

1 This document was approved at the NZACPE 2020 AGM.  
2 NZACPE views it as a 'living document' i.e. open to continuous review and adaptation.

## 3 **New Zealand Association for Clinical Pastoral Education (Inc.)**

4 a member of the Australian and New Zealand Association for Clinical Pastoral Education

# 5 **Becoming a Provisionally Accredited Clinical Pastoral Educator** 6 **(PA-CPEd)**

7 You have come through the learning journey as a Supervisor-in-Training (SIT);  
8 you were then accredited by NZACPE as a Clinical Pastoral Supervisor (CPSup) (Level One);  
9 you then have practised as a CPSup alongside a Clinical Pastoral Educator (CPEd) (Level Two) colleague;  
10 you now believe that you are ready to claim Provisional Accreditation as a CPEd;

11 You are supported in this belief by your Training CPEd,  
12 and wish to present to a NZACPE Review Committee  
13 to claim **Provisional Accreditation as a CPEd (PA-CPEd)**.

### 14 **The Purpose of a PA-CPEd Review:**

15 The purpose of a PA-CPEd Review is to determine whether or not you are ready to provide solo pastoral  
16 supervision/education for CPE students/participants until such time that both you and your Training CPEd  
17 believe that you are ready to present yourself for ANZACPE accreditation as a CPEd (Level Two.)  
18

19 As a PA-CPEd you will have all the rights and responsibilities of an Accredited CPEd, except that there is a  
20 time limitation. **Accreditation as a PA-CPEd will be for a period of two years only. At the end of this time**  
21 **you will either seek an ANZACPE Review for Accreditation as a CPEd, or a continuation of your**  
22 **NZACPE PA-CPEd standing.**

23 NZACPE expects that during your PA-CPEd two-year period, you will have sufficient maturity and capacity to  
24 (on your own) plan, administer and execute a CPE Unit, in a responsible and ethical manner, whilst seeking  
25 appropriate supervisory support from a CPEd, and working in association with your NZACPE colleagues.  
26

27 NZACPE also expects you continue to develop your pastoral/spiritual/supervisory/educational understandings  
28 and skills while functioning as a PA-CPEd.  
29

## 30 **Accreditation as a Provisional Clinical Pastoral Educator**

31 Listed below are the **competencies expected of an ANZACPE Accredited CPEd (Level Two)**.

32 As a PA-CPEd you are working towards full accreditation at that Level.

33 **At this stage of your development as a Supervisor/Educator,**  
34 **NZACPE doesn't expect that you will necessarily have**  
35 **a consistent capacity in all these competencies,**  
36 **but your Review Committee will be looking for a growing capacity.**

37 **You will need to demonstrate,**  
38 **both in the professionalism of your written materials**  
39 **and in your engagement with your Review Committee,**  
40 **evidence of such growth.**  
41

### 42 **Administrative Awareness and Competence**

43 This means demonstrating the capacity to:

- 44 1) initiate and administer a CPE Unit e.g. create a programme; recruit, select and ministry-place  
45 students/participants; budget; negotiate with ministry-placement management; negotiate with  
46 professional associations; timetable; record and maintain records
- 47 2) integrate, within a CPE programme, the resources present both within the ministry-placement(s) and  
48 beyond e.g. inter-disciplinary staff, administrative structures, community resources and  
49 theology/spirituality consultants
- 50 3) practice ethically and professionally, within the Code of Ethics accepted by your Member Association

51

## 52 **Interpersonal Awareness and Competence**

53 This means demonstrating the capacity to:

- 54 1) relate empathically and professionally with colleagues, peers, students/participants, authorities and
- 55 church associations/communities of faith; and to be articulate about these relationships
- 56 2) recognise and value cultural and faith traditions in relationships, and to seek the advice of consultants
- 57 in the clarification of issues
- 58 3) relate to supervisory colleagues and professionals from other disciplines within the CPE training
- 59 context
- 60 4) engage with your Member Association and ANZACPE colleagues

61

## 62 **Intrapersonal Awareness and Competence**

63 This means demonstrating the capacity to:

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

67

## 68 **Supervisory Awareness and Competence**

69 This means demonstrating the capacity to:

- 70 1) utilise your personal qualities, experiences and self-awareness within the art of supervision
- 71 2) be aware of each of your students'/participants' individual histories, psychological patterns and
- 72 learning styles in order to facilitate their learning
- 73 3) challenge your students/participants to take responsibility for their own learning and to claim their own
- 74 pastoral and personal identity and resources
- 75 4) utilise a variety of supervisory strategies and interventions
- 76 5) facilitate the development of group inter-personal interaction
- 77 6) distinguish between differences in individual and group needs, addressing these and other such
- 78 issues
- 79 7) co-ordinate, supervise and direct the work of other supervisors (e.g. Level 1 CPSuprs) supervising
- 80 within a CPE Unit

81

## 82 **Educational Awareness and Competence**

83 This means demonstrating the capacity to:

- 84 1) conceptualise your own philosophy of CPE as a learning theory, whilst recognising the contribution of
- 85 other educational theorists
- 86 2) integrate educational and supervisory theories within your supervisory practice
- 87 3) demonstrate an ongoing commitment to professional formation throughout the various CPE course
- 88 components

89

## 90 **Theological Awareness and Competence**

91 This means demonstrating the capacity to:

- 92 1) conceptualise and articulate your theology/spirituality of ministry as expressed in your
- 93 supervisory/educational practice
- 94 2) help others reflect theologically/spiritually on their experience within the practice and context of their
- 95 ministry

96

97 **In order to present yourself for your Provisional Accreditation Review,**  
98 **you will need to prepare the following written materials:**

- 99 1) A front page containing:  
100 a) your name and contact details, your spiritual/religious or faith affiliation, theological/spiritual  
101 degree(s) / diploma(s) / certificate(s), or subjects completed towards a theology/spirituality  
102 qualification

- 103 b) a brief summary (e.g. date, place, name of supervisor etc) of your CPE experiences: 1) as a CPE  
104 student; 2) as a SIT; 3) as a CPSup; 4) any previous meetings with a NZACPE Consultation/  
105 Review Committee
- 106 c) a declaration of any written or other formal complaints in regard to yourself, and the outcome of  
107 any investigation
- 108 d) your statement of request of your upcoming Review Committee
- 109 2) a copy of the Report from your CPSup (Level One) Review Committee when it recommended you for  
110 accreditation as a CPSup
- 111 3) a description of the ways in which you have addressed the issues raised by the above Committee
- 112 4) a description of your own supervisory/educational development since being accredited as a CPSup  
113 and how it bears on your current functioning as a Supervisor/Educator
- 114 5) the evaluation(s) of your Training CPEd(s), since beginning as a SIT
- 115 6) a Paper (6000 words max) in which you cite each of the six clusters of ANZACPE CPEd (Level Two)  
116 competencies (see above: *Administrative Awareness; Interpersonal Awareness; Intrapersonal*  
117 *Awareness; Supervisory Awareness; Educational Awareness; Theological Awareness*) and address  
118 your awareness, confidence and competence within each cluster. How you address each cluster is  
119 your decision; however you need to include:
- 120 a) reference to each individual competency listed within the cluster
- 121 b) your evaluation of your '**current capacity**' in each individual competency (using a scale  
122 1 < > 5: 1 = 'just beginning', 5 = 'flourishing')
- 123 c) (where possible) a specific example of practicing this competency (i.e. an example taken from  
124 your supervision/education of a CPE student/participant; or, an example from your experience  
125 of administering a CPE Unit)
- 126 d) describe what you believe you need to do to move towards '**flourishingly competent**' in that  
127 competency
- 128

129 Your written materials are to be: typewritten; Font 11; 1.5 spacing between lines; 2 cm page margins; each  
130 page numbered; secured in a folder.

131

132 Ensure that you respect issues of confidentiality, and provide footnotes plus a bibliography if you use  
133 secondary resources.

134

135 **Ensure that you have discussed and reviewed all the above materials with your CPE Training**  
136 **Supervisor before posting/emailing them to the members of your Review Committee.**

137

138 When you and your Training CPEd have agreed on your readiness to present for a PA-CPEd Review you  
139 need to contact the NZACPE Secretary and request a Review.

140

141 The NZACPE Secretary will then:

- 142 1) inform you of a date for you to engage in a Review (this normally coincides with the Annual Gathering of  
143 NZACPE)
- 144 2) inform you of the names and addresses of the five members of your Review Committee to whom you  
145 must post/email a copy of your written materials at least **three weeks** prior to the date of the  
146 Consultation
- 147

#### 148 **The Process of the Panel Interview**

149 Having received your written materials direct from you, each of your Committee members will **individually**  
150 **and separately** read and assess your written materials. Where there are areas of concern or perceived  
151 absence of essential information each member will formulate questions that will enable you, in the Review  
152 meeting, to amplify the material you have presented. **N.B. No consultation between Committee members**  
153 **occurs at this stage.**

154

155 On the day of your Review:

- 156 a) the Chairperson of your Committee will first welcome you and your support person (you are welcome  
157 to have one present); then ensure that you understand the process, explain the role of your  
158 support person, and invite you both to wait in an adjacent room

- 159 b) the Committee will then meet in committee for 30 minutes during which time they will reflect on the  
160 questions arising from your written materials that they have formulated, and decide how and who will  
161 address them with you  
162 c) you and your support person will then be invited to join the Committee for **60 minutes**  
163

164 **N.B. the prime purpose of the ensuing 60 minutes is for the Committee members**  
165 **to meet, engage and be in relationship with the 'living human document' that is you.**  
166 **Meeting and wholeheartedly engaging with you will be the ultimate measure**  
167 **of the peership that they are seeking, inviting and assessing in you.**  
168

169 The Committee will then take **30 minutes** during which they will reflect on their meeting and engagement with  
170 you and their assessment of your claim for readiness to be a PA-CPEd. You and your support person will be  
171 invited to remain as silent witnesses to the Committee's discussion (or you may choose to absent yourselves  
172 from the discussion) as it is NZACPE's aim to ensure as open and transparent process as possible. The  
173 Committee will then share with you its decision and recommendations. Its decision and recommendations will,  
174 in turn, be written down and sent to you for your records and for your use in future Consultations/Reviews.  
175

### 176 **Ongoing Connection with and Support for you as a PA-CPEd**

177 Subsequent to your Accreditation as a PA-CPEd you are expected to:

- 178 1) attend the annual NZACPE Conferences and some ANZACPE Conferences  
179 2) engage in supervision with a CPEd  
180 3) negotiate with other CPEds for specific supervisory training  
181 4) seek a minimum of biennial consultations with CPE colleagues who will support and guide your  
182 progress towards claiming CPEd Accreditation  
183 5) conduct CPE courses as a co-supervisor with another NZACPE colleague and/or  
184 6) independently conduct CPE courses while reflecting on your supervisory/educational practice with a  
185 CPEd  
186

### 187 **Complaints Procedure**

188 While the decision of the Committee will remain final, you may challenge the '**process**' of your Review,  
189 should you deem it to have been unfair.  
190

191 Your complaint regarding the '**process**' may be made

- 192 a) verbally to the chairperson of your Committee on the day of the Review, and/or  
193 b) subsequently in writing to the NZACPE Secretary  
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195 The Committee will then be reconvened; its members will be available to hear and process your complaint for  
196 **no more than 60 minutes** duration. Any remaining concerns may be directed by you to your supervisor to  
197 become part of your ongoing training process.