and contact details.
- E6.1.2 Verification the candidate has participated as a CPED under the Standards of the Member Association, adhering to professional development and supervision requirements.
- E6.1.3 A declaration of any written or other formal complaints in regard to the candidate and the outcome of any investigation.

### **E6.2 Accreditation Review Process**

The Candidate's Member Association will forward the *'Request Form for Accreditation Review Committee'* found on the ANZACPE Website to the Chairperson of the ANZACPE Professional Standards Committee. This form requires the names and contact details of up to 3 Accredited CPEDs or CPEDConsults from the candidate's Member Association (excluding the candidate's current Supervisor/Educator or CPE Centre Director) to be potential members of the candidate's Accreditation Committee (having first obtained agreement from these people to be members of that Review Committee).

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

The Candidate and the 5 members of the Accreditation Review Committee will be notified 6 weeks prior to the committee of the names and contact details of the members of the committee, with the date, time and venue of the Committee.

The candidate's written materials will be received by the Committee members at least 3 weeks prior to the Accreditation Review Committee date.

The candidate will forward to the ANZACPE Treasurer the cost for the Accreditation Review Committee at least 3 weeks prior to the committee date.

The Accreditation Review Committee will be concerned with the candidate's ability to demonstrate the personal and professional competence essential for a CPEd. Therefore the candidate will need to demonstrate, both in the professionalism of the written materials and in the engagement with committee, evidence of claims regarding identity and competency as a CPEd. It is expected that all materials will demonstrate the level of functioning of a senior professional discipline, including a consistent and integrated capacity in the required competencies.

### **E 6.3 Materials Required for Accreditation Review Committee as a Clinical Pastoral Educator**

The following materials need to be circulated to each member of the Accreditation Review Committee 3 weeks prior to the committee date. The candidate may ask committee members if any would like to receive the materials in digital form as well as or instead of a hard copy.

In all written materials, respect issues of confidentiality, and provide footnotes plus a bibliography if secondary resources are used.

Required materials include:

#### **E6.3.1 Table of contents.**

#### **E6.3.2 Cover page containing:**

E9.3.2.1 Candidate's name and contact details.

E9.3.2.2 Candidate's spiritual/religious/philosophical/faith affiliation.

E9.3.2.3 Candidate's relevant academic qualifications and subjects towards those not yet completed.

E9.3.2.4 A summary list of all CPE units in which the candidate has participated in a supervisory/educational capacity since last meeting an ANZACPE Accreditation or Accreditation Review committee.

E9.3.2.5 If the candidate has been granted status as a Provisional Clinical Pastoral Education Consultant, a list of any programs of education in supervision they have provided.

E9.3.2.6 A declaration of any formal complaint in regard to the candidate, and the outcome of any investigation

E9.3.2.7 A statement of request by the candidate of the Accreditation Review committee.

**E 6.3.3 Paper One** (2000 words max)

The candidate will introduce themselves and articulate how their life story, beliefs, values and supervisory experiences have shaped them supervisor/educator.

**E6.3.4 Paper Two** (2000 words max)

The candidate will evaluate the salient features of their work as a Clinical Pastoral Educator during the past five years, including their relationships with students/participants, Supervisor, Clinical Pastoral Educator, Clinical Pastoral Education Consultant, colleagues, CPE organisations, institutions and religious/faith communities, highlighting the high and low points and the learnings they have gained.

**E6.3.5 Paper Three** (2000 words max)

The candidate will evaluate their professional development since their last Accreditation or Accreditation Review Committee. The evaluation needs to address challenges and insights gleaned from reflection on their engagement in the supervisory process through their supervisory interventions, their experience of receiving professional supervision, and the reading, study or training they have undertaken within the field. Include new and creative ideas implemented in supervisory practice. Please include a list of relevant professional development activities at Appendix.

**E6.3.6 Paper Four** (1000 work max)

The candidate will describe how they have addressed the recommendations of their previous ANZACPE Accreditation or Accreditation Review committee.

**E6.3.7 Paper Five** (500 words max)

The candidate will describe their future plans within CPE.

**E6.3.8 Paper Six** (3000 words max)

An essay on a topic relevant to the role as a supervisor and educator within Clinical Pastoral Education. This paper is to be of a professional standard.

**E6.3.9 Appendix**

- E6.3.9.1 A copy of the letter from the candidate's member association containing the commendations and recommendations of their most recent ANZACPE Accreditation or Accreditation Review committee.
- E6.3.9.2 A letter of support from the candidate's current supervisor including areas of focus for their supervision since the last ANZACPE Accreditation or Accreditation Review committee.
- E6.3.9.3 The comment from at least two CPE participants final evaluations regarding their relationship with the candidate as their supervisor in the most recent CPE unit the candidate has supervised in, or from a supervisory education programme they have facilitated.
- E6.3.9.4 A list of relevant professional development the candidate has participated in since their last Accreditation or Accreditation Review Committee.
- E6.3.9.5 An example of a CPE program or an education in supervision program the candidate has co-ordinated.
- E6.3.9.6 A copy of these standards for Accreditation Review as a Clinical Pastoral Educator.

#### **E6.4 Following the Accreditation Review Committee**

Following the Accreditation Review Committee, the Chairperson's report will be forwarded to the ANZACPE Professional Standards Committee, who will then in turn make its recommendations to the candidate's Member Association regarding outcome, commendations and recommendations.

Ultimately it is the candidate's Member Association who will offer affirmation of accreditation.

#### **E6.5 Unsuccessful Accreditation Review**

In the event the candidate is unable to fully meet the ANZACPE Standards for affirmation of Accreditation, the Accreditation Review Committee may recommend to the Member Association that the candidate be granted Provisional Accreditation as a CPED for a period of no more than 2 years. During this 2 year period, the candidate is able to co-ordinate/lead supervise in a minimum of one and maximum of 2 CPE units. During this time the candidate needs to undertake to fulfil the Accreditation Review Committee's recommendations in their ongoing supervisory practice along with any further requirements formulated by the candidate's Member Association. Once the required units are completed, the candidate will present to a subsequent Accreditation Review committee within a 6 month period.

Should the subsequent Accreditation Review not occur in the required time frame, the candidate's Provisional status will lapse. The candidate's Member Association may grant a dispensation from the two year requirement, but only in very exceptional circumstances.