

The NSW College of Clinical Pastoral Education



HANDBOOK



Acknowledgements

This handbook is the result of a cooperative effort by many people, and we gratefully acknowledge their part in its development. It is always in the process of revision and will be updated regularly.

To ensure that CPE units are comparable across Australia and New Zealand, common standards for Foundational and Advanced Units have been developed for adoption by the six Australian state bodies and by the New Zealand Association for CPE. Common standards have also been agreed for supervisor formation and accreditation. The NSW College of CPE moved to adopt both sets of standards in 2020 subject to modifications agreed by the NSW College of CPE. These modified standards are set out in Sections 6-11 of this Handbook.

Revised June 2026

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SECTION 1 History of the New South Wales College of Clinical Pastoral Education

After a number of planning meetings in 1962, Council for Clinical Pastoral Education in NSW (now the New South Wales College of Clinical Pastoral Education Inc herein after referred to as NSWCCPE Inc) was formed in April 1963 to promote Clinical Pastoral Education (herein after referred to as CPE) activities in NSW. This included training courses for theological students and ministers and interprofessional seminars, “leading to a fuller understanding and acceptance of the distinctive contribution of the pastoral ministry.”

The Council’s Constitution of July 1963, revised in August 1977, allowed for denominational representatives from seven participating Protestant Churches and the Catholic Church, plus representatives from general and psychiatric hospitals, prisons and the NSW State Committee of the Australian Council of Churches. Other denominations and regional CPE organisations could be given representation by application to the Council.

During the 1960’s, the Council sponsored CPE Programs. These consisted of Hospital Orientation Courses for theological students; interprofessional Pastoral Care seminars, including care for local clergy at various city hospitals; live in seminars for country ministers; an “Advanced Seminar in CPE” (a full week’s course in hospital chaplaincy led by Rev Leslie Hahn of Victoria) and participation in training activities for other disciplines.

Training in CPE Supervision included, in 1965, a course for Hospital Orientation Course Supervisors involving two full weeks plus eight 1½ hour tutorials; in 1966, a seminar for chaplains led by Dr Graeme Griffin; and in 1968, previously trained supervisors of hospital orientation courses ran training workshops for new “Assistant Supervisors”.

In 1970, planning was started for a one-hundred-hour Clinical Training Program in pastoral care, to be attended on a part-time basis, along the lines of American CPE Programs. The first such intensive CPE courses run by the NSW Council were (i) the 1973 Chaplaincy Training Course led by Rev George Stewart and Rev Geoff Simmons, and (ii) the 1973 Pastoral Care Training Course for Newcastle clergy led by Rev Eric Stevenson.

Since 1973, the Council (now NSWCCPE Inc) has sponsored further programs in CPE including (a) pastoral care training courses of half a day a week for ten and twenty weeks for local clergy and lay people; (b) the Annual Chaplaincy Training Courses; and (c) full time and part time units at Gladesville, Kenmore and Royal North Shore Hospitals. In the succeeding years more CPE Centres have been opened.

In 1980, the Council published its first booklet setting out its standard for different levels of accreditation for supervisors. This booklet has been revised over the years to meet the changing circumstances. Since 1981, NSWCCPE has endorsed Units of Supervisory training. In 1982, NSWCCPE formally recognised its first Trainee Supervisors and accredited its first Supervisor Trainer.

In 1990, the CPE bodies in the Australian States and New Zealand together formed the Australia and New Zealand Association for CPE (herein after referred to as ANZACPE). The Association was formed as a forum for the discussion of matters of general concern and as a means of facilitating a mutual recognition of supervisors within the area. To this end it has developed a standard for Clinical Pastoral Educators (formerly Level II Supervisors) and at its Annual Conferences Clinical Pastoral Supervisors seeking accreditation or reaccreditation as Educators are often reviewed. ANZACPE does not accredit but recommends accreditation of the successful applicant to their Member Association.

In 1992, the Council was restructured under the New South Wales Associations Incorporation Act. This was done to enable graduates of CPE Programs to hold membership in the Council and for the Council to have an elected Executive Committee. A number of committees were formed in order to involve more members in the activities of the Council.

In 1999, the NSWCCPE Inc became an affiliated institution with the Sydney College of Divinity in order to provide Master's Degrees in Chaplaincy and Pastoral Supervision. It also changed its name to the NSW College of CPE Inc.

Accreditation of Supervisors

From October 1973, the Council was looking seriously at developing an accreditation procedure to ensure the quality of CPE Supervision in NSW. Interstate and overseas standards of accreditation were studied. A Supervisors' Training Group was established in 1976 to provide peer supervision for people authorised by the Council to supervise CPE Programs and to focus the Council's planning of accreditation procedures. Two levels of accreditation were recognised in 1978, arising from the previous practice of the Council and the recommendation of the Supervisors' Training Group.

The two accreditation levels were:

Acting Supervisors – authorised by the Council to function as supervisors, under the supervision of the Supervisors' Training Group, while working towards completing the Council's requirements for accreditation

Supervisors – fully accredited CPE Supervisors who had completed the accreditation requirements of the Council.

In February 1979, an Accreditation Committee was appointed by the Council (a) to examine the credentials of applicants wishing to become CPE Supervisors, (b) to assess them on behalf of the Council as to their ability as supervisors of CPE and (c) to make recommendations on accreditation to the Council, which is the accrediting body. The Accreditation Committee also assessed programs in CPE for which the Council's recognition was being sought. A panel of consultants from other professions was appointed in 1979 to assist the Accreditation Committee in its assessments.

In 1980, a third level of accreditation was added. **Supervisor Trainers** were experienced CPE supervisors authorised by the Council to train other supervisors.

In 1996 the Council determined that because NSW applicants for accreditation at ANZACPE were having difficulty, the NSW process for accreditation should be changed to be similar to the Association for Supervised Education in Australia, which was located in Victoria. This rewrite was completed in 1998. At the same time, the names for the three levels of supervisory accreditation were changed to the developing terminology within ANZACPE, the names being Level I, Level II, and Level III Supervisor.

At the ANZACPE conference held in Adelaide in September 2019, common ANZACPE standards were proposed for CPE units, and the name changed from Basic to Foundational units. Also proposed was common terminology for the levels of supervisor accreditation: CP Supervisor, CP Educator, and Education Consultant. The term 'Provisional' is used in place of 'Acting' to refer to supervisors-in-formation and supervisors working towards the next level of accreditation. These proposals were accepted in principle with representatives tasked with taking the recommended proposals back to their associations.

The ANZACPE standards and terminology were adopted by the NSWCCPE Council in 2020. It has taken a few years to become accustomed to using the new terminology. In early 2023, the College Council approved the use of the term 'Specialist Unit' to replace 'Advanced Unit' in reference to CPE 3.

This Handbook is regularly updated to take into account developments within NSWCCPE Inc, ANZACPE and the context in which we operate.

SECTION 2: DEFINITIONS

Academic Board. The Academic Board is responsible for ensuring that the academic programs of NSWCCPE Inc. are in line with TEQSA requirements and those of the Sydney College of Divinity.

Academic Dean. The Academic Dean provides academic leadership in overseeing and monitoring the academic programs offered by NSWCCPE Inc. The Academic Dean is a conduit between NSWCCPE Inc and AUCD.

Academic Registrar. The Academic Registrar is the point of contact for students seeking information about the courses offered by NSWCCPE. The registrar is responsible to the Academic Dean for the registration of students with the Sydney College of Divinity, the submission of results, student evaluation forms and ???

Accreditation. Accreditation is the official recognition by the NSWCCPE Inc. that an applicant has satisfied a Review Committee that they have met the requirements of the NSWCCPE Inc as specified in this handbook, and are authorised to function within a NSWCCPE Inc approved CPE Program at the level endorsed by the Council.

Aim. Aims are directed towards the goal; the ultimate aim equals the goal.

Admissions Committee. An Admissions Committee is a committee set up by the Accreditation, Registration and Professional standards committee of NSWCCPE Inc for the purpose of determining the suitability and readiness of CPE 3 graduates who wish to apply to become CP Supervisors.

ANZACPE. ANZACPE (Australia and New Zealand Association of Clinical Pastoral Education) is the body set up to coordinate and liaise with the seven CPE associations in Australia and New Zealand.

ARPS Committee. The ARPS Committee is the Accreditation, Registration and Professional Standards Committee set up by the NSWCCPE Executive to oversee and update professional standards as set out in the NSWCCPE Inc Handbook, and to organise accreditation reviews and registration committees on behalf of the NSWCCPE Inc.

Centre. A CPE Centre is an entity registered by the NSWCCPE Inc to provide or coordinate (either directly or by contract) Clinical Pastoral Education Programs.

Centre Director. A Centre Director is a CP Educator or Education Consultant authorised by the NSWCCPE Inc. to plan, organise, lead and oversee CPE Programs within a Centre registered by the NSWCCPE Inc.

Centre Advisory Committee: A Centre Advisory Committee is a committee set up by a Centre for the purpose of oversight of Centre finances and liaison with relevant faith and professional bodies and with persons seeking to further the Centre's aims.

Clinical Pastoral Education. Clinical Pastoral Education (CPE) is education for professional pastoral/spiritual practice involving the development of personal, professional, and pastoral/spiritual identity. CPE takes place in a placement setting contracted by the CPE Centre to provide supervised experience in pastoral/spiritual care. The CPE student enters into a contract with the Centre to undertake 400 hours of education involving 150 hours of clinical

placement, 90 hours of supervised group, 10 hours of individual supervision and 150 hours of reflection, reading and written work.

Constitution. The NSWCCPE constitution is the set of fundamental principles governing the operation of NSWCCPE inc.

Curriculum. A curriculum is the content and process of a course of study.

Education Faculty. The Education Faculty consists of accredited CP supervisors, CP Educators and Education Consultants together with Provisional CP Educators and Provisional Education Consultants.

The Education Faculty is sub-divided into the **Supervisor Education Faculty** consisting of accredited Education Consultants and Provisional Education Consultants, and the **Pastoral Education Faculty**, consisting of accredited CP Supervisors, CP Educators and Provisional CP Educators.

Education Programs. The following education programs are offered by NSWCCPE:

Introductory CPE. Introductory CPE is a forty-hour course designed to provide an introduction to pastoral/spiritual care.

Foundational CPE. CPE 1 and CPE 2 are Foundational 400-hour CPE units providing students with the fundamentals of the supervised clinical method of learning pastoral/spiritual practice.

Specialist CPE. Specialist CPE (CPE 3) is a third 400-hour unit building on the learning of the two Foundational Units and offering the opportunity for specialisation in an area of pastoral/spiritual care.

Advanced CPE. Advanced CPE is a 400-hour unit designed to build on the learning and experience of CPE 1, 2 and 3 for the purpose of certification as a professional pastoral/spiritual practitioner. Certification follows successful presentation to a Review Committee.

Supervisory CPE. Supervisory CPE is a program designed to educate CPE Supervisors-in-Formation, CPE supervisors and CPE educators in the theory and practice of Pastoral Supervision in CPE and to assist them achieve competence in functioning as supervisors.

Supervisory CPE There are six compulsory Supervisory Units:

- Introduction to Supervisory Practice A- Principles (including 32 hours of group work and 10 hours of individual supervision)
- Introduction to Supervisory Practice B- Dynamics (including 32 hours of group work and 10 hours of individual supervision)
- Educational Theory and Practice in Pastoral Supervision (32 hours of group work and 10 hours of individual supervision)
- Theological Reflection in Supervision (32 hours of group work and 10 hours of individual Supervision)

- Dynamics of the Supervisor: The Critically Informed Use of Self (32 hours of group work and 10 hours of individual supervision)

Emeritus Status. Clinical Pastoral Educators and Education Consultants may apply to the Council to be granted Emeritus status after 15 years since their initial permission to function as a Provisional CP Educator and after 7 years' permission to function as a Provisional Education Consultant. Educators and Consultants granted Emeritus status are no longer required to present for accreditation reviews and must comply with the conditions stipulated by the Council.

Finance Committee is the body set up by the NSWCCPE Inc Council to oversee and advise on the financial situation of the College.

Goal. A goal is the end result.

New South Wales College of Clinical Pastoral Education Inc. The NSWCCPE Inc is a multifaith, multicultural association incorporated under the Associations' Incorporation Act of NSW for the purpose of authorising and overseeing the CPE programs and the CPE supervisor formation programs offered NSW.

NSWCCPE Inc Council. The Council is the body elected at the Annual General Meeting in accordance with the NSWCCPE Inc Constitution to manage the functioning of the NSW College of CPE in accordance with the Constitution. It is the decision-making body responsible for determining policy directions, overseeing the educational processes, and administering the College's finances.

NSWCCPE Inc Executive. The executive is the body set up by the Council in accordance with the NSWCCPE Inc Constitution to conduct the day-to-day activities of the College.

Objectives. Objectives are the strategies for the achievement of the goal.

Professional Development. Supervisors registered with NSWCCPE are required to undertake annual professional development as specified in the Supervisor Professional Development policy.

Program. A Program is the plan of the course of study.

Provisional. Supervisors-in-Formation, CP Supervisors, CP Educators may be granted provisional status by NSWCCPE Inc. to function at a higher level in accordance with the conditions specified in sections 9, 10, 11 of this Handbook.

Registered Centre. A registered centre is an entity set up for the conduct of CPE programs, which is recognised and registered by NSWCCPE Inc, and which operates according to NSWCCPE Inc's standards and guidelines.

Registration. Registration is the process by which a Centre is assessed and authorised to function within the guidelines laid down by NSWCCPE Inc.

Review Committee. A Review Committee is a specifically appointed committee involved in the process of –

- Registration of Centres or
- Acceptance of suitably qualified CPE graduates requesting permission to begin formation as CP Supervisors with NSWCCPE Inc.,

- Accreditation of CP Supervisors,
- accreditation of CP Educators
- Accreditation of Education Consultants.

The ARPS Committee organises the committees set up for the purpose of Centre Registration, admission of new supervisors-in-information, and accreditation of CP Supervisors. It reports back to the NSWCCPE Inc Executive as the body authorised by the NSWCCPE Inc Council to formalise Centre registration and supervisor accreditation.

In the case of the accreditation of CP Educators and Education Consultants, the role of the ARPS Committee is to ensure the applicant's readiness to apply for accreditation, to liaise with the ANZACPE Professional Standards Committee re the date, time, and composition of the review committee, to receive the report from the ANZACPE Professional Standards Committee and forward it to the NSWCCPE Executive for endorsement.

Supervision. Supervision refers to an educational process based on a relationship between supervisor and students in which students are helped to reflect on their own experiences, both individually and in small groups, in order to achieve greater awareness of and sensitivity to the client's, patient's, resident's or parishioner's needs, and to develop their own personal, professional pastoral identity and functioning.

Supervisors. Supervisors are people accredited by the NSWCCPE Inc. after having been assessed as possessing the qualifications, abilities, and educational formation to supervise. There are three levels of Supervisors –

CP Supervisor. A CP Supervisor is accredited by the NSWCCPE Inc. to conduct Introductory CPE and to provide supervision for Foundational unit students under the authority of a CP Educator or Education Consultant.

CP Educator. A CP Educator is accredited by the NSWCCPE Inc. in accordance with the ANZACPE standard to conduct Introductory, Foundational, Specialist and Advanced CPE programs and may be appointed as a Centre Director. CP Educators are not accredited to provide education and formation in supervision.

Education Consultant. An Education Consultant is accredited by the NSWCCPE Inc. in accordance with the ANZACPE standard to conduct Introductory, Foundational, Specialist, Advanced and Supervisory CPE programs and may be appointed as a Centre Director.

All accredited supervisors and those permitted to act as Supervisors shall be attached to a Clinical Pastoral Education Centre and be responsible to the Centre Director. Supervisors not employed by a Centre may work in another Centre by agreement.

Supervisor Education Program NSWCCPE provides an annual program of supervisory education involving two six-hour Education Days and two residential weekends. Supervisors are required to undertake the number of hours of supervisor education and professional development specified by the Supervisor Professional Development policy.

Sydney College of Divinity. The Sydney College of Divinity is a University College consisting of a consortium of Christian theological educational institutions. It offers the MA (Chaplaincy) and MA (Pastoral Supervision) degrees taught by NSWCCPE Inc.

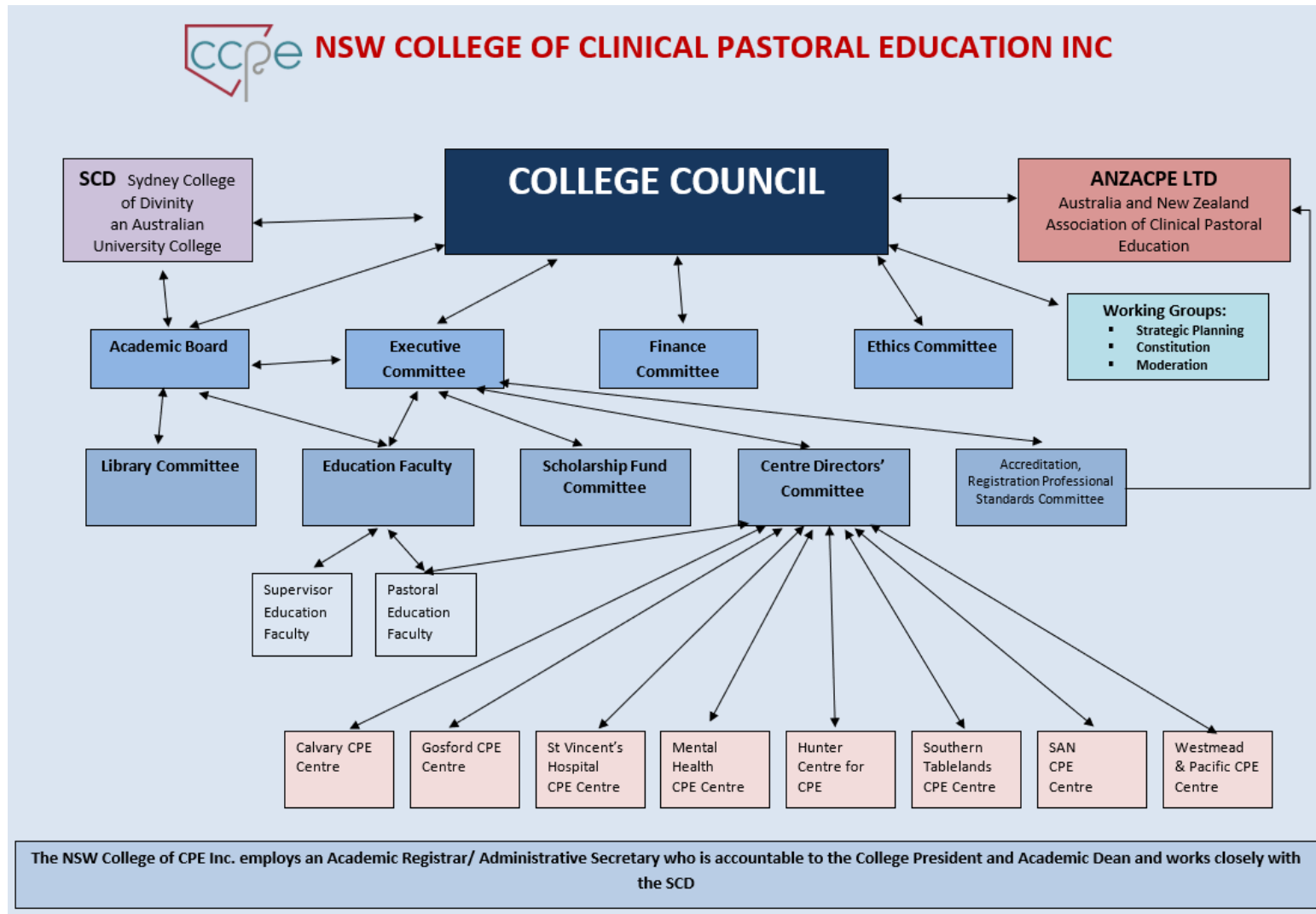
Student. A student is a participant in a CPE program being run by an accredited CPE Supervisor or participant in the Supervisor Education program conducted by NSWCCPE Inc.

Unit. A Unit of CPE must include at least:-

- A minimum of 10 hours Individual Supervision provided by an accredited supervisor, and;
- A minimum of 90 hours of Group Supervision provided by an accredited supervisor. Normally there will be 4-6 trainees in a group, and;
- A minimum of 150 hours of pastoral ministry, and;
- 150 hours for personal reading and written reflection.
- A minimum of ten (10) weeks or a maximum of forty-four (44) weeks duration.
- A minimum total hours four hundred (400) hours.

To be revised 2026

SECTION 3: COUNCIL AND COMMITTEES



SECTION 4: NSWCCPE AFFILIATIONS- AUSTRALIAN UNIVERSITY COLLEGE OF DIVINITY AND ANZACPE

Sydney College of Divinity, An Australian University College

Sydney College of Divinity, an Australian University College, is 'a leading Christian Higher Education Provider with self-accrediting authority. It seeks to foster self-directed and lifelong learning, equipping students for effective professional and lay ministry in a rapidly changing environment.' Its approach is 'intentionally... ecumenical and collegial.'

It offers diplomas and degrees at undergraduate and graduate level 'on the basis of a single shared curriculum and central academic governance structure.'

NSWCCPE is one of the member institutes forming the consortium that makes up the Sydney College of Divinity. It prepares students for the Sydney College of Divinity degrees of MA (leading to a specialisation in Chaplaincy) and MA (leading to a specialisation in Pastoral Supervision). These degrees are awarded at a graduation ceremony held each year.

ANZACPE: Australia and New Zealand Association for Clinical Pastoral Education

ANZACPE is the umbrella organisation for the associations providing Clinical Pastoral Education in Australia and New Zealand. Its focus is on developing common standards for Clinical Pastoral Education and CPE supervisor accreditation across Australia and New Zealand. It is made up of seven member associations representing New Zealand, NSW/ACT, Victoria, Queensland, South Australia, Western Australia and Tasmania. It conducts an annual conference for CPE supervisors hosted by one of the member associations.

SECTION 5. INTRODUCTORY CPE

5.1 Preamble

This 40-hour course seeks to introduce participants to the role and practice of pastoral and spiritual care. It invites participants to grow in awareness of self and others. It provides participants with an opportunity to assess their capacity to offer pastoral and/or spiritual care to others.

5.2 Outcomes

At the end of the course participants will be able to:

1. Define the role of pastoral and spiritual care
2. Identify the scope and boundaries of the pastoral role
3. Demonstrate a capacity for reflective pastoral practice
4. Articulate their motivation as pastoral and spiritual carers
5. Demonstrate an awareness of how they relate with others
6. Begin the process of reflecting theologically and/or spiritually

5.3 Essential Elements

- 40 hours including group work (in person or online), didactic presentations and coursework
- Peer group (recommended minimum group of 5 - 6 participants)

5.4 Core Content

- What is Pastoral Care
- Pastoral Identity
- Listening and responding skills
- Empathy
- Self-Care
- Introduction to the Action/Reflection model of learning
- Introduction to Grief and Loss
- Introduction to Theological Reflection
- Introduction to Spirituality and Spiritual Reflection
- Scope of the Pastoral Role including boundaries, confidentiality, and privacy
- Spiritual Care in a secular, multi-faith, multicultural context
- Awareness of Health Service Protocols such as Hand Hygiene and Infection Control
- 10 Child Safety Standards

5.5 Optional Content Areas: Depending on the particular needs of course participants, the program may also include:

- Pastoral Care in an Aged Care context
- Understanding Dementia
- Pastoral and spiritual care in a Mental Health/Drug and Alcohol context
- Cultural Diversity
- Ageing Process
- Place of liturgy and ritual

5.6 Assessment: Satisfactory completion of the course (attendance and group participation)

- Two written assessments tasks (total 1,000 to 1,500 words)
 - Verbatim report (guide 750 - 1000 words)
 - Other as defined by supervisor (guide 250 - 500 words)

SECTION 6 STANDARDS AND OBJECTIVES: FOUNDATIONAL CPE

6.1.1 Description

Clinical Pastoral Education (CPE) is education and formation for the professional work of pastoral/spiritual care. It is a total learning process, using an educational methodology that combines knowledge of theology/spirituality (what we believe), with knowledge of education (how we learn), and with knowledge of the behavioural sciences (who we are as human beings).

It is widely recognised as professional training for the practice of pastoral care. It brings students seeking experience as pastoral/spiritual practitioners into supervised encounters in a variety of circumstances and institutions. Students develop effectiveness in ministry through intense involvement with people and through feedback from peers and supervisors.

CPE encourages learning from 'living human documents' through pastoral encounters with people in challenging and stressful situations. Its model of learning is action/reflection. The 'action' component entails practical experience in the work of pastoral/spiritual care within a pastoral care setting. This care acknowledges and attends to the human condition, particularly life's spiritual dimensions. The 'reflection' component entails the exploration, articulation and integration of the pastoral/spiritual carer's experience, the dynamics present, and the theological/spiritual implications. This action-reflection process is integral to CPE students' understanding and to the formation of their pastoral identity and competence.

As a total learning process, a CPE Unit consists of at least 400 hours of supervised learning, integrating clinical experience, group and individual supervision, personal and collegial reflection, and directed critical reading and recording. The specific content of a CPE Unit will depend upon the particular interests and needs of the students and the context in which they offer pastoral/spiritual care. The learning process allows for the addressing of the goals identified by each student. The process balances the practical experience of pastoral/spiritual care, small group supervision and interaction, and personal individual supervision in an integrated program of experiential and theoretical education.

The essential elements of CPE include:

- a specific time period (400 hours)
- the actual practice of pastoral/spiritual care in a specific pastoral context
- detailed reporting and evaluation of that practice
- theological/spiritual reflection
- individual and group supervision
- an individual contract for learning
- a process concept of learning
- a theoretical perspective on elements of the program
- a small group of peers in a common learning experience
- a qualified and accredited supervisor

6.1.2 The Model of Learning

CPE is a model which involves adults in experiential learning. It is inclusive of cognitive, psychological, sociological, interpersonal, and theological components.

The method involves a process of supervised action/reflection where students:

- respond pastorally to people in a variety of settings and circumstances
- set and pursue goals and objectives as part of an individual learning contract
- reflect on, record, and present experiences of pastoral practice, individually and in groups
- recognise and appropriately respond to the complexity of issues and emotions associated with pastoral experience
- work towards developing their own theology/spirituality of pastoral/spiritual care that is both contemporary and functional within the context of their faith tradition
- evaluate all aspects of their pastoral practice and incorporate new learnings into their perceptions and behaviour.

6.1.3 Requirements of a CPE unit:

- Its duration shall be a minimum of 10 weeks and a maximum of 44 weeks.
- It shall be supervised by at least one Accredited or Provisional Clinical Pastoral Educator (CPED).
- A CPE group shall normally consist of no fewer than four students and usually no more than six students. In exceptional circumstances, a group may proceed with three students if that is the only option for those students. A group of seven or eight students may proceed if two CP Educators are available to facilitate the unit.
- The clinical placement shall be decided in dialogue with the CPED conducting the unit and the Centre Director.

6.1.4 Requirements of the CPE student:

Each CPE student is required to prepare in written/visual/oral form AT LEAST:

- a personalised Learning Contract stating the student's learning goals
- a presentation on a pastoral topic together with an essay indicative of the research carried out on the chosen topic
- ten Pastoral Encounter Reviews (PERs) (or equivalents)
- a Mid-Unit Evaluation
- a Final Evaluation
- Students may be asked to complete other papers, presentations and learning journals as set out in the Course Unit Booklet.

6.1.5 Credit towards a Professional Qualification

CPE Units may be undertaken at three levels:

6.1.5.1 Master's Degree Level

Students with a tertiary qualification may enrol in the Master of Arts (leading to a specialisation in Chaplaincy), a degree offered through the Sydney College of Divinity. Successful completion of CPE 1, 2 and 3 at Master's level constitutes half the points required for the MA (Chaplaincy). Students enrolled as MA (Chaplaincy) candidates are eligible to apply for Fee-Help. Contact the NSWCCPE Academic Registrar for information and an application form.

6.1.5.2 Bachelor Level

Students enrolled in a BTh with a member institute of the Sydney College of Divinity may be granted credit for successful completion of a CPE unit at Bachelor level. Fee-Help is available. Contact the NSWCCPE Academic Registrar for information and an application form.

6.1.5.3 Non-award Level

Students without a qualification may undertake the CPE units at the non-award level. No academic credit is attached to these units. They may not be used to apply for academic credit. Fee-Help is not available for non-award level units.

6.2 FOUNDATIONAL UNITS OF CPE

6.2.1 Definition and Description

A Foundational Unit of CPE is a Program of 400 hours duration delivered within a minimum period of ten weeks and a maximum of forty-four weeks.

Foundational CPE 1 requires of an applicant an awakened level of personal awareness, pastoral/spiritual formation and professional competency. One or more further Foundational CPE units build on the awareness, knowledge and competencies achieved in Foundational CPE 1, further bolstering, and extending these competencies.

The NSW College of CPE determines the process by which:

6.2.1.1 an applicant is granted entry into Foundational CPE study

6.2.1.2 a student is acknowledged as having met the following competencies:

- professional empathic engagement in the pastoral/spiritual care of a variety of people with their unique experiences and circumstances, taking into account their individual cultural, spiritual and social backgrounds
- reflective listening
- identification of, and appropriate attention to pastoral/spiritual needs
- initiation of pastoral/spiritual caring relationships
- engagement with inter-disciplinary staff
- manifestation of professional resilience
- ethical practice /functioning as a pastoral/spiritual care practitioner

6.2.2 Minimum requirements

For each CPE student the 400 hours of the unit include AT LEAST:

- **200** hours 'practicum,' i.e. clinical experience in a pastoral/spiritual care placement, with **100** hours of face-to-face pastoral/spiritual care. The remaining 100 hours may be spent observing others offering pastoral care, preparing and delivering rituals or services, debriefing, conferring with interdisciplinary staff members, self-care following a particularly challenging pastoral/spiritual encounter, writing notes for later development into a Pastoral Encounter Review, attending handovers and statistical recording.
- 90 hours group supervision and seminars/didactic presentations (at least 80% attendance)
- 10 hours one-to-one supervision
- 100 hours reading, reflection and preparation of written/visual/oral material and assessment tasks.

6.2.2.1 A Foundational CPE unit consists of 400 hours made up of:

- Ten hours of individual supervision provided by a supervisor accredited by the NSW College of CPE or by an organisation affiliated with ANZACPE
- Ninety hours of group supervision provided by a supervisor accredited by the NSW College of CPE or by an organisation affiliated with ANZACPE
- One hundred and sixty hours of clinical experience of which at least one hundred hours must be face-to-face contact with patients/residents/clients in an approved clinical setting
- One hundred and forty hours reflection on pastoral practice, involving reading, journal reflections, preparation of Pastoral Encounter Reviews (PERs), and assessment tasks.

6.2.2.2 Students, in consultation with their supervisor, draw up a personalised learning contract, specifying the student's goals and objectives for the unit as agreed with the supervisor.

6.2.2.3 Students undertake 200 hours of pastoral placement at a site or sites negotiated with the supervisor and which provide adequate opportunity for relevant pastoral/spiritual experience and practice.

6.2.2.4 Using an action/reflection model of learning, students meet with their supervisor individually and with their peer group and supervisor to reflect on their practical experience of pastoral/spiritual care.

6.2.2.5 Didactics and literature are offered to students as a means of understanding their experience.

6.2.2.6 Methods used in the program to help students evaluate their personal and pastoral functioning include but are not limited to, Pastoral Encounter Reviews and case conferences, worship, theological/spiritual reflection, and group process.

6.2.3. Objectives

Students:

6.2.3.1 become more aware of self as pastoral/spiritual practitioners and of the ways that their practice affects others.

6.2.3.2 develop basic interpersonal skills in actively listening to and appropriately responding as pastoral/spiritual care practitioners.

6.2.3.3 clarify their own spiritual journey and faith development and how these relate to pastoral functioning.

6.2.3.4 learn to use the action/reflection model of self-evaluating their relationships in pastoral/spiritual encounters

6.2.3.5 use individual and peer supervision for evaluation of their pastoral/spiritual care practice and for growth in their understanding.

6.2.3.6 use both individual and group supervision for interaction, support, clarification and

confrontation as a means of integrating their personal and pastoral/spiritual identity.

6.2.3.7 increase their theological/spiritual understanding of issues arising from experience so as to enrich their pastoral/spiritual identity.

6.2.3.8 learn to discern the faith needs of those encountered in a pastoral/spiritual context and to be a supportive presence with structures of prayer, sacrament, scripture or other spiritual resources.

6.2.3.9 develop the ability to assess pastoral/spiritual needs taking into consideration differences in culture, spirituality, ethnicity, socioeconomic backgrounds, psychological and emotional expression.

6.2.3.10 become aware of their pastoral/spiritual role as they interact with peers and other professionals.

6.2.4 Foundational Unit Competencies

6.2.4.1 Reflective Practice: Students demonstrate the capacity to

- articulate, evaluate and reflect in writing (or by a means appropriate to their culture and language ability) on their pastoral/spiritual care practice and its effect on others
- engage in reflective conversation about their pastoral/spiritual care practice with peers and supervisor
- articulate how their assumptions, attitudes, values, personal story, strengths and limitations impact or influence their pastoral/spiritual care
- reflect upon relationships with peers, supervisors, and inter-disciplinary staff, and name the ways these relationships impact on self.
- use the action-reflection model to evaluate progress towards their goals and objectives.
- engage in self and peer supervision i.e. demonstrate the ability to hear, engage and reflect upon the support and feedback offered by their CPE supervisor and/or their peer group
- reflect on the ethical considerations associated with pastoral/spiritual care

6.2.4.2 Informed Practice: Students demonstrate the capacity to:

- reflect upon particular encounters and pastoral/spiritual experiences within a theological/spiritual framework
- reflect upon and evaluate the meaning of their pastoral/spiritual role in relation to their theology/ spirituality and their identity as a pastoral/spiritual carer

6.2.4.3 Evolving Practice: Students demonstrate the capacity to:

- consider and experiment with varied approaches to pastoral/spiritual care

- explore how the insights gained from their theological/spiritual reflection regarding their pastoral/spiritual experience can be incorporated into subsequent practice

To achieve these competencies students are required to complete at least two units of Foundational CPE (CPE 1 and CPE 2) before being accepted for enrolment in a Specialist unit (CPE 3). The units are designed to facilitate students' progressive development of the Foundational unit competencies. There is a progression in learning outcomes and unit content from CPE 1 to CPE 2 to CPE 3 (Specialist CPE).

6.2.5 FOUNDATIONAL CPE 1 (Undergraduate and Non-Award)

6.2.5.1 Unit Focus

The focus of this first foundational unit of CPE is twofold:

- Development of the student's pastoral identity
- Introduction to the skill and practice of theological/spiritual reflection

6.2.5.2 Unit Outcomes

At the end of this unit students will be able to:

- Identify the different ways in which patients are affected by and respond to their experience of illness or crisis
- Identify their thoughts and feelings within a pastoral event
- Describe and discuss the role of the Pastoral/Spiritual Care Practitioner within a pastoral context
- Use group and individual supervision to evaluate the effectiveness of their pastoral practice
- Describe and discuss how their theology/faith system is integrated with their pastoral practice.

6.2.5.3 Unit Content

- Reflective Practice
- Understanding the Pastoral Context
- Role of the pastoral/spiritual carer and its boundaries
- Pastoral Interventions including empathy
- Theological/spiritual reflection
- An understanding of the 10 Child Safe Standards and knowledge of appropriate responses

6.2.5.4 Assessments

There are four assessment tasks to be satisfactorily completed for the award of a certificate:

- A weekly journal reflecting on the student's role as pastoral/spiritual carer, giving particular attention to their thoughts and feelings and the boundaries of the role (Outcomes 1 and 2)
- Written Paper and Presentation on the opportunities and practical and ethical limitations of a specific pastoral context (hospital/prison/aged care/religious group (Outcome 3)
- Mid-unit Evaluation/learning portfolio demonstrating pastoral interventions and theological/spiritual reflection (Outcomes 1, 2, 5)
- Final Evaluation/learning portfolio demonstrating how they have used insights and feedback from individual and group supervision and professional reading in their practice of pastoral/spiritual care (Outcomes 3,4,5)

6.2.6 FOUNDATIONAL CPE 1 (Graduate)

Non-Award students may undertake this unit at graduate level and apply for academic credit at a later date

6.2.6.1 Prerequisite: Bachelor's degree or equivalent as assessed by AUCD

6.2.6.2 Focus of CPE 1

The focus of the first Foundational Unit of CPE (CPE 1) is twofold:

- Development of the student's pastoral identity
- Introduction to the skill and practice of theological/spiritual reflection

6.2.6.3 Unit Outcomes

At the end of this unit students will be able to:

- Appraise the relational dynamics occurring in pastoral conversations
- Employ and evaluate a range of pastoral interventions, including active listening and empathy
- Articulate their pastoral identity and the boundaries of the pastoral role
- Evaluate the effectiveness of a variety of methods of theological reflection
- Integrate their theological/spiritual beliefs with their ministry practice

6.2.6.4 Content

- Communication skills
- Empathy
- Pastoral identity
- Principles informing pastoral boundaries
- Methods of theological/spiritual reflection
- Self-evaluation and critical reflection on pastoral practice
- Basic documentation in health care
- Grief and loss
- Cultural sensitivity
- Use of the supervisory dyad as a learning tool
- The ten child safety standards

6.2.6.5 Assessment: There are four assessment tasks to be satisfactorily completed for the award of a certificate:

- A weekly reflective journal documenting insights gained about the complexity of the pastoral role and pastoral relationships (Outcomes 1 and 2)
- Essay and Presentation on a topic of the student's choice arising out of their practical experience in providing pastoral/spiritual care and including an exploration of the issue from a theological/faith perspective (outcomes 4 & 5)
- Mid-unit evaluation/learning portfolio demonstrating and evaluating pastoral interventions and theological/spiritual reflection (Outcomes 1, 2, 5)

- Final evaluation/learning portfolio with a critical evaluation of how they have used insights and feedback from individual and group supervision and professional reading in their practice of pastoral/spiritual care (Outcomes 3,4,5)

6.2.7 FOUNDATIONAL CPE 2 (Undergraduate and Non-Award)

6.2.7.1 Prerequisite: Satisfactory completion of CPE 1

6.2.7.2 Focus of CPE 2

The focus of the second Foundational Unit of CPE (CPE 2) is twofold:

- A deepened awareness of the dynamics of a pastoral encounter
- Spiritual Assessment

6.2.7.3 Unit Outcomes

At the end of this unit students will be able to:

- Interpret what is occurring in pastoral conversations
- Employ a variety of pastoral responses including empathy
- Select an appropriate spiritual assessment tool for use in their ministry context
- Articulate the theological/spiritual principles of their pastoral practice
- Integrate the insights and feedback gained from the reflective process in their ministry

6.2.7.4 Unit Content

- Spiritual assessment
- Cultural diversity
- Theological/spiritual Reflection
- Pastoral interventions including empathy
- Theological/spiritual issues: forgiveness, suffering
- Grief & Loss
- Case study format and purpose
- An understanding of the 10 Child Safe Standards and knowledge of appropriate responses

6.2.7.5 Assessment

There are four assessment tasks to be satisfactorily completed for the award of a certificate:

- Reflective journal documenting insights gained in individual and group supervision into the complexity of the pastoral/spiritual carer role (Outcomes 1,4, 5)
- Mid-Unit evaluation/learning portfolio demonstrating a capacity to interpret what is occurring in a pastoral conversation and the use of a variety of pastoral responses including empathy (Outcomes 1,2,5)
- Presentation and critique of a case study and spiritual assessment of a patient/client/resident over an extended period (Outcomes 2, 3)
- Final evaluation/learning portfolio demonstrating the integration of pastoral/spiritual practice and theological/spiritual reflection (Outcomes 1,4,5)

6.2.8 FOUNDATIONAL CPE 2 (Graduate)

Non-Award students may undertake this unit at graduate level and apply for academic credit at a later date

6.2.8.1 Unit Focus

The focus of this unit is:

- critical awareness of the pastoral dynamics through continuing critical reflective practice
- familiarity with and application of a number of spiritual assessment methods

6.2.8.2 Unit Outcomes

At the end of this unit students will be able to:

- Analyse and critique the relational dynamics occurring in pastoral conversations.
- Employ and evaluate a range of pastoral interventions, including empathic attunement.
- Articulate the theological/spiritual foundation that informs their pastoral/spiritual practice.
- Evaluate the effectiveness of a variety of methods of spiritual assessment.
- Integrate their theological/spiritual beliefs with their pastoral/spiritual practice.

6.2.8.3 Unit Content

- Dynamics of pastoral relationships
- Methods of spiritual assessment
- Theological/spiritual reflection
- Pastoral interventions and pastoral plans
- Cultural sensitivity
- Self-evaluation and critical reflection on pastoral practice
- Theology/spirituality of suffering
- Religious, spiritual and social context
- Basic documentation in health care
- Use of the supervisory dyad as a learning tool
- Application of the ten child safety standards

6.2.8.4 Assessments

- Weekly Reflective Learning Journal and critical evaluation of two journal articles or book chapters
- Case study and presentation of the care of a person or family in a specific pastoral/spiritual context making reference to critical literature on the subject and theological/spiritual considerations
- Mid-unit evaluation/learning portfolio with focus on relational dynamics and spiritual assessment
- Final evaluation/learning portfolio giving evidence of the use of insights and feedback from individual and group supervision and from professional reading in integrating theological/spiritual beliefs and informed pastoral practice.

SECTION 7: ADVANCED CPE: SPECIALIST (CPE 3) AND ADVANCED (CPE 4)

7.1 Introduction

Advanced CPE requires of an applicant a heightened level of personal awareness, pastoral/spiritual formation, and professional competency. It may include the intention to seek professional development in a pastoral/spiritual care specialization. Advanced CPE builds on all the competencies achieved in an applicant's preceding Foundational CPEs. It may require students to undertake a number of Foundational Units before being accepted into an Advanced Level Unit. Acceptance into an Advanced Level Unit is dependent on evidence of a developing capacity to achieve the following competencies as evidenced by recent PERs (Pastoral Evaluation Reports) and by reports from supervisors and the student's Centre Director.

Candidates seeking this level of accreditation need to demonstrate the development of a clear pastoral/spiritual care identity, be competent in pastoral/spiritual care practice, be able to engage constructively in peer relationships and interdisciplinary consultation and engage effectively in the action-reflection model of learning.

Certification at Advanced Level is achieved through demonstration of the above competencies, the completion of the required written materials, and engagement with a Review Committee. The committee will determine whether the candidate has demonstrated the competencies required of an Advanced Level pastoral/spiritual carer.

CPE 3 (Specialist CPE) and CPE 4 are both Advanced Level units. Students completing either or both units may be granted an Advanced Level certificate following successful presentation to an Advanced Level Committee. (See Section 7.5). Students wishing to begin formation as a Clinical Pastoral Supervisor must present to an Admission Committee in place of the Advanced Level Committee.

Candidates seeking to begin formation as a CPE Supervisor are also required to articulate their understanding of the role and responsibilities of CPE supervisors and their reasons for seeking this pathway.

7.2 Definitions

7.2.1 Specialist CPE (CPE 3)

Students who have successfully completed Foundational CPE 1 and CPE 2 at a high Credit level may apply to undertake a Specialist unit of CPE (CPE 3). Specialist units aim to enable students to develop the Advanced Level competencies listed in Section 7.2.3 together with the specific competencies required in a specialised area of pastoral/spiritual care.

7.2.2 Advanced CPE (CPE 4)

Students wishing to demonstrate a high degree of competence as professional pastoral/spiritual care practitioners may undertake a fourth or further additional CPE units. They will be awarded Advanced Standing upon successful demonstration of the competencies required of an advanced pastoral/spiritual care practitioner as assessed by a Committee established by the Accreditation, Registration and Professional Standards Committee of the NSWCCPE.

7.3 SPECIALIST CPE

7.3.1 Admission to Specialist CPE (CPE 3)

7.3.1.1 Completion of CPE 2 at high credit level or above

7.3.1.2 Acceptance by an interview panel constituted by the Centre to which the student will be attached. The candidate is required to outline the rationale for this request and their goals for the unit.

7.3.1.3 Should the candidate wish to change to a different Centre for the Specialist Unit, the Centre Director of that Centre shall request a reference from the previous Centre Director in respect of the candidate's readiness to undertake a Specialist Advanced Unit.

7.3.1.4 Documentary evidence of a placement in the area of specialisation.

7.3.1.5 Documentary evidence of a placement agreement between the CPE Centre and the placement agency.

7.3.1.6 Evidence of the capacity to function at an Advanced level from the commencement of the unit.

7.3.2. Description

This course unit builds on the previous units of Clinical Pastoral Education. It seeks to further develop students' awareness of pastoral dynamics in a specialised area of ministry. This is achieved by reflection on the student's practical experience of the specialised ministry, together with research into the area of specialisation. A particular focus is on the ethical challenges posed by the ministry specialisation and associated theological/spiritual dilemmas.

CPE 3 may be undertaken as an 18-point unit for the MA (Chaplaincy) with the Australian University College of Divinity.

7.3.3 Competencies

Specialist CPE (CPE 3) requires students to be able to demonstrate advanced professional experience and development in each of the following four dimensions of experiential learning in relation to their area of specialization:

7.3.3.1 Professional Practice

Demonstrates the capacity to:

- provide written documentation (or by a means appropriate to the student's culture and language ability) of effective pastoral/spiritual practice in the chosen area of specialty, taking into account the spiritual, social and cultural challenges posed by the area of specialization.
- assess pastoral/spiritual needs and provide an effective pastoral/spiritual response indicative of a clear pastoral/spiritual identity
- respond appropriately and effectively to critical incidents
- provide for individual pastoral/spiritual needs through the skills of active listening, empathic reflection, confrontation, conflict resolution, crisis management, and the appropriate use of spiritual resources.
- work effectively with multi-disciplinary staff.

- manage clinical practice and administrative functions in terms of accountability, priority setting, self-direction, and clear, accurate professional communication.
- develop a respectful working alliance with CPE peers, pastoral/spiritual care professionals, and/or professionals from other disciplines.
- identify and apply ethical principles in relation to the area of specialization.

7.3.3.2 Reflective Practice

Demonstrates the capacity to:

- evaluate and articulate the quality of pastoral/spiritual care provided in the specialty area through a comparison with the unit learning outcomes and the goals and objectives set by the student.
- Evaluate and articulate the quality of relationships with peers, supervisors, and professional colleagues
- engage in self-supervision and peer-supervision within the CPE Unit.
- Identify and articulate a preferred pastoral/spiritual care style, naming and assessing the skills used and their appropriateness, while also experimenting with alternative pastoral/spiritual styles and interventions and assessing their effectiveness.
- reflect on the ethical considerations associated with the area of specialization as required for ethical functioning as a pastoral/spiritual care practitioner.

7.3.3.3 Informed Practice

Demonstrates the capacity to:

- articulate a theory-informed understanding of the pastoral/spiritual care role in the speciality area that is congruent with the student's spiritual and cultural values, basic assumptions and personhood, and is also appropriate to the client's pastoral/spiritual needs.
- Demonstrate familiarity with the theories and methods of providing spiritual/pastoral care in the specialty context
- Identify general pastoral/spiritual care principles from reflection on individual conversations, engagements and case studies.
- provide evidence in Pastoral Encounter Reviews (PERs) of an informed understanding of the complex relational and contextual dynamics operating in specific pastoral/spiritual care encounters in the specialty area.
- consider and explore specific pastoral/spiritual encounters to provide an informed discussion of the ethical and theological/spiritual issues and challenges arising from them.
- facilitate peer group relational processes giving evidence of a capacity for appropriate group management, conflict resolution and exploration of the associated conceptual and theological/spiritual issues.

7.3.3.4 Evolving Practice

Demonstrates the capacity to:

- incorporate new learning into subsequent pastoral/spiritual practice and professional relationships and evaluate the impact of these changed practices.
- accurately evaluate pastoral/spiritual learning and practice in the specialty area.

- develop a range of alternative strategies and pastoral/spiritual stances appropriate for a variety of situations and circumstances.

7.3.4 Learning Outcomes

At the end of this course unit, students should be able to:

1. Formulate a theology/spirituality of pastoral/spiritual care demonstrating an integration of pastoral practice with a coherent theological/spiritual perspective.
2. Demonstrate mastery of the complex pastoral dynamics within their specialised area.
3. Critically evaluate the ethical and theological issues associated with the area of specialisation with reference to relevant research literature.
4. Implement and evaluate a pastoral plan for persons cared for in the area of specialization.
5. Demonstrate a capacity for leadership in initiating and facilitating group discussion.

7.3.5 Unit Content

As with CPE 1 and 2, the learning in this course is principally through reflection on and discussion of Pastoral Encounter Reviews (PERs). The following learning issues will be discussed and taught over the course of the unit when they arise naturally in pastoral encounters. Didactic sessions will supplement the verbatim learning as required. In addition to articulating a critical theoretical understanding of the ethical issues relating to pastoral/spiritual care, students will be required to develop clinical, theological/spiritual and ethical awareness of their chosen area of pastoral/spiritual specialization together with the skills required for competent pastoral/spiritual practice and leadership in that area.

1. Ethical issues relating to the pastoral/spiritual care role.
2. Analysis of the dynamics of the pastoral/spiritual encounters described in the PERs: awareness of one's own relational style; identification of strengths and limitations; 'helicopter' skills; competence in identifying and analyzing transference issues.
3. Identification of the pastoral qualities evident in effective pastoral relationships: flexibility; maturity; imagination; tolerance of ambiguity.
4. Interpersonal awareness: analysis of the dynamics operating in peer group sessions. Leadership qualities.
5. Intrapersonal awareness: capacity to assess the basis of intuitive responses and evaluate their effectiveness.
6. Exploration of the existential questions and theological/spiritual and ethical issues raised by their area of specialization.
7. Articulation of one's professional pastoral/spiritual identity in a multi-disciplinary team context.
8. Analysis of the institutional culture and its context and their impact on the specialized area of pastoral/spiritual care.

9. Ethics of pastoral/spiritual care: theological/spiritual/philosophical foundation, power in pastoral/spiritual care relationships, sexuality, bioethics.
10. Articulation of the theological/faith foundation of one's pastoral/spiritual practice-theological/faith dilemmas in the area of specialization.
11. Application of the ten child safety standards in the area of specialization.

7.3.6 Assessments

- * Reflective portfolio documenting the insights and learning gained from the area of specialised pastoral/spiritual care with evidence of critical evaluation of relevant professional literature.
- Mid-unit evaluation/learning portfolio with focus on identification of, and informed response to, the dynamics operating in both the peer group and the specialty area.
- Essay and group presentation giving evidence of informed and well-documented pastoral/spiritual practice in the area of specialisation.
- Final evaluation/learning portfolio giving evidence of an informed articulation of an integrated pastoral/spiritual identity and of the ethical dimensions of the area of specialisation.

7.4 ADVANCED CPE

7.4.1 Description

Advanced CPE requires of an applicant a heightened level of personal awareness, pastoral/spiritual formation, and professional competency. It may include the intention to seek a professional leadership position within the field of pastoral/spiritual care.

Advanced CPE builds on all the competencies achieved in an applicant's preceding units of CPE (CPE 1, CPE 2, CPE 3). Candidates seeking this level of accreditation need to give evidence of a developing capacity to fulfil the competencies listed in 7.3.3. They should be able to articulate a clear pastoral/spiritual care identity, demonstrate competence in pastoral/spiritual care practice, exhibit constructive engagement in peer relationships and interdisciplinary consultation, and give evidence of effective application of the action/reflection model of learning.

Candidates may accordingly be required to undertake additional CPE units before Advanced Status is achieved.

Advanced status certification is achieved through submission of written materials demonstrating the required competencies as well as engagement with a Review Committee established by the ARPS Committee of the NSW College of CPE. The Review Committee will determine whether the candidate has satisfied the requirements of an Advanced CPE Unit.

7.4.2 Prerequisites

In order to undertake an Advanced unit of CPE a student must have fulfilled the following pre-requisites:

- Evidence of completion of CPE 1, 2 and 3 at credit level or above or of the equivalent in an ANZACPE recognised programme.
- Written request to the Centre Director of the CPE Centre to which the student makes application outlining the rationale for the request and the goals for the unit.
- Presentation of a reference from the previous CPE Centre Director and/or supervisor indicating the applicant's readiness to undertake an Advanced Unit.
- Documentary evidence of a placement agreement with the agency in which the student will undertake the pastoral/spiritual care practice.

The written requirements and committee process are outlined in Section 7.4 below.

7.4.3 Advanced Level Competencies

Advanced CPE requires students/participants to be able to demonstrate advanced professional experience and development in each of the following dimensions of experiential learning:

7.4.3.1 Professional Practice

Demonstrates the capacity to:

- 1) provide written documentation (or by a means appropriate to the student's/participant's culture and language ability) of effective pastoral/spiritual care to persons from a variety of cultural, spiritual, and social backgrounds.
- 2) demonstrate effective application of advanced pastoral/spiritual skills: accurate empathic reflection, confrontation/conflict resolution, crisis management, and the appropriate use of spiritual resources.
- 3) Provide a detailed assessment of each person's pastoral/spiritual needs and resources together with an appropriate pastoral/spiritual response.
- 4) Maintain a clear pastoral/spiritual identity during critical incidents while providing an effective and appropriate pastoral/spiritual response.
- 5) work effectively with multi-disciplinary staff.
- 6) manage clinical practice and administrative functions in terms of accountability, priority-setting, self-direction and clear, accurate professional communication.
- 7) demonstrate a mutual respect for, and a working alliance with, CPE peers, pastoral/spiritual care professionals, and professionals from other disciplines.
- 8) identify ethical principles in relation to their pastoral/spiritual care practice.

7.4.3.2 Reflective Practice

Demonstrates the capacity to:

- 1) evaluate and articulate:
 - the quality of the pastoral/spiritual care provided.
 - relationships with peers, supervisors and professional colleagues.
 - progress towards goals and objectives.
- 2) engage in self-supervision and peer-supervision within the CPE Unit.
- 3) identify and articulate a preferred pastoral/spiritual care style, naming and assessing the appropriateness of the skills employed, together with an assessment of the possible effectiveness of alternative pastoral/spiritual styles and interventions.
- 4) reflect on the ethical dimensions of pastoral/spiritual care, naming the qualities and practices necessary for ethical functioning as a pastoral/spiritual care practitioner.

7.4.3.3 Informed Practice

Demonstrates the capacity to:

- 1) articulate a theoretically informed understanding of their pastoral/spiritual care role congruent with their personal spiritual and cultural values, basic assumptions and personhood, and appropriate to a client's pastoral/spiritual needs.
- 2) identify general pastoral/spiritual principles from the detail of individual conversations, engagements, and case studies.
- 3) identify and articulate the insights gained from specific pastoral/spiritual care encounters that have served to affirm, reframe or challenge the student's existing theological/spiritual framework/worldview.

- 4) identify the learning from specific pastoral/spiritual care situations that serves to inform future pastoral/spiritual care practice.
- 5) provide a leadership role in group and relational processes, giving evidence of an ability to work effectively with conflict, together with an articulation of the theological/spiritual and conceptual issues arising from these processes.

7.4.3.4 Evolving Practice

Demonstrates the capacity to:

- 1) incorporate new learning into subsequent pastoral/spiritual practice and professional relationships, and to evaluate the impact of this changed practice.
- 2) consider alternative approaches to pastoral/spiritual care, through the use of a variety of pastoral/spiritual stances with people, and the development of a range of strategies.

7.4.4 Assessment

- Comprehensive case study over a number of pastoral/spiritual encounters, together with insights gained concerning future pastoral/spiritual practice (1500 words).
- Essay of 2,000 words on a pastoral/spiritual subject demonstrating the ability to integrate theology/spirituality with pastoral/spiritual care with reference to specific pastoral/spiritual encounters.
- Mid-unit evaluation (1500 words)
- Final evaluation (2000 words)

7.4.5 Advanced CPE Committee

Upon successful completion of the CPE Advanced Unit, and with the agreement of the unit supervisor and Centre Director, the student may apply to meet an Advanced Committee.

7.4.5.1 Application Process

The student shall forward the following to the Convenor of the Accreditation, Registration and Professional Standards Committee of the NSW College of CPE:

- A letter of request stating the grounds for the request to the committee
- A supporting letter from the Centre Director
- Specification of the candidate's contact details, availability, and spiritual orientation.

7.4.5.2 Written Materials

The candidate will prepare a document including the materials listed below. The document shall be typewritten, point 12 font, 1.5 spaced, of no more than 10,000 words, plus an Appendix which is not included in the 10,000 words. The document shall be securely bound and delivered to each member of the Advanced Committee three weeks before the meeting.

With the consent of the committee members, the document may be presented in digital format and sent electronically.

The Final Evaluation may be presented three days prior to the meeting should it not be available at the time of distributing the written materials.

The document shall include:

7.4.5.2.1 a brief statement of request to the committee

7.4.5.2.2 an updated autobiographical statement including an account of the applicant's spiritual journey and development (1500 words)

7.4.5.2.3 a Pastoral Encounter Review (other than that used in the final evaluation) of a pastoral/spiritual care conversation including a detailed analysis of the dynamics operative in the encounter, relevant contextual factors, and the client's spiritual orientation, together with an evaluation of the interventions employed and their outcome. (1500 words)

7.4.5.2.4 a comprehensive case study and evaluation of pastoral/spiritual care practice with one person or family or the development of a pastoral/spiritual care theme over a number of encounters together with the insights gained concerning future pastoral/spiritual practice. (1500 words)

7.4.5.2.5 an essay of 2,000 words on a pastoral/spiritual care subject, demonstrating the ability to integrate theology/spirituality with pastoral/spiritual care through the process of reflecting on a single case or selection of cases

7.4.5.2.6 a report (1000 words) on insights gained into pastoral/spiritual care practice in the specialty context.

7.4.5.2.7 The Final Evaluation for the CPE 3 Unit (2000 words)

7.4.5.2.8 Appendix

- the final evaluations for each CPE unit undertaken.
- a report from the supervisor of the CPE 3/4 Unit.
- a letter of support from the Pastoral Services Coordinator (or equivalent) of the facility in which the candidate undertook the pastoral placement.

7.4.6 Advanced Review Committee

The Committee shall normally consist of five CP Educators or Provisional CP Educators, specifically:

7.4.6.1 the candidate's supervisor

7.4.6.2 two CP Educators from NSWCCPE, one of whom shall be from a Centre other than

that of the candidate

- 7.4.6.3 a CP Educator from the candidate's spiritual/cultural tradition or, where necessary, a representative from the candidate's spiritual/cultural tradition
- 7.4.6.4 a member of the NSWCCPE ARPS Committee who shall chair the committee.

7.4.7 Task of the Advanced Review Committee

The committee shall ensure that candidate is competent in all four phases of the experiential cycle of learning; professional practice, reflective practice, informed practice; and evolving practice.

7.4.8 Honorarium

- 7.4.8.1 The fee shall be determined annually by the ARPS Committee.
- 7.4.8.2 The candidate shall pay the fee to the NSWCCPE Administrative Secretary prior to the date of the committee.
- 7.4.8.3 The Administrative Secretary shall reimburse committee members in accordance with the schedule of fees specified by the ARPS Committee.
- 7.4.8.4 The Chair of the Advanced Review Committee shall forward the report and recommendation of the Review Committee to the ARPS Committee Convenor for endorsement by the Executive.
- 7.4.8.5 The College Secretary shall notify candidates in writing of the success or otherwise of their application for Advanced Status and shall arrange for a certificate of Advanced Standing to be forwarded to successful candidates.

SECTION 8 PROCEDURE TO COMMENCE FORMATION AS A CPE SUPERVISOR AND ORIENTATION PROGRAM

8.1 Preamble

Experienced pastoral/spiritual carers who have successfully completed CPE 1, 2, 3 (or two Basic/Foundational and one Advanced/Specialist CPE units) may consider entering the process of formation to become an accredited Supervisor and Educator within the NSW College of Clinical Pastoral Education. The qualities to be discerned in potential CPE supervisors are maturity, personal and professional integrity, ethical awareness, a high level of pastoral competence, integration of spirituality and pastoral practice, self-awareness, and a readiness to undertake tertiary studies in Pastoral Supervision.

The process of acceptance as a Supervisor-in-Formation within NSWCCPE takes a minimum of six months. During that time, applicants are attached to a CPE Centre, observe a CPE group, participate in the NSWCCPE Orientation program, and prepare the materials required for presentation to and meeting with an Admission Committee.

8.2 Prerequisites

- 8.2.1 Successful completion of CPE 1, 2, and 3, or two Basic/Foundational Units and one Advanced Unit of CPE
- 8.2.2 A letter of support from the Centre Director of the Centre in which the applicant will supervise
- 8.2.3 A letter of support from the applicant's current supervisor
- 8.2.4 Experience in pastoral/spiritual practice
- 8.2.5 Integration of personal spirituality and pastoral practice

Note: Applicants who do not possess a qualification in theology/religious studies/spirituality or the appropriate faith/philosophical equivalent will be required to complete a unit of theology and a unit of biblical studies or the appropriate equivalent prior to accreditation as a CP Supervisor.

8.3 Application

- 8.3.1 Persons who satisfy the prerequisites in 8.2 may apply to commence the discernment program for CPE Supervisors.
- 8.3.2 The application is available from the NSW College Administrative Secretary and must be returned with the relevant documentation by December 31 in the application year.
- 8.3.3 The application is to be accompanied by:
 - 8.3.3.1 certification of completion of three units of CPE
 - 8.3.3.2 evidence of pastoral practice as employee or volunteer
 - 8.3.3.4 letter from the Centre Director in which the applicant will supervise confirming that the applicant will be attached to the Centre as Prospective/Provisional Supervisor for the following year and for the period of formation as a CP Supervisor
 - 8.3.3.5 letter from the applicant's supervisor attesting to the applicant's readiness for supervisory formation.

8.3.4 Applications are considered by the ARPS Committee at a meeting in late January/early February and an invitation is extended to successful applicants to join the Supervisor Orientation Program beginning in late February for a five-month period of discernment.

8.4 Relation to CPE Centre and Functioning during the Discernment Period

Successful applicants:

8.4.1 become provisional members of the CPE Centre in which they have been accepted

8.4.2 function as participant/observers in the next CPE unit offered by their Centre

8.4.3 participate in every meeting of the CPE group, observe and analyse the group functioning and the supervisor's interventions, and meet with the group supervisor after every session to discuss their observations.

8.4.4 complete a reflective journal of their observations to be shared with the supervisor at each meeting.

8.5 Participation in Orientation Program

Successful applicants are required to:

8.5.1 pay the orientation program fee of \$600 to the Administrative Secretary at the commencement of the Orientation program or as arranged with the Administrative Secretary

8.5.2 participate in six two-hour online monthly Orientation sessions

8.5.3 complete such assignments and reports as required by the program

8.5.4 undertake an hour of individual supervision at the beginning and at the end of the program

8.5.5 submit at the end of the program a written evaluation of the learning gained and of the outcome of their discernment concerning their future direction

They are also invited to:

8.5.6 participate in the activities of NSWCCPE including education days and residential weekends.

8.6 Application for an Admission Committee

On completion of the Orientation Program, those wishing to proceed to supervisor formation:

8.6.1 obtain a report from the Centre supervisor attesting to:

- their commitment to the CPE program
- their capacity for reflective analysis
- their interpersonal relational style

8.6.2 obtain a report from the supervisor/s conducting the orientation program attesting to:

- their commitment to, and active participation in, the orientation program
- their capacity for reflective analysis
- their interpersonal relational style

8.6.3 prepare five copies of the materials required in the application for acceptance as a Provisional CP Supervisor

8.6.4 forward a copy to each member of the Admission Committee to be received at least three weeks prior to the date of the Committee

8.6.5 forward the fee of \$600 to the Administrative Secretary of the College

8.6.6 present to the Admission Committee by the end of June

8.7 Admission Committee

- 8.7.1 At least one month prior to the date of the Committee, the Convenor of the ARPS Committee, or her/his representative, shall forward to the applicant the names and addresses of the members of the Admission Committee, together with a copy of the set questions to be asked of the applicant.
- 8.7.2 The Committee shall consist of five CPE Supervisors. These shall include:
- The CPE Centre Director to which the applicant is provisionally attached
 - The supervisor or supervisors who have conducted the Orientation program in which the applicant has participated
 - At least two other CPE Supervisors from different CPE Centres of which one will be accredited as a CP Educator or (Provisional) Education Consultant
- 8.7.3 The composition of the Admission Committee will take account of the gender and the faith tradition of the applicant.

8.8. Admission Committee Procedure

- 8.8.1 The committee shall greet the applicant, share morning/afternoon tea as appropriate, and inform the applicant of the committee procedure and expected timetable
- 8.8.2 The committee shall meet without the applicant in order to discuss the applicant's materials and to prepare supplementary questions arising from the materials
- 8.8.3 The Committee will meet with the applicant for approximately one hour to discuss the set questions and other questions arising from the materials
- 8.8.4 The applicant will withdraw for approximately forty-five minutes while the committee finalises its decision re acceptance or rejection of the application and prepares commendations and recommendations to be included in the report to the applicant
- 8.8.5 The applicant is invited to return to receive the committee decision.

8.9 Following Acceptance by the Admission Committee

When accepted by the Admission Committee the successful candidate is recognised as a Provisional CP Supervisor (also called Supervisor-in- Formation).

Provisional CP Supervisors:

- 8.9.1 Continue as participant/observers in the CPE program to which they are attached and continue to attend regular meetings with the supervisor to discuss observations and their reflective journal
- 8.9.2 Enrol in the subject 'Introduction to Supervision A', either as a MA candidate or as a non-award student. Material from their CPE group observation is used as the basis for the learning in this subject.
- 8.9.3 Complete ten hours of individual supervision with one of the supervisors teaching the 'Introduction to Supervision A' subject.

8.10 At the Conclusion of Semester Two

Provisional CP Supervisors who have successfully completed the subject, 'Introduction to Pastoral Supervision A', will be invited to:

- 8.10.1 Function as co-supervisor in one or more CPE units to be conducted by the Centre to which they are attached.

They will be required to:

- participate in the selection process
- provide individual supervision to two CPE students
- facilitate the group supervision when their students are presenting
- meet regularly with the lead supervisor to discuss their participation and supervisory interventions

8.10. 2 Enrol in Introduction to Supervision B in the first semester of the following year

8.10 3 Participate in the supervisor education program offered by NSWCCPE

8.10.4 Undertake continuing professional development as appropriate.

8.11 for Admission Committee

Applicants shall prepare the following dossier:

8.11.1 A brief written statement stating why the applicant believes they are functioning as an experienced pastoral practitioner.

8.11.2 An updated autobiographical statement including an account of the applicant's faith journey and development.

8.11.3 A Pastoral Evaluation Report that is a fair sample of the applicant's current work. The PER will be fully reflected on and evaluated and give evidence of the applicant's understanding of the psychological, sociological and spiritual/theological issues that arise in the pastoral conversation.

8.1.4 A comprehensive case study and evaluation of pastoral ministry in your area of specialization with one particular person or family to whom ministry was offered over an extended period. The case study will include extracts from verbatim, prayers and any other spiritual resources used.

8.11.5 The student's Final Evaluation and the Supervisor's Comments of the CPE 3 unit and Supervisors' Comments/Reports for all preceding CPE units.

8.11.6 An essay, not exceeding 1,500 words, on a subject relating to the student's area of specialization, demonstrating an ability to reflect on a single case, or a selection of cases, in a way that shows integration of theology/spirituality and pastoral practice. It is expected that this paper would be of an acceptable tertiary academic standard. (Chicago Referencing, 11 point, 1.5 line spacing).

8.11.7 An evaluative report of an occasion of working with other health professionals as part of a multi-disciplinary team in their pastoral care of a patient or family member.

SECTION 9 FORMATION AND ACCREDITATION OF CLINICAL PASTORAL SUPERVISORS (CPSups)

This section deals with the formation of Provisional Clinical Pastoral Supervisors (CPSups) and the process to accreditation as a CPSup. While in the process of formation as CPSups, Provisional CPSups (PCPSups) have the same role and responsibilities as accredited CPSups.

The process of formation towards accreditation generally lasts two and a half years and involves completion of four supervisory education units: Introduction to Supervisory Practice A, Introduction to Supervisory Practice B, Educational Theory and Practice in Supervision, and Theological Reflection in Supervision.

Prior to accreditation, PCPSups are required to co-supervise at least three Units of Foundational CPE 1 or 2 and to provide individual supervision to at least six CPE students. PCPSups are also expected to participate in a group facilitated by a P/CP Education Consultant with the aim of preparing for CPSup accreditation.

9.1 Role of CP Supervisors

The role of the CP Supervisor is to assist CPE students/participants to achieve the competencies listed for Foundational CPE (CPE 1 and CPE 2). The CPSup works in cooperation with a CPED who has the overall responsibility for the CPE Unit, including the general oversight, administration, group co-ordination, direction and education associated with a CPE Unit. The CPSup is accountable to the Centre Director and works as directed by the Centre Director.

9.2 Responsibilities of CP Supervisors

The CP Sup is responsible for the individual supervision of selected CPE students and the development of their pastoral identity. The specific responsibilities associated with the role of CPSup are as follows:

9.2.1 to work in co-operation with the CPED in:

- the selection of students
- the conduct of the orientation program
- the conduct of clinical seminars
- the conduct of the mid-unit and final evaluation seminars

9.2.2 to provide individual supervision to no more than three selected students in any one unit

9.2.3 to offer leadership as encouraged by the CPED

9.2.4 to write an evaluative report of at least 500 words for each student individually supervised, to be discussed with the student at the end of the unit and a copy of which is to be filed in the Centre records

9.2.5 to write a one-page evaluation (500 words) of the CPSup's involvement in the unit to be discussed with the Centre Director

9.2.6 to request a report on the CPSup's involvement in the unit from the CPED

9.2.7 to participate in supervisors' Professional Development programs and activities

9.2.8 to seek ongoing professional development both within and outside NSWCCPE

9.3 Specific Responsibilities of Provisional CPSups (PCPSups)

Provisional CPSups observe all the responsibilities of CP Supervisors. In addition, prior to applying to become an accredited CPSup, they must:

- 9.3.1 satisfactorily complete the Orientation Program for new Supervisors-in-Formation (SIFs) or the equivalent as agreed by the Accreditation, Registration and Professional Standards Committee (ARPSC).
- 9.3.2 satisfactorily complete the subjects: Introduction to Supervision 1: Principles of Clinical Pastoral Supervision; Introduction to Supervision 2: Dynamics of Clinical Pastoral Supervision; and Theological Reflection in the Practice of Pastoral Supervision.
- 9.3.3 write a one-page evaluation (500 words) of their learning in each supervisory subject completed
- 9.3.4 receive the required number of individual supervision hours from the supervisor teaching the supervisory unit in which the PCPsup is enrolled (10 hours per 9 point unit)
- 9.3.5 receive 15 hours of group supervision per year making a minimum of 30 hours of group supervision prior to applying for accreditation as a CPSup.
- 9.3.6 following completion of the supervisory education subjects, receive ten hours of individual supervision from an EdConsult for each CPE unit supervised prior to accreditation as a CPSup.

9.4 Standard for CP Supervisors

To become accredited as a CPSup, Provisional CP Supervisors must give evidence of a consistent and integrated capacity in each of the following competencies:

9.4.1 Administrative Awareness and Competence

- 9.4.1.1 organise and manage the learning covenant with the students supervised
- 9.4.1.2 articulate the distinction between administrative and supervisory issues and demonstrate a capacity for creative management of these issues

9.4.2 Interpersonal Awareness and Competence

- 9.4.2.1 reflect critically on group and interpersonal interactions and demonstrate their creative use in facilitating students' learning
- 9.4.2.2 reflect critically on the function of the supervisory alliance and its use in the process of supervision

9.4.3 Intrapersonal Awareness and Competence

- 9.4.3.1 reflect critically on the supervisory relationship with acknowledgement of the PCPSup's own contribution to supervisory events
- 9.4.3.2 reflect critically on the supervisory process and articulate how the consequent learnings have been used for personal growth and the development of supervisory identity

9.4.4 Supervisory Awareness and Competence

- 9.4.4.1 model, articulate and evaluate the pastoral/spiritual care role in the context of the host organisation
- 9.4.4.2 utilise the PCPSup's personal qualities, experiences and self-awareness in supervising students
- 9.4.4.2 demonstrate how students' individual histories, psychological patterns, and learning

styles may be used in facilitating their learning

9.4.4.3 challenge students to take responsibility for their learning and for claiming their own pastoral and personal identity and resources

9.4.4.4 utilise a variety of supervisory strategies and interventions

9.4.5 Educational Awareness and Competence

9.4.5.1 employ the principles of adult education in interactions with students so as to facilitate the development of pastoral and professional identity

9.4.5.2 demonstrate an intentional use of students' written material and presentations to facilitate students' pastoral awareness and competence

9.4.6 Theological/Spiritual Awareness and Competence

9.4.6.1 articulate the PCPSup's personal theology/spirituality

9.4.6.2 demonstrate an ongoing integration of the PCPSup's personal theology/spirituality and supervisory practice showing how their theological/spiritual framework informs their practice and supervisory identity

9.4.6.3 facilitate students' capacity to articulate their theology/spirituality and to integrate it with their pastoral practice.

9.5 Application and Preparation for a CPSup Accreditation Committee

The review committee will focus on the applicant's personal and professional competence as a CPSup. Evidence of the applicant's competence will be the professional presentation of the written materials and the professional manner with which the applicant engages with the committee in justifying the claims made about supervisory identity and practice.

9.5.1 Application for an Accreditation Committee

A Provisional CPSup shall apply in writing to the Convenor of the ARPS Committee requesting an Accreditation Committee to assess readiness for accreditation as a CPSup. The application shall include the following:

9.5.1.1 The applicant's name and contact details

9.5.1.2 Detailed documentation of the applicant's supervisory experience during the period of functioning as a PCPSup

9.5.1.3 A letter of support from the Centre Director of the Centre in which the PCPSup has been supervising. The letter shall provide details of the professional competence of the applicant as a CPSup.

9.5.1.4 A copy of the letter granting permission to function as a PCPSup

9.5.1.5 A written statement from a leader from the applicant's spiritual/religious/faith affiliation attesting to the applicant's good standing

9.5.1.6 Evidence of current membership of NSWCCPE Inc

Upon receipt of the applicant's letter of request and documentation, the Convenor of the ARPS Committee shall:

9.5.1.7 forward the request and documentation to the members of the ARPS Committee for discussion at the next meeting of the ARPS Committee

9.5.1.8 negotiate with the applicant an approximate date for the Review Committee

9.5.1.9 consult with the applicant concerning any reservations about the possible membership

of the review committee

9.5.1.10 arrange a review committee consisting of the applicant's current supervisor, together with four NSWCCPE supervisors. Ideally the committee should include two CPSups, one CPEd (or PCPEd) and one EdConsult (or PEdConsult).

9.5.1.11 notify the applicant of the date, time and place/mode of the review committee, the names and addresses of the committee members, and the date by which materials must be sent to each member.

9.5.2 Materials for a CPSup Review

9.5.2.1 The applicant shall prepare a Dissertation consisting of five papers which show evidence of the applicant's consistent integration of the competencies required of a CPSup. In each paper, issues of confidentiality will be respected, and footnotes and a bibliography will be provided. The Dissertation will be typed, in Font 11, with a 2cm margin, and with each page numbered. It is to be presented in the order shown below and secured in a folder. A copy is to be sent to each committee member at least three weeks prior to the day of the review. Committee members may be asked whether they would prefer to receive a digital copy.

9.5.2.2 The Dissertation shall contain a Front Page containing:

- the applicant's name and contact details and spiritual/religious/faith affiliation
- theological/spirituality degree(s)/diploma(s)/certificate(s) or subjects completed towards a theology/spirituality qualification
- the applicant's CPE experience as a CPE student and as a Provisional CPSup, plus previous Admission/Review Committee commendations and recommendations
- a declaration of any written or other formal complaints made against the applicant and the outcome of any investigation
- the applicant's statement of request to the review committee
- evidence of payment of the accreditation fee.

9.5.2.3 Paper One: Autobiography (3000 words max)

The autobiography is an account of the applicant's life to the present and consists of a selection of episodes from the applicant's life experience which will assist the members of the review committee to know the applicant personally and professionally. It should show the integration of the theological/spiritual, sociological, and psychological aspects of the applicant's life experience.

9.5.2.4 Paper Two: Evaluation of One Student/Participant (3000 words max)

This paper is a report and evaluation of the applicant's supervision of one CPE student. The report shall be supported by evidence of clinical episodes, comments on PERs (Pastoral Encounter Reviews), and excerpts from one-to-one supervision sessions with the CPE student. The report shall include:

- a description of the student and the placement
- a description and assessment of the first one-to-one supervision session and an account of how the applicant developed the supervisory alliance

- a description and evaluation of how the applicant assisted the student to form and evaluate clear, realistic and achievable goals
- a description of the student's learning issues and how the applicant worked with those issues
- an evaluation of the applicant's responses to the student's written/oral/visual work
- the applicant's articulation of his/her modelling of pastoral/spiritual care and reflection on how this contributed to the development of the student's pastoral/spiritual competency
- the applicant's recommendations to the student during and after the mid-term and final evaluations and an account of the student's response
- the applicant's supervision of a challenging one-to-one supervision session
- the stances and attitudes employed in supervision and their effectiveness in the emergence of the student's pastoral/spiritual identity
- a copy of the student's final evaluation

9.5.2.5 Paper Three: The Applicant's Theological/Spiritual World View (3000 words max)

This paper is an exploration of the applicant's theological/spiritual world view in relation to the practice of CPE supervision. The paper shall be grounded in specific supervisory experiences and include an exploration of how the applicant's theology/spirituality informs, enlightens and/or challenges her/his supervisory identity.

9.5.2.6 Paper Four: The Applicant's Learning as a Supervisor (3000 words max)

This paper is an account of the concepts and themes discovered through the experience of being a Provisional CPSup together with an account of the applicant's experiences of receiving supervision and formation as a PCPSup. In preparation for this paper, the applicant should review each of the one- page evaluations of her/his supervisory involvement in CPE units and the supervisory reports received from the formation supervisors. The appraisal should conclude with a statement justifying the applicant's claim to have completed formation as a Provisional CPSup.

9.5.2.7 Paper Five: The Applicant's Supervision of Five Students (3000 words max)

This paper consists of five of the 500-word reports relating to the supervision of five CPE students (other than the student discussed in Paper Two). It also includes the evaluation feedback comments written by the five students in their Final Evaluation regarding the applicant's supervisory contribution and CPE participation.

9.5.2.8 Attachments

Attachments to the dissertation document shall include:

- copies of the reports written by the CPED concerning the applicant's supervisory involvement in each unit co-supervised as a Provisional CPSup
- copies of the reports written for each supervisory subject
- copies of the reports written by the supervisors who taught the three supervisory subjects.

9.6 Extension of Provisional CPSup Status

9.6.1 In the event of the applicant not fully meeting the ANZACPE standards for accreditation, the Review Committee may decide to grant continuing provisional status as a CPSup for a further period of no more than two years.

9.6.2 The applicant shall undertake to fulfil the Review Committee's recommendations in her/his ongoing supervisory practice and demonstrate to a subsequent Review Committee that the recommendations have been fulfilled.

9.6.3 Should the subsequent review not occur within the required two years, the provisional accreditation shall lapse.

9.6.4 The member association may grant a dispensation may be granted from the two-year requirement in exceptional and extenuating circumstances within nine months prior to a scheduled review. Such circumstances include a life-threatening or serious physical/mental health illness; unemployment or financial situation threatening loss of home; death of an immediate family member.

9.7 Review of CPSup Accreditation

9.7.1 Accreditation as a CPSup is subject to ongoing review every five years. It is expected that the CPSup will have co-supervised at least one CPE unit in the five-year period. The accreditation will lapse if that condition has not been fulfilled.

9.7.2 The member association may grant a two-year extension to the five-year period in situations of exceptional and extenuating circumstances. The CPSup must apply in writing to the Convenor of the ARPS Committee stating the reasons for the request for an extension to CPSup accreditation. The decision of the ARPS Committee will be forwarded to the NSWCCPE Executive for endorsement. The letter of endorsement must be included in the documentation submitted with the Dissertation.

9.7.3 Materials for Review of CPSup Accreditation

9.7.3.1 The applicant shall prepare a Dissertation consisting of five papers which show evidence of the applicant's consistent integration of the competencies required of a CPSup. In each paper, issues of confidentiality will be respected, and footnotes and a bibliography will be provided. The Dissertation will be typed, in Font 11, with a 2cm margin, and with each page numbered. It is to be presented in the order shown below and secured in a folder. One copy is to be circulated to each committee member at least three weeks prior to the day of the review. Committee members may be asked whether they would prefer to receive a digital copy.

9.7.3.2 The Dissertation shall contain a Front Page containing:

- the applicant's name and contact details and spiritual/religious/faith affiliation
- theological/spirituality degree(s)/diploma(s)/certificate(s) or subjects completed towards a theology/spirituality qualification
- the applicant's CPE experience as a CPE student and as a Provisional CPSup, plus previous review committee commendations and recommendations

- a declaration of any written or other formal complaints made against the applicant and the outcome of any investigation
- the applicant's statement of request to the review committee

9.7.3.2.1 Paper One (1000 words max)

This paper is an evaluation of the salient features (high and low points) of the CPSup's professional supervision experience since the last Accreditation Review.

9.7.3.2.2 Paper Two (1000 words max)

This paper consists of the CPSup's evaluation of the supervision of two CPE students. The evaluation will include contrasting supervisory experiences, such as the management of difficulties and challenges in supervision.

9.7.3.2.3 Paper Three (500 words max)

In this paper the CPSup is to provide a description of the professional development undertaken since the previous accreditation with an evaluation of the impact of the professional development experiences on his/her supervisory practice.

9.7.3.2.4 Paper Four (500 words max)

This paper is an account of the CPSup's future plans as a CPSup.

9.7.3.2.5 Paper Five (3000 words max)

This paper is an essay which demonstrates the integration of the CPSup's understanding of supervision with a theme or concept from one of the following fields of study: theology/spirituality, education, ecology, psychology, or another relevant field.

9.7.3.2.6 Attachments

- A copy of the most recent Review Committee findings together with a statement indicating how the Committee's recommendations have been addressed.
- A statement from the CPED of the most recent CPE unit in which the applicant participated as a CPSup.
- The final evaluations of the two CPE students discussed in Paper Two.
- copies of the reports on your supervisory involvement written by the CPED of each Unit in which you contributed as a Provisional CPSup

9.7.4 Outcome of Accreditation Review

In the event of the Accreditation Review Committee failing to recommend the applicant for re-accreditation as a CPSup, the applicant must re-present to a Review Committee within two years to continue to function as a CPSup. Should the applicant not be re-accredited at the second Review Committee or fail to present to a Review Committee within two years, the applicant's accreditation as a CPSup will lapse.

Revised: 1/3/2023 (BJH and ARPSC)

SECTION 10: FORMATION AND ACCREDITATION OF EDUCATORS (CPEds)

CP Educators are recognised by NSWCCPE as having demonstrated professional competence in the standards required to conduct Foundational (CPE1, CPE2), Specialist (CP3) and Advanced CPE (CP4) Units and to oversee Provisional and Accredited CP Supervisors.

10.1 Role of the CP Educator (CPEd)

The primary role of a CP Educator (CPEd) is the facilitation and supervision of CPE groups as determined by the Centre Director. Included in this role is the oversight of Provisional and Accredited CP Supervisors (CPSups) co-supervising with the CPEd. A CPEd may also hold the role of Centre Director. (See Section 15)

10.2 Responsibilities of the CPEd.

In consultation with the Centre Director, the CPEd has the following responsibilities:

- 10.2.1 to plan, conduct and evaluate Foundational, Specialist and Advanced CPE programs
- 10.2.2. to assist CPE students to achieve the competencies of Foundational, Specialist and Advanced CPE
- 10.2.3 to provide or facilitate education of CPE students in pastoral/spiritual care
- 10.2.4 to oversee the conduct of CPE units co-supervised with a Provisional or Accredited CPSup.

10.3 Provisional CP Educator: Prerequisites

A CPSup may apply to become a Provisional CP Educator on the following conditions:

- 10.3.1 Accredited as a Clinical Pastoral Supervisor by NSWCCPE or a recognised ANZACPE Member Association
- 10.3.2 Supervisory member of NSWCCPE or an ANZACPE recognised Member Association
- 10.3.3 Met the requirements and gained approval from NSWCCPE to begin functioning as a Provisional Clinical Pastoral Educator
- 10.3.4 Consulted with a Provisional or Accredited Education Consultant who will oversee the P/CP Educator's process of education in supervision (this standard is to be read in conjunction with 10.6.1
- 10.3.5 has co-supervised at least two units as an accredited CP Supervisor

10.4 Application to become a Provisional CPEd

The process of applying to become a PCPEd is as follows:

- 10.4.1 consultation with the Centre/Course Director of the Centre in which the PCPSup will supervise
- 10.4.2 consultation with the PCPSup's Education Consultant
- 10.4.3 submission of a letter of request to the Convenor of the ARPS Committee stating the desire to work as a PCPEd, together with a statement of the number of units supervised since becoming a CP Supervisor and the reason why they seek permission to function as a CP Educator. The letter shall be accompanied by letters of support from the PCPSup's Education Consultant and from the Director of the Centre in which the PCPEd will supervise.
- 10.4.4 Upon receipt of the letter of application, the Convenor of the ARPS Committee shall raise the request with the ARPS Committee and forward the ARPS Committee's recommendation to the NSWCCPE Executive for endorsement.

10.4.5 Following endorsement by the NSWCCPE Executive, the Secretary shall notify the applicant of the result.

10.4.6 The approval to function as a PCPEd will be for a period of two years during which period the PCPEd must seek accreditation as a CPEd or apply to the Executive via the ARPS Committee for a further extension of Provisional CPEd status, giving reasons for the request.

10.5 Responsibilities of a Provisional CPEd

10.5.1 to plan, conduct and evaluate a minimum of three and a maximum of four CPE units over a maximum of five years with the oversight of the Centre/Course Director. Any extension of this period will require the application to and specific approval of the NSWCCPE Council by initial application to the ARPS Committee.

10.5.2 to assist CPE students to achieve the competencies of Foundational, Specialist and Advanced CPE

10.5.3 to provide education and supervision of Foundational, Specialist and Advanced CPE students in pastoral/spiritual care

10.5.4 to provide individual supervision to students enrolled in a CPE unit

10.5.5 to coordinate, direct, and co-supervise with a CPSup or PCPSup in at least one Foundational CPE Unit. Where this is not possible, the PCPEd should demonstrate the skills and sensitivity necessary for that task.

10.5.6 to complete the required education program for Provisional CP Educators.

10.6. Formation as a CP Educator

P/CP Educators are required to:

10.6.1 satisfactorily complete the three supervisory education units: Educational Theory and Practice in Pastoral Supervision; The Critically Informed Use of Self in Supervision; CPE Group Supervision (total 48 group work hours). This satisfies the requirements of E3.3 in the Common Standards.

10.6.2 receive ten hours of individual supervision with each supervisory unit from a CP Education Consultant or Provisional Education Consultant, and when not enrolled in a supervisory education unit, receive ten hours of individual supervision for each additional CPE unit conducted as a P/CP Educator

10.6.3 conduct and coordinate a minimum of three and a maximum of four CPE units

10.6.4 provide individual supervision to a minimum of six CPE students

10.6.5 provide a 600 word evaluation of each CPE unit conducted as a P/CP Educator

10.6.6 undertake such other education in pastoral supervision as may be beneficial, for example attendance at ANZACPE conferences, AAOS seminars and other presentations.

10.7 CP Educator Competencies

A CPEd will display a consistent and integrated capacity in the following competencies to be developed during the formation period:

10.7.1 Administrative Awareness and Competence (AA)

This competence involves the demonstration of a consistent and integrated capacity to:

10.7.1.1 plan and implement a CPE unit, including the creation of a program incorporating experiential educational principles, the recruitment, selection and placement of students,

budgeting, negotiation with placement management, negotiation with professional associations, timetabling, recording and maintenance of records

10.7.1.2 integrate within a CPE Unit the various resources present within and beyond the placement site. These resources include inter-disciplinary staff, administrative structures, community resources and theological/spiritual consultants.

10.7.1.3 observe ethical and professional practice in accordance with the Code of Ethics of the NSWCCPE Inc.

10.7.2 Interpersonal Awareness and Competence (IeA)

This competence involves the demonstration of a consistent and integrated capacity to:

10.7.2.1 relate empathically and professionally with colleagues, co-supervisors, peers, students, authorities and church associations/communities of faith and articulate and evaluate the nature of these relationships

10.7.2.2 identify the interpersonal dynamics operating in CPE groups for the purpose of developing a group environment facilitative of effective student learning

10.7.2.3 establish relationships which recognise and value differing cultural, faith and spiritual traditions in consultation with, and drawing on the resources of, relevant cultural and faith bodies

10.7.2.4 relate effectively with supervisory colleagues and professionals from other disciplines within the CPE educational context

10.7.2.5 engage collaboratively with NSWCCPE and ANZACPE colleagues

10.7.2.6 observe ethical and professional practice in accordance with the NSWCCPE Code of Ethics

10.7.3 Intrapersonal Awareness and Competence (IA)

This competence involves the demonstration of a consistent and integrated capacity to:

10.7.3.1 reflect on and evaluate the impact on others of one's own behaviours, affective experiences, attitudes and values and beliefs within the CPE context

10.7.3.2 reflect on the experience of receiving supervision

10.7.3.3 make use of professional supervision for the purpose of furthering professional development, personal and professional integrity, and emotional and spiritual integration

10.7.3.4 seek appropriate supervision, consultation, or therapy in situations of uncertainty or difficulty and to enhance self-awareness

10.7.3.5 reflectively engage with new and unfamiliar experiences as means of growth, enrichment and self-awareness

10.7.4. Supervisory Awareness and Competence (SA)

This competence involves the demonstration of a consistent and integrated capacity to:

10.7.4.1 articulate an understanding of the professional role of a Clinical Pastoral Educator

10.7.4.2 utilise personal qualities, experiences and self-awareness in supervisory practice

10.7.4.3 utilise each student's individual history, psychological patterns, learning style, attitudes, values, beliefs and culture to facilitate learning within CPE

10.7.4.4 utilise the experiences, attitudes, values, beliefs, cultures and learning styles of group members to facilitate learning within the group

10.7.4.5 challenge students to take responsibility for engagement with, and facilitation of, the learning process, the claiming of personal resources, and the development of a unique pastoral/spiritual identity

10.7.4.6 articulate and employ effective processes of group formation, development and functioning

10.6.4.7 facilitate a group dynamic that offers students a balance of both safety and challenge and which promotes self-responsibility for learning and for participation within the group

10.7.4.8 recognise the impact of the dynamics of projection, parallel process, and resistance in group supervision and employ appropriate supervisory strategies and interventions to address these dynamics

10.7.4.9 articulate, discern and utilise appropriate supervisory strategies and interventions for effective group and individual supervision

10.7.4.10 identify and address differences in individual and group needs and boundary issues

10.7.4.11 Where appropriate, co-ordinate, supervise and direct the work of Provisional/CP Supervisors within a CPE unit.

10.7.5 Educational Awareness and Competence (EA)

This competence requires the demonstration of an integrated and consistent capacity to:

10.7.5.1 conceptualise as a learning theory the philosophy of education which underpins the candidate's supervisory practice, recognising and taking account of relevant recent theory and research in the field of adult education

10.7.5.2 integrate educational and supervisory theories with supervisory practice and evaluate their effectiveness

10.7.5.3 utilise all elements of the CPE experience as opportunities for student learning and growth

10.7.5.4 employ diverse teaching and learning strategies in identifying and accommodating individual learning needs

10.7.5.5 facilitate students' awareness that all aspects of the CPE experience may be used as opportunities for learning and growth

10.7.5.6 demonstrate an ongoing commitment to professional supervisory formation through participation in professional development within and beyond NSWCCPE.

10.7.6 Theological Awareness and Competence (TA)

This competence requires the demonstration of an integrated and consistent capacity to:

10.7.6.1 conceptualise and articulate the theology/spirituality/philosophy of supervision which informs and underpins the candidate's supervisory practice

10.7.6.2 reflect theologically/spiritually/philosophically on personal and professional experience and demonstrate the integration of one's theology/spirituality/philosophy and supervisory practice

10.7.6.3 facilitate CPE students' capacity to reflect theologically/spiritually/philosophically on their experience in the context of their pastoral practice.

10.8 Application for Accreditation as a Clinical Pastoral Educator

10.8.1 When the candidate and the candidate's CP Education Consultant believe that the candidate is ready to claim accreditation as a CP Educator, the Provisional CP Educator shall apply to the Convenor of the NSWCCPE Accreditation Registration and Professional Standards Committee requesting permission to present to an ANZACPE CP Educator Accreditation Committee. ANZACPE Accreditation Committees are held twice a year in February and August. Applications for a February committee are to be received by the ARPS Convenor by 1 September

of the previous year. Applications for an August committee are to be received by the Convenor of the ARPS Committee by 1 March.

10.8.2 The application to the ARPS Committee of NSWCCPE Inc shall include the following information:

10.8.2.1 candidate's name and contact details

10.8.2.2 verification that the candidate has participated as a Provisional CP Educator in accordance with the requirements of 10.6 and has taken the primary supervisory/educational role in at least three units of CPE with a minimum of six students individually supervised by the candidate

10.8.2.3 verification that the candidate has satisfactorily completed the three required Supervisor Education Units: Education in CPE Supervision, Informed Use of Self, and Group Dynamics, a total of 48 group work hours.

10.8.2.4 verification that the candidate has received at least ten hours of supervision from a CP Education Consultant or Provisional Education Consultant for each additional CPE unit organised during the period as a Provisional CP Educator

10.8.2.5 verification that NSWCCPE Inc holds a written statement from a person in leadership (CPE Centre/Course Director, Manager of Pastoral Care Department, faith tradition leader) attesting to the candidate's good standing. The statement needs to state the amount of time the candidate has been known and in what capacity.

10.8.2.6 candidate's declaration of any written or other formal complaints in regard to the candidate and the outcome of any investigation.

10.8.3 Processing the Application

10.8.3.1 The ARPS Committee shall consider the application checking that the information required in section 10.8.2 has been included

10.8.3.2 if the application is approved by the ARPS Committee, the Convenor of the ARPS Committee shall forward the applicant's request to the next meeting of the NSWCCPE Inc Council or Executive Committee for ratification

10.8.3.3 The ARPS Committee Convenor shall complete the 'Request Form for an ANZACPE Accreditation Committee' and forward it to the Chairperson of the ANZACPE Professional Standards Committee. The 'Request Form for an ANZACPE Accreditation Committee' to be completed by the ARPS Convenor requires the candidate's name and contact details and the names and contact details of up to three accredited CPEs or (P)EdConsults from NSWCCPE (excluding the candidate's current Supervisor/Educator or CPE Centre Director) to be potential members of the Accreditation Committee, having first obtained agreement from those persons to be members of the Accreditation Committee.

10.8.3.4 The ARPS Convenor shall notify the candidate of the proposed members of the Accreditation Committee. The candidate may express reservations about any member of the proposed Committee directly to the Chairperson of the ANZACPE Professional Standards Committee giving reasons for the reservations

10.8.3.5 Should the candidate request an Accreditation Committee in August immediately prior to the ANZACPE annual conference, the ARPS Committee Convenor shall notify the ANZACPE Professional Standards Committee Chair no later than 1 April of that year.

10.8.3.6 Should the candidate request an Accreditation Committee in February the ARPS Committee Convenor shall notify the ANZACPE Professional Standards Committee Chair no later than 1 October.

10.8.3.7 The candidate's written materials must be received by the Committee members at least three weeks prior to the date of the Accreditation Committee

10.8.3.8 The candidate shall forward to the ANZACPE Treasurer the cost of the Accreditation Committee at least three weeks prior to the committee date.

10.8.4 Focus of the Accreditation Committee

The Accreditation Committee will be concerned with the candidate's ability to demonstrate the personal and professional competence essential for a CP Educator. The candidate will need to demonstrate, both in the professionalism of the written materials and in the engagement with the committee, evidence of claims regarding the candidate's identity and competence as a CP Educator. It is expected that all materials will demonstrate the level of functioning of a senior professional in the disciplines of pastoral/spiritual care, pastoral supervision and adult education.

10.9 Materials Required for Accreditation as a Clinical Pastoral Educator

10.9.1 The candidate shall prepare a Dissertation consisting of the six papers listed in Section 10.10

10.9.1.1 The Dissertation shall show evidence that the candidate has demonstrated a consistent and integrated capacity in the personal and professional competencies essential for a CP Educator.

10.9.1.2 The Dissertation shall clearly demonstrate the level of functioning required of a senior professional in the disciplines of pastoral supervision and education, providing evidence of claims regarding CP Educator identity and competency.

10.9.1.3 The Dissertation shall be of a professional standard with footnotes and bibliography and shall respect the confidentiality of persons referred to in the material.

10.9.1.4 The Dissertation is to be typewritten in Font 12 with a 2cm margin and with each page numbered. Copies should be bound and presented in the order shown in 10.10. One copy is to be circulated to each member of the Review Committee at least three weeks prior to the date of the Accreditation Committee. The members of the Accreditation Committee shall be asked if they would prefer to receive the materials in digital form.

10.9.1.5 The Dissertation shall include the following abbreviations to indicate the competencies demonstrated in specific papers:

AA- Administrative Awareness and Competence

IeA- Interpersonal Awareness and Competence

IA- Intrapersonal Awareness and Competence

SA- Supervisory Awareness and Competence

EA- Educational Awareness and Competence

TA- Theological Awareness and Competence

10.10 Dissertation Materials for a CP Educator Accreditation Review

The Dissertation shall include the following:

10.10.1 Table of Contents

10.10.2 Cover Page containing:

10.10.2.1 The candidate's name and contact details

10.10.2.2 The candidate's spiritual /religious/faith/philosophical tradition

10.9.2.3 The candidate's relevant academic qualifications together with a list of completed subjects leading to a relevant qualification

10.9.2.4 A summary list of all CPE units in which the candidate has participated in a supervisory/educational capacity since being granted Provisional CP Educator status

10.9.2.5 A declaration of any written or formal complaints against the candidate and the outcome of any investigation

10.9.2.6 The candidate's statement of request to the Accreditation Committee

10.10.3 Paper One: Life Reflection Autobiography (3000 words max)

The candidate will reflect on life experience, values, beliefs, attitudes and assumptions and consider how they have influenced her/his supervisory/educator identity. (IA1 See 10.7.3.1) The candidate is to include reflection on the interplay between life history, personhood, theology/spirituality/philosophy and the roles of CP Supervisor and Educator (TA1, TA2 See 10.7.6.1 and 10.7.6.2). The paper should include episodes from the candidate's life and spiritual journey that will assist the members of the Accreditation Committee to understand the candidate's personal and professional values, attitudes and assumptions.

10.10.4 Paper Two: Evaluation of One CPE Unit (3000 words max)

The candidate will report on and critically evaluate the candidate's supervision/education as a Provisional Clinical Pastoral Educator of one CPE unit of preferably no fewer than four students conducted as a Provisional CPed. The report shall be evidenced by clinical episodes and shall include:

10.10.4.1 A summary of the unit with a brief description of each student and of the selections process (SA3 See 10.7.4.4)

10.10.4.2 The candidate's planning of the CPE unit including an account of the planned pastoral placement of each student or an account of the candidate's knowledge of the student's pastoral setting (AA1, AA2, leA6. See 10.7.1.1, 10.7.1.2, 10.7.2.6)

10.10.4.3 An evaluation of the ways in which the candidate contributed to the formation, development and utilisation of the group dynamics showing how these dynamics contributed to learning (SA3, SA4, SA5, SA6, leA6. See 10.7.4.4, 10.7.4.5, 10.7.4.6, 10.7.4.7, 10.7.2.6)

10.10.4.4 An account and evaluation of the variety of educational and supervisory strategies the candidate used in both group and individual supervision, including assessment of students' progress and the candidate's feedback/recommendations at mid-unit, with an assessment of their impact (leA3, SA4, SA6, EA3, EA4. See 10.7.2.3, 10.7.4.5, 10.7.4.7, 10.7.5.3, 10.7.5.4)

10.10.4.5 The candidate's use of theological/spiritual/philosophical reflection with students (TA3, leA6. See 10.7.6.3, 10.7.2.6)

10.10.4.6 The candidate's relationships within the group, including those with any co-supervisors as well as students. (leA1, leA2, IA1, IEa6, SA7. See 10.7.2.1, 10.7.2.2, 10.7.3.1, 10.7.2.7, 10.7.4.10)

10.9.4.7 Challenges the candidate faced, how these were addressed and the outcome (leA1, IA1, SA2. See 10.7.2.1, 10.7.3.1, 10.7.4.3)

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

10.10.5 Paper Three: Evaluation of Individual Supervision of Three Students (1800 words max)

The candidate will include three of the 600-word reports and critical evaluations of supervision of three students no more than one of whom is to be from the unit written about in Paper Two

(leA1, IA1, SA2, SA6, EA2,3,4, TA3. see 10.7.2.1, 10.7.3.1, 10.7.4.3, 10.7.4.7, 10.7.5.1, 10.7.5.3, 10.7.5.4, 10.7.6.3

Include in Appendix 3 the Final Evaluations of these three students.

10.10.6 Paper Four: Essay on a supervisory subject (3,000 words max)

The candidate will prepare a paper on a topic/theme of interest arising out of her/his experience as a Clinical Pastoral Educator. The paper needs to demonstrate the integration of theory (from such fields as social sciences, theology, spirituality, philosophy, education, supervision) with practice. The essay shall be correctly referenced (Chicago or APA) and include a bibliography. (A variety of competencies may be evidenced in this paper, depending on the topic)

10.10.7 Paper Five: Essay on Philosophy and Methodology of CPE Supervision and Education (3,000 words max)

This paper is a critical description of the PCPEd's philosophy and methodology of supervision and education within the context of CPE. It shall include evidence from supervisory and educational research and theory and supportive examples from CPE supervisory and educational practice. The paper shall be of a publishable standard, be correctly referenced (Chicago or APA) and include a bibliography. (SA1, EA1, EA2, EA3, EA4. See 10.7.4.1, 10.7.5.1, 10.7.5.2, 10.7.5.3, 10.7.5.4

10.10.8 Paper Six: Learning as Provisional Clinical Pastoral Educator (3000 words max)

This paper is a critical description and evaluation of candidate's experience as a Provisional Clinical Pastoral Educator. The paper shall include the joys and challenges faced in the role as well as the personal learnings the candidate wishes to claim. (leA1, leA2, leA4, leA5, leA6, IA1, IA2, IA3, EA5. See 10.7.2.1, 10.7.2.2, 10.7.2.4, 10.7.2.5, 10.7.2.6, 10.7.3.1, 10.7.3.2, 10.7.3.3, 10.7.5.5). The paper is to include:

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

10.10.8.2 An evaluation of the learning the candidate has gained, his/her relationships with students, colleagues, supervisors, CPE Centre Director and others, together with the ways the candidate has sought to address any conflict that may have arisen. Include examples of issues, themes or incidents encountered during the Provisional period.

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

10.10.8.4 statement that addresses the candidate's claim to have sufficiently demonstrated the competencies and learning required of a Clinical Pastoral Educator.

10.10.9 Appendices

10.10.9.1 A copy of the letter from the candidate's member association containing the commendations and recommendations of the candidate's most recent ANZACPE Accreditation or Accreditation Review Committee.

10.10.9.2 the final evaluations of students in the group written about in Paper Two and Paper Three. Please see above for what to include.

10.10.9.3 An example of a CPE program the candidate has co-ordinated.

10.10.9.4 Copies of reports written by each of the candidate's supervisor/s and Clinical Pastoral Education Consultant/s related to the CPE units conducted by the candidate since approval to operate as a Provisional Clinical Pastoral Educator.

10.10.9.5 A copy of the reports written by the educator/s of each of the supervisor education units undertaken as a Provisional CP Educator

10.10.9.6 Copy of the report written by the candidate's Clinical Pastoral Education Consultant following the period of individual preparation for accreditation as a Clinical Pastoral Educator. (E3.5)

10.10.9.7 A declaration that consents have been received from all the students referred to in the six professional papers.

10.10.9.8 A copy of these standards.

10.11 Following the Accreditation Committee

Following the Accreditation Committee, the chairperson's report will be forwarded to the ANZACPE Professional Standards Committee. That committee's recommendation regarding the outcome, commendations and recommendations of the accreditation process will then be forwarded to the NSWCCPE via the ARPS Committee for the formal process of accreditation. It should be noted that the accrediting body is the Member Association (NSWCCPE).

10.12 Extension of Provisional Status

10.12.1 In the event that the candidate does not fully meet the ANZACPE Standards for Accreditation, the Review Committee may decide to recommend to the Member Association that the candidate be granted continuing Provisional Status as a CPed for a further period of no more than two years.

10.12.2 During the two-year period the candidate may co-ordinate/lead/supervise a minimum of one and a maximum of two CPE units.

10.12.3 The candidate shall also undertake to fulfil the Accreditation Committee's recommendations in her/his ongoing supervisory practice along with any further requirements formulated by NSWCCPE. **10.12.4** When the required units are completed, the candidate shall present to a subsequent Accreditation Committee as soon as feasible in view of the prescribed February and August dates for Accreditation Committees.

10.12.5 Should the subsequent review not occur in the time frame specified by the member association the candidate's Provisional Accreditation status shall lapse.

10.12.6 The Member Association shall notify the ANZAPE registrar that the P/CPed's accreditation has lapsed.

10.12.7 A dispensation from the two-year requirement may be granted by the Member Association in the case of very exceptional and extenuating circumstances occurring within nine months of the scheduled Review. Such circumstances may include but are not limited to a life-threatening or serious physical/mental health illness, unemployment or a financial situation threatening the loss of home, death of an immediate family member.

10.13 Review of Accreditation as a Clinical Pastoral Educator

10.13.1 Accreditation as a CPed is subject to ongoing review every five years. In the period under review, the CPed is required to have supervised at least one CPE Unit or to have participated as a Provisional CPedConsult in a supervisory education program authorised by either NSWCCPE or by ANZACPE.

10.13.2 Should the subsequent review not occur within the five-year period the accreditation will lapse unless an extension has been granted by the NSWCCPE as stipulated in 10.8.3.

10.13.3 The CPED may apply to the NSWCCPE executive committee for an extension of two years giving reasons for the request for the extension

10.13.4 In the case of exceptional and extenuating circumstances occurring within nine months of the scheduled Review, a further extension may be granted by the Member Association. Such circumstances may include but are not limited to a life-threatening or serious physical/mental health illness, unemployment or a financial situation threatening the loss of home, death of an immediate family member.

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

10.13.6 ANZACPE Review Committees are held twice a year, in February and in August. Applications for a February Committee must be received by the Chairperson of the ANZACPE Professional Standards Committee by 1 October and applications for August need to be received by 1 April. NSW candidates must make application to the Convenor of the ARPS Committee by 1 September for a February Committee and by 1 March for an August Committee.

10.13.7 The Accreditation Review Committee will be concerned with the candidate's ability to demonstrate the personal and professional competence essential for a CPED. Both in the professionalism of the written materials and in the engagement with the committee there should be evidence of the candidate's claims regarding identity and competence as a CPED. It is expected that all materials will provide evidence of the candidate's consistent integration of all the competences required of a CP Educator.

10.14 Application for a Review of Accreditation as a CPED

10.14.1 The CPED shall apply to the Convenor of the NSWCCPE Accreditation Registration and Professional Standards Committee requesting a review of CPED Accreditation.

10.14.2 Application for a February review of accreditation must be made to the Convenor of the ARPS committee by 1 September of the previous year.

10.14.3 Application for an August review of accreditation must be made to the Convenor of the ARPS Committee by 1 March.

10.14.4 The review application to the ARPS Convenor must include:

10.14.4.1 The candidate's name and contact details

10.14.4.2 Verification that the candidate has met the minimum requirements for a CPED Review and has participated as a CPED under the standards of NSWCCPE, adhering to professional development and supervision requirements.

10.14.4.3 The candidate's spiritual/religious/philosophical affiliation

10.14.4.4 A declaration of any written or other formal complaints against the candidate with a statement of the outcome of any investigation.

10.15 Accreditation Review Process

10.15.1 The ARPS Committee shall confirm that the ANZACPE requirements have been met and forward the request to the NSWCCPE Executive Committee for endorsement

10.15.2 The ARPS Committee Convenor shall complete the 'Request Form for a Review Accreditation' and forward it to the Chairperson of the ANZACPE Professional Standards Committee by 1 April for an August Review Committee and 1 October for a February Committee.

10.15.3 Should the candidate request a Review at a time other than prior to the ANZACPE annual conference, the ARPS Committee Convenor shall forward the request no later than four months prior to the requested review date.

10.15.4 The NSWCCPE Letter of Request and Support shall contain:

10.15.4.1 the candidate's name and contact details

10.15.4.2 verification that the candidate has met the minimum requirements for an ANZACPE Review

10.15.4.3 the candidate's spiritual/religious/philosophical affiliation

10.15.4.4 a declaration of any written or formal complaints against the candidate together with the outcome of any investigation

10.15.4.5 The names and contact details of up to three accredited CPEDs or EdConsults from NSWCCPE (excluding the candidate's current Supervisor/Educator or CPE Centre/Course Director) to be potential members of the Review Committee, having first obtained agreement from those persons to be members of the Review Committee.

10.15.5 The ARPS Convenor shall notify the candidate of the proposed members of the Review Committee. The candidate may express reservations about any member of the proposed Review Committee directly to the Chairperson of the ANZACPE Professional Standards Committee giving reasons for the reservations.

10.15.6 The candidate and the five members of the Review Committee shall be notified six weeks prior to the Review of the names and contact details of the Review Committee and the date, time and venue of the Review.

10.15.7 The candidate shall ensure that his/her materials are received by the Review Committee members at least three weeks prior the Review date

10.15.8 The candidate shall forward the cost of the Review to the ANZACPE Treasurer at least three weeks prior to the Review date.

10.16 Materials Required for a CPED Accreditation Review

The CPED shall present a Dissertation consisting of six professionally presented papers including footnotes and bibliography. Issues of confidentiality are to be respected. It is to be circulated to each member of the Accreditation Review Committee three weeks prior to the committee date. Committee members may be asked whether they wish to receive the materials in digital form as well as, or instead of, a hard copy.

The Dissertation is to be presented as follows:

10.16.1 Table of Contents

10.16.2 Cover Page containing:

10.16.2.1 The candidate's name and contact details

10.16.2.2 The candidate's spiritual/religious/philosophical/faith affiliation,

10.16.2.3 The candidate's relevant academic qualifications and subjects towards awards not yet completed

10.16.2.4 A summary list of all CPE units in which the candidate has participated as a supervisor and/or educator since last meeting an ANZACPE Accreditation or Accreditation Review Committee

10.16.2.5 If the candidate has been granted status as a Provisional Clinical Pastoral Education Consultant, a list of any programs of education in supervision provided by the candidate

10.16.2.6 A declaration by the candidate of any written or formal complaints against the candidate and the outcome of any investigation

10.16.2.7 The candidate's statement of request to the Accreditation Review Committee

10.16. 3 Paper One (2000 words max)

The candidate will introduce her/himself and articulate how her/his life story, beliefs, values and supervisory experiences have been formative as a CP Educator.

10.16.4 Paper Two (2000 words max)

The candidate will evaluate the salient features of the candidate's work as a Clinical Pastoral Educator during the past five years, including 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 gained.

10.16.5 (2000 words max)

The candidate will evaluate his/her professional development since the last Accreditation or Accreditation Review Committee. The evaluation should address challenges and insights gleaned from reflection on engagement in the supervisory process through the supervisory interventions employed, the candidate's experience of receiving professional supervision, and the reading, study or training undertaken within the fields of pastoral care, supervision, education, theology/spirituality/philosophy or other relevant areas. New and creative approaches to education in the fields of pastoral/spiritual care and supervision should be included together with evidence from relevant research or from the candidate's pastoral educational practice. A list of relevant professional development activities is to be included as an Appendix.

10.16.6 Paper Four (1000 words max)

The candidate will describe how the recommendations of the previous ANZACPE Accreditation or Accreditation Review Committee have been addressed.

10.16.7 Paper Five (500 words max)

The candidate will describe her/his future plans within CPE.

10.16.8 Paper Six (3000 words max)

The candidate will prepare an essay on a topic relevant to the role of supervisor and educator within Clinical Pastoral Education. The paper is to be of professional standard, appropriately researched and correctly referenced.

10.16.9 Appendices

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

10.16.9.2 A letter of support from the candidate's current supervisor including areas of focus for the supervision since the last ANZACPE Accreditation or Accreditation Review committee.

10.16.9.3 The comments from at least two CPE participants' Final Evaluations regarding their relationship with the candidate as their supervisor in the most recent CPE unit supervised by the candidate or from a supervisory education program facilitated by the candidate.

10.16.9.4 A list of relevant professional development undertaken by the candidate since the candidate's last Accreditation or Accreditation Review Committee.

10.16.9.5 A copy of these standards for Accreditation Review as a Clinical Pastoral Educator.

10.17 Procedure Following the Accreditation Review Committee

10.17.1 Following the Accreditation Review Committee, the Chairperson's report will be forwarded to the ANZACPE Professional Standards Committee for scrutiny prior to that Committee sending its recommendations regarding the outcome of the Accreditation Review, together with any accompanying commendations and recommendations to the Convenor of the NSWCCPE Accreditation, Standards and Registration Committee (ARPS).

10.17.2 The ARPS Committee Convenor shall table the Accreditation Review Committee's recommendations for consideration at the next ARPS Committee meeting prior to forwarding the outcome, commendations and recommendations to the NSWCCPE Council/Executive for endorsement.

10.17.3 The NSWCCPE Council is the body responsible for affirmation of accreditation.

10.18 Unsuccessful Accreditation Review

10.18.1 In the event that the candidate is unable to fully meet the ANZACPE standards for affirmation of Accreditation, the Accreditation Review Committee may recommend to NSWCCPE that the candidate be granted Provisional Accreditation as a CPED for a period of no more than two years. During the two-year period the candidate is permitted to co-ordinate/lead/supervise in a minimum and a maximum of two CPE units. The candidate must undertake to fulfil the Accreditation Review Committee's recommendations in his/her ongoing supervisory practice together with any further requirements formulated by NSWCCPE. Once the required units are completed, the candidate shall present to a subsequent Accreditation Review Committee within the following six months or as soon as feasible in view of the prescribed February and August dates for Accreditation Committees.

10.18.2 Should the subsequent review not occur within the two-year period the accreditation will lapse unless an extension has been granted by the NSWCCPE.

10.18.3 The Member Association shall notify the ANZACPE registrar that the P/CPED's accreditation has lapsed.

10.18.4 A dispensation from the two-year requirement may be granted by the Member Association in the case of very exceptional and extenuating circumstances occurring within nine months of the scheduled Review. Such circumstances may include but are not limited to a life-threatening or serious physical/mental health illness, unemployment or a financial situation threatening the loss of home, death of an immediate family member.

Revised 18/5/2026 (BJH and ARPS)

SECTION 11: FORMATION AND ACCREDITATION OF CLINICAL PASTORAL EDUCATION CONSULTANTS (EdConsults)

Clinical Pastoral Education Consultants are accredited by the NSWCCPE Inc as senior professionals who are competent to provide formative education for those seeking to become CP Supervisors, CP Educators and CP Education Consultants.

11.1 Role and Responsibilities of CP EdConsults

A CP EdConsult is authorised to conduct CPE programs at Foundational, Specialist and Supervisory levels.

The responsibilities of a CP EdConsult are:

- 11.1.1 to supervise CPSups and CPEDs and mentor them towards accreditation
- 11.1.2 to provide and facilitate education in pastoral/spiritual care in accordance with the standards and competencies of Foundational and Specialist Clinical Pastoral Education.
- 11.1.3 to provide and facilitate education in pastoral/spiritual supervision in accordance with the standards and competencies of CP Supervisors and CP Educators.
- 11.1.4 to provide and facilitate research in pastoral/spiritual care and supervision.

11.2 Prerequisites for Entering Training as a Clinical Pastoral Education Consultant

- 11.2.1 evidence of accreditation as a Clinical Pastoral Educator
- 11.2.2 evidence of supervisory membership of NSWCCPE
- 11.2.3 written acknowledgement of understanding and commitment to the NSWCCPE Inc Code of Ethics for Supervisors
- 11.2.4 a letter of support from the Clinical Pastoral Education Consultant who will offer consultancy during the training period
- 11.2.5 a written statement from a person in leadership within the applicant's spiritual/religious/faith/philosophical affiliation attesting to good standing
- 11.2.6 continuing active pursuit of further studies at graduate level or attainment of a Master's or Doctoral degree in Ministry, Theology, Education, Psychology or Supervision

11.3 Procedure to Function as a Provisional CP EdConsult (P/EdConsult)

CP Educators who wish to function as a Provisional CP Ed Consult shall:

- 11.3.1 Familiarise themselves with the standards for CP Education Consultants found in the NSWCCPE Handbook
- 11.3.2 Consult with other CP Educators and Consultants within NSWCCPE concerning their readiness and experience to commence training as Provisional EdConsult.
- 11.3.3 Consult with their current CP Education Consultant concerning their readiness and learning needs to become a P/EdConsult
- 11.3.4 Obtain a letter of support from the CP Education Consultant who will supervise their work
- 11.3.5 Write a letter of request to the Chair of the ARPS Committee, together with a supporting letter from their CP EdConsult, outlining the reasons for the request and their intention to enter into the process of formation.

11.3.6 Upon receipt of the applicant's letter of request and documentation, the Convenor of the ARPS Committee shall:

- forward the request and documentation to the members of the ARPS Committee for discussion at the next meeting of the ARPS Committee, and following agreement by the ARPS Committee,
- forward the ARPS Committee's recommendation to the NSWCCPE Executive for endorsement

11.3.7 Following endorsement by the Executive, the Executive Secretary will notify the applicant of the outcome.

11.4 Permission to Function as a Provisional CP EdConsult

Permission to function as a Provisional EdConsult is for a period of four years from the date of the meeting granting permission.

11.5. Required Practical Experience

Upon receipt of permission to function as P/Ed Consultant, the P/Ed Consult shall over the four-year period of functioning as a P/EdConsult:

- 11.5.1 Liaise with the supervising Ed Consultant to develop an individualised learning pathway which may include specified tertiary studies.
- 11.5.2 Participate in the monthly online workshops for P/Ed Consults.
- 11.5.3 Work with the lecturer in one of the four MA (Sup) subjects and provide individual supervision to one or more of the P/CP Sups or P/CP Eds enrolled in that subject.
- 11.5.4 Present workshops at education days and residential weekends in consultation with Ed Consults.
- 11.5.5 Supervise a group of P/CPSups, CPSups or P/CPEds.
- 11.5.6 Write a reflective evaluation of each supervisory unit co-supervised and each supervisor supervised.
- 11.5.7 Prepare a research paper on a subject related to pastoral ministry or pastoral supervision suitable for publication in a recognised journal.

11.6 Standard for Education Consultants

Applicants for accreditation as EdConsults shall provide evidence demonstrating a consistent and integrated capacity in the following competencies:

11.6.1 Administrative Awareness and Competence to:

- Educate CPSups in the art of individual supervision within the context of a CPE unit
- Educate CPEds in planning, organising, leading, co-ordinating and managing CPE Units
- Coordinate and facilitate individual and group supervisory education for CPSups and CPEds
- Facilitate interdisciplinary practice in a variety of contexts and organisations
- Manage a complexity of responsibilities, such as co-ordinating multiple CPE and supervisory education units and providing leadership within and beyond NSWCCPE

11.6.2 Interpersonal Awareness and Competence to:

- Relate pastorally/spiritually to CPSups and CPEs for whom they have been delegated responsibility with insightful awareness of the complexity and power dynamics of the supervisory alliance
- reflect upon relational dynamics evidenced in their supervision of CPSups and CPEs and offer feedback that is specific and supported by educational and supervisory theory and research
- reflect upon, articulate, and evaluate the key developmental issues and relationships for Supervisors-in-Formation

11.6.3 Intrapersonal Awareness and Competence to:

- take appropriate responsibility for their ongoing interpersonal and intrapersonal development through such means as journalling, spiritual direction, peer group reflection, counselling
- seek regular supervision/consultation concerning their contribution to the dynamics of the supervisory process
- be self-reflective about experiences within their supervision/consultation and use these experiences as a means of self-awareness, growth, and enrichment
- explore various consultative options throughout the period of Provisional status in order to experience and evaluate a variety of supervisory/educational approaches

11.6.4 Educational Awareness and Competence to:

- explore and creatively use different educational methods to facilitate transformational learning
- draw on interdisciplinary resources and people in the provision of creative educational experiences
- draw on relevant current theory, research, resources and educational concepts and processes in the formation of supervisors
- hold in balance the experiential educational philosophy of CPE and the demands by contemporary society for measuring effectiveness in the fields of pastoral/spiritual care and educational program evaluation
- conceptualise, articulate and disseminate educational material that expands dialogue in the fields of pastoral/spiritual care and practice and supervisory education and practice

11.6.5 Supervisory Awareness and Competence

- articulate the supervisory methods and theory underpinning their supervisory practice
- assist CPSups and CPEs to identify and discuss the supervisory theories evidenced in their practice
- assist CPSups and CPEs to articulate an integrated philosophy and methodology of supervision, giving evidence of its application in practice

11.6.6 Theological/Spiritual Awareness and Competence

- integrate faith development, theological/spiritual teaching and tradition and a wide range of spiritualities in the supervisory education of CPSups and CPEds
- assist CPSups and CPEds to articulate a coherent and integrated theological/spiritual worldview, giving evidence of its outworking in their supervisory practice.

11.7. Application for Accreditation as an Education Consultant

A Provisional EdConsult shall apply in writing to the Convenor of the ARPS Committee requesting accreditation as an EdConsult. The application shall include the following:

11.7.1 The applicant's name and contact details

11.7.2 Detailed documentation of the applicant's supervisory experience during the period of functioning as a P/EdConsult

11.7.3 A letter of support from the EdConsult overseeing the applicant's formation as an EdConsult

11.7.4 A copy of the applicant's CP Ed certificate

11.7.5 A written statement from a leader from the applicant's spiritual/religious/faith affiliation attesting to the applicant's good standing

11.7.6 Evidence of current membership of NSWCCPE Inc

11.7.7 Evidence of payment of the accreditation fee.

Upon receipt of the applicant's letter of request and documentation, the Convenor of the ARPS Committee shall:

11.7.8 forward the request and documentation to the members of the ARPS Committee for discussion at the next meeting of the ARPS Committee

11.7.9 forward the Committee's recommendation to the NSWCCPE Council or Executive for endorsement

11.7.10 forward the endorsed request to the Chairperson of the ANZACPE Professional Standards Committee using the Request Form for Accreditation Review found on the ANZACPE website

The NSWCCPE Inc's letter of request to the ANZACPE Professional Standards Chair shall contain in addition to the information provided in 11.6.1, 11.6.2, and 11.6.5:

11.7.11 the names and contact details of up to three accredited Ed Consults or Provisional Ed Consultants from NSWCCPE Inc. (excluding the applicant's current supervisor) to be members of the Review Committee, having first obtained agreement from those people.

11.7.12 the approximate date for the Review Committee.

11.7.13 Should the applicant request a Review Committee prior to the annual ANZACPE Conference, the Request Form for Accreditation Review must be submitted no later than April 1 of that year. In cases where the Review Committee is requested at other times of the year the Request Form must be submitted no later than four months prior to the requested date of review.

11.8 Formation of the Review Committee

11.8.1 The applicant will be notified by the chairperson of the ANZACPE Professional Standards Committee of the proposed members of the Review Committee

11.8.2 the applicant shall have the opportunity to express reservations in relation to any proposed committee member

11.8.3. if the applicant wishes to express reservation about a committee member, he/she shall write directly to the Chairperson of the ANZACPE Professional Standards Committee providing reasons for reconsideration of the committee membership.

11.9 Materials required for accreditation as an Education Consultant

The Review Committee is concerned with the applicant's ability to demonstrate the personal and professional competence essential for the formation of supervisors who train and educate people in pastoral ministry. There should be evidence of a consistent and integrated capacity in all the competencies expected of an EdConsult.

11.9.1 Dissertation Format

The dissertation for accreditation as an EdConsult consists of six papers of 3,000 words. In the preparation of the six papers, issues of confidentiality are to be respected. Footnotes and a bibliography are required using either the APA or Chicago referencing systems. The dissertation is to be typewritten using Font 11 and 1.5 spacing with a 2cm margin and with each page numbered. It is to be presented in the order shown below. One copy is to be forwarded to each member of the Review Committee at least three weeks prior to the date of the Review Committee. Committee members should be asked whether any would prefer to receive the materials in digital form.

11.9.2 Required Information

The dissertation shall contain on the front page the following information:

- The applicant's name and contact details, spiritual/religious/faith affiliation
- Theology/spirituality/philosophy/education/supervision degrees or diplomas and certificates or subjects completed towards an appropriate qualification
- A summary list of the applicant's involvement in the supervision/education of CPSups and CPEDs since being granted Provisional EdConsult status by the NSWCCPE Inc.
- a declaration of any written or other formal complaints in regard to the applicant, and the outcome of any investigation
- A summary of the applicant's contribution to ANZACPE and to the NSWCCPE
- The applicant's statement of request to the Review Committee.

11.9.3 Dissertation Paper One: Autobiography (3000 words max)

In this paper applicants are asked to trace their life story from the perspective of supervision and education, selecting experiences from birth until the present and describing the impact of these experiences on their journey of formation as CPSup, CPED and EdConsult.

Reflection on experience may include:

- relationships with parents, grandparents, and other childhood carers
- relationships with educators and caregivers during primary, secondary, and tertiary

education

- relationships with siblings, peers, colleagues, partners, and children in the contexts of family, work, professional education, and community (including spiritual/religious/faith/philosophical communities)
- experiences of receiving supervision as a CPE student
- experiences of giving and receiving supervision as a CPSup and CPED
- personal CPE journey and theological/spiritual journey

11.9.4 Dissertation Paper Two: Evaluation of the Applicant's Supervision/Education of either one Clinical Pastoral Supervisor or a peer group of Clinical Pastoral Supervisors (3000 words max)

In this paper applicants are asked to demonstrate, using specific examples taken from the supervision/education of the CPSup or group of CPSups, how they accompanied and supervised/educated them in the competencies expected of an accredited CPSup, namely:

- administrative
- interpersonal
- intrapersonal
- supervisory
- educational
- theological/spiritual

Note that if Paper Two presents the applicant's supervision/education of a peer group of CPSups, Paper Three must present the applicant's supervision of an individual CPED.

11.9.5 Dissertation Paper Three: Evaluation of the Applicant's Supervision/Education of either one Clinical Pastoral Educator or a peer group of Clinical Pastoral Educators (3000 words max)

In this paper applicants are asked to demonstrate, with specific examples taken from their supervision/education of one CPED or a group of CPEDs, how they accompanied and supervised/educated them in the competencies expected of an accredited CPED, namely:

- administrative
- interpersonal
- intrapersonal
- supervisory
- educational
- theological/spiritual

See note for Paper Two.

11.9.6 Dissertation Paper Four: Evaluation of a Group Education Session Designed and Facilitated by the Applicant either within NSWCCPE or within ANZACPE (3000 words max)

In this paper applicants are asked to demonstrate their capacity to facilitate learning among their CPSup, CPED or EdConsult peers. The paper will include:

- a description of the educational goal(s)
- a description of the educational process
- the applicant's evaluation of the process
- evaluative feedback from the group members of their experience of the session and of the applicant's engagement with them as an educator.

11.9.7 Dissertation Paper Five: The Applicant's Theory of Education and Supervision (3000 words max)

In this paper the applicant is asked to enunciate a clear theory of education in supervision, taking into account both one-to-one supervision/education and group supervision/education.

11.9.8 Dissertation Paper Six: The Applicant's Theology/Spirituality (3000 words max)

In this paper the applicant is asked either:

- to engage with the work of a significant theological/spiritual writer showing how that writer's work informs the applicant's educational philosophy and practice

or

- to write a critical reflection on a passage from the applicant's scriptures or sacred texts showing how that passage informs her/his educational philosophy and practice.

11.9.8 Portfolio

The application shall include as an attachment a portfolio of the following documents:

- the applicant's evaluation of relationship(s) with the supervisor(s)/educator(s), consultant(s) engaged by the applicant during the period as P/EdConsult
- an evaluation of the applicant's progress as a P/EdConsult from the above supervisor(s), educator(s)/consultant(s)
- the applicant's evaluation of relationships with significant peers (in particular, other CPEDs and EdConsults) during the transition from CPED to EdConsult
- a declaration that consents have been obtained from the people written about in the six professional papers
- a statement demonstrating the way the applicant has addressed the issues named by the most recent Review Committee relating to the applicant's professional identity and function as a P/EdConsult
- a statement from the applicant indicating that he/she has sufficiently addressed the learning requirements of an EdConsult
- a statement concerning the applicant's plans/goals for the future

11.10 Extension of Provisional Status

In the event that the applicant is unable to fully meet the ANZACPE standards for accreditation, the Review Committee may decide to recommend to the NSWCCPE that the applicant be granted continuing Provisional Status as an EdConsult for a further period of no more than two years.

11.10.1: During that period, the applicant is required to fulfil the Review Committee's recommendations in his/her ongoing supervisory practice and demonstrate this to a subsequent Review Committee

11.10.2: The subsequent review shall be held within two years from the date of the original committee.

11.10.3: Should the applicant not present to a Review Committee in the two-year period, the provisional status shall lapse and the ANZACPE Registrar will be notified by the NSWCCPE secretary.

11.10.4: A dispensation from the two-year requirement may be granted by the NSWCCPE in exceptional and extenuating circumstances, such as life-threatening or serious illness, unemployment or threatened loss of home, death of an immediate family member within nine months prior to the scheduled review.

11.11 Review of Accreditation as an EdConsult

11.11.1: Accreditation is subject to ongoing review every five years

11.11.2: In the five-year period under review the EdConsult shall supervise at least one CPE Unit or participate as an EdConsult in a supervisory/education program authorised by NSWCCPE or by ANZACPE

11.11.3: In the event that the EdConsult has not fulfilled the requirement of 11.11.2, the accreditation will lapse

11.11.4: A dispensation from the five-year review requirement may be granted by NSWCCPE in exceptional and extenuating circumstances, such as life-threatening or serious illness, unemployment or threatened loss of home, death of an immediate family member within nine months prior to the scheduled review.

11.12 Application for a Review of Accreditation as an EdConsult

EdConsults who request a five-year review of their accreditation shall write a letter of request to the Chair of the NSWCCPE ARPS Committee, with the following information:

- name and contact details
- verification that the minimum standards for an ANZACPE review have been met (See 11.11)
- spiritual/religious/philosophical affiliation
- a declaration of any written or other formal complaints and the outcome of the investigation
- proposed timeframe for the review committee (ANZACPE conference or other date)

11.12.1: Following consideration of the request by the ARPS Committee, and endorsement by the NSWCCPE Executive, the ARPS Committee chairperson shall forward the request to the chairperson of the ANZACPE Professional Standards Committee, using the Request Form for a Review of Accreditation found on the ANZACPE website. The request shall include the

following information:

- applicant's name and contact details
- verification that the applicant has met the minimum requirements for an ANZACPE Review (See 11.11)
- applicant's spiritual/religious/philosophical affiliation
- a declaration of any written or other formal complaints against the applicant and the outcome of the investigation
- the names and contact details of up to three accredited CPEDs or EdConsults from NSWCCPE to be potential members of the Review Committee (having obtained agreement from those people).

Note: See section 11.7.11,12,13 concerning Review Committee dates and notification

11.12.2 Formation of Review Committee

- The applicant will be notified by the chairperson of the ANZACPE Professional Standards Committee of the proposed members of the Review Committee
- the applicant shall have the opportunity to express reservations in relation to any proposed committee member
- if the applicant wishes to express reservation about a committee member, he/she shall write directly to the Chairperson of the ANZACPE Professional Standards Committee providing reasons for reconsideration of the committee membership.

11.12.3 Prior to the Review

- The applicant and members of the Review Committee shall be notified six weeks prior to the review of the names and contact details of the Review Committee members, together with the date, time and venue of the review.
- the applicant shall forward the written material to the Review Committee members so that they are received at least three weeks prior to the review date.
- The applicant shall forward to the ANZACPE Treasurer the cost of the review at least three weeks prior to the review date.

11.12.4 Dissertation for Review of EdConsult Accreditation

The dissertation for review of accreditation as an EdConsult consists of six papers, five of 1,000 words and one of 3,000 words. In the preparation of the six papers, issues of confidentiality are to be respected. Footnotes and a bibliography are required using either the APA or Chicago referencing systems. The dissertation is to be printed in Font 11 in one and a half spacing with a 2cm margin and with each page numbered. It is to be presented in the order shown below. One copy is to be forwarded to each member of the Review Committee at least three weeks prior to the date of the Review Committee. Committee members should be asked whether any would prefer to receive the materials in digital form.

11.12.4.1 Required Information

The dissertation should contain on the front page the following information:

- The applicant's name and contact details, spiritual/religious/faith affiliation

- theology/spirituality/philosophy/education/supervision degree(s), diplomas(s), certificate(s).
- a declaration of any written or other formal complaints in regard to the applicant, and the outcome of any investigation
- The applicant's statement of request to the Review Committee.

11.12.4.2 Dissertation Paper One (1000 words max)

An evaluation of the salient features (the high and low points) of the applicant's professional experience since the last accreditation review, including a description of how the applicant has addressed the recommendations of the previous Review Committee.

11.12.4.3 Dissertation Paper Two (1000 words max)

An evaluation of the salient features of the applicant's work as an EdConsult during the past five years, highlighting the high and low points in relationships with CPSup/CPed/EdConsult colleagues, CPE organisations, institutions, religious/spiritual/philosophical communities.

11.12.4.4 Dissertation Paper Three (1000 words max)

An evaluation of the professional development in supervisory education undertaken by the applicant since the last review. The evaluation shall include challenges and insights gained from reflection on engagement with the supervisory process, through supervisory/educational interventions, the experience of receiving professional supervision/education and reading, study or training undertaken within the field.

11.12.4.5 Dissertation Paper Four (1000 words max)

Documentary evidence of professional supervisory contracts and any courses of training completed since the last review, including a letter of support for the applicant's request for reaffirmation of accreditation from the applicant's current supervisor. The letter shall indicate the contractual agreement and areas of focus for supervision since the last review.

11.12.4.6 Dissertation Paper Five (1000 words max)

A description of future plans as an EdConsult.

11.12.4.7 Dissertation Paper Six (3000 words max)

A paper relevant to supervisory/educational issues of a standard suitable for publication.

11.13 Extension of Accreditation as EdConsult

In the event that the applicant is not recommended for reaffirmation of EdConsult accreditation at the Review Committee, he/she shall re-present to a Review Committee within two years. Accreditation as an EdConsult will lapse if the applicant fails to present to a Review Committee. The NSWCCPE Secretary shall notify the Registrar of that fact.

Revised: 1/3/2023 (BJH and ARPSC)

SECTION 12: REVIEW COMMITTEE GUIDELINES

12.1 Role of the Chairperson of a Review Committee:

The role of the chairperson of a Review Committee is to:

- Ensure appropriate hospitality and comfort is provided to the candidate and to committee members.
- Facilitate the review.
- Keep the candidate informed of the timetable.
- Give a verbal report to the candidate of the decision and recommendations (in embryonic form).
- Forward a written report of the review, voting patterns and recommendations of the committee to the ANZACPE executive for ratification.

12.2 The specific duties of a Chairperson are to:

- i) Call the Committee of Review to order and facilitate decisions as to procedure, including use of the Presenter's report and time frames.

(NB: as a guide a review process will take between 2-3 hours and may have the following breakdown:

-Initial introductions of candidate to committee and delineation of expected time frames – 10 minutes;

-committee members discussion of issues presented in materials without candidate being present – 30 minutes;

-committee's discussion with candidate – 60 minutes;

-formulation of recommendations – 20 minutes;

-communication of committee's findings to candidate – 10-15 minutes.)

- ii) Communicate time frames for review process to the candidate.
- iii) With members of the committee, clarify issues to be raised with the candidate and after due discussion, invite the candidate to rejoin the committee.
- iv) Monitor the interaction between the candidate and committee members, facilitating discussion between both.
- v) Ensure there has been opportunity for issues raised by both committee members and candidate to be addressed before asking the candidate to leave while the committee deliberates.
- vi) Ask each member of the committee for their vote on the candidate's request.
- vii) Work with the committee to formulate recommendations according to the guidelines.

- viii) Consult with the committee members regarding their need for debriefing and suggest options for same to respond to impact of review process and effect closure. (The chairperson may need to seek separate debriefing from a member of the executive or a suitable colleague.).
- x) Invite the candidate to return to receive the decision and recommendations formulated by the committee and provide opportunity for clarification.
- xi) Inform the candidate that the decisions and recommendations from the Review committee will be ratified by the ANZACPE Professional Standards committee and forwarded to the appropriate accrediting body within the candidate's member organization.
- xii) Ascertain from the candidate the need for debriefing or further clarification and invite the candidate to negotiate with a suitable person, who may be a member of the committee. Attention should be given to the ability of this person to offer on-going support and supervisory consultation.
- xiii) Thank the committee members for their participation and their responsibility to maintain confidentiality.
- xiv) Compile a written report to the ARPS Committee in the case of a CP Supervisor Review Committee or to the ANZACPE Professional Standards committee as per the report template. Please forward the report **within 3 weeks of the Review.**

12.3 Guidelines for Formulation of Review Committee Recommendations

Recommendations made by Review Committees should be limited to the standards, outcome and objectives of the Accreditation.

Care needs to be taken that recommendations do not reflect the personalities of the committee or the agenda of a committee member.

Recommendations:

- i) The first recommendation should state clearly the Review Committee's decision in response to the candidate's request. (The candidate is only told if the vote was unanimous or not unanimous.)
- ii) Recommendations need to:
 - a) be consistent with post accreditation responsibilities and accountability
 - b) focus on professional development
 - c) Be expressed in a language that is understandable to the candidate, by members of future review committees and by persons/professionals consulted by the candidate. Particular care

needs to be taken if quotations from the candidate's written materials are used.

- d) Be stated in the third person.

12.4 Guidelines for the Preparation of a Presenter's Report.

The Presenter's report is a professional document summarising and evaluating the materials submitted by a candidate requesting review for accreditation.

- i) The 2-3 page report is based only on materials provided by the candidate, a copy to be provided for each review committee member and one for the member organization files, as the accrediting body.
- ii) This report provides a working document for the committee and should include the following:
 - a) the presenter's response to the material presented
 - b) a summary of previous committee findings
 - c) a summary and evaluation of the candidate's demonstration of meeting the standards for this level.
 - d) An evaluation of the candidate's supervisory practice thus far.
 - e) A brief appraisal of the candidate's strengths and weaknesses in professional practice including areas of concern and issues for discussion by committee members.
 - f) A recommendation to the committee regarding the candidate's request.

12.5 Role and Responsibilities of Review Committee members

- i) To have read and considered the materials presented by the candidate before they come to the review, being aware of the standards and ethical code against which the candidate is being assessed.
- ii) To develop a thoughtful understanding of the materials presented by the candidate, and to formulate questions that will invite and enable further elucidation of the candidate's understanding and practice.
- iii) To be mindful of the high professional standards required of a CPE review committee and aware of their contribution as one member of a panel.
- iv) To avoid any improper use of power, gender, theology/spirituality, group dynamics or therapeutic interventions that may appear to disadvantage a candidate.
- v) To recognise and respond to the professional leadership of the Chairperson.

- vi) To recognise that the focus of the review is an evaluation of the candidate's supervisory practice as distinct from supervision of the candidate.
- vii) Through supportive engagement to encourage the candidate to be clear and articulate in his/her responses.
- viii) Following the review process, to request appropriate debriefing if required, being mindful of confidentiality.

To be reviewed 2025

SECTION 13 ACCREDITATION APPEALS PROCEDURE (NSWCCPE)

13.1 Purpose of the Appeal Procedure.

13.1.1 The NSWCCPE Inc depends upon the professional and prudent judgments of its committees to conduct the appropriate assessment and make recommendations or decisions regarding the accreditation of CP Su. However, in cases where an individual feels that standards were violated which resulted in a negative recommendation/ decision, the right to request a review is ensured.

13.2 Principles of Appeal.

13.2.1 In the process of accreditation an applicant shall have a right to an orderly and complete review of a negative recommendation/decision.

13.2.2 An appeal is a review of a negative recommendation/decision regarding accreditation.

13.2.3 An appeal must be based on the grounds that such recommendation/decision was in disregard or violation of the NSWCCPE Inc Standards, Code of Ethics and Procedures set down for accreditation.

13.3 Procedures for Initiating an appeal.

13.3.1 If an applicant desires to appeal the recommendation/decision of a review committee, the applicant shall write to the ARPS Committee Convener within 30 days after the date of the written notice of the negative action. The specific grounds for initiating this appeal and supporting materials must be clearly stated in this written request.

13.4 The ARPS Convener will:-

13.4.1 appoint a three (3) member accreditation appeal review team and designate a secretary;

13.4.2 notify the chairperson of the original accreditation review committee of the appeal request and the composition of the appeal review team;

13.4.3 notify the President of the NSWCCPE Inc of the appeal request and the composition of the appeal review team;

13.4.4 notify the applicant of the names of three (3) member accreditation appeal review team.

13.4.5 The members of the accreditation appeal review team shall have no personal or professional conflict of interest and shall not have participated in the original action. The applicant has 14 days to challenge the composition of the appeal review team by notifying the ARPS Convener.

13.4.6 The ARPS Convener sends to each member of the appeal review team the grounds for the appeal.

13.4.7 The applicant sends one copy of the supportive materials to each of the members of the appeal review team.

13.5 Procedure of the appeal review.

13.5.1 The accreditation appeals team studies the following:

- the applicant's supportive materials previously submitted to the original accreditation review committee;
- the presenter's report (if any) with the review committee's action;
- the applicant's grounds for appeal.
- No other material may be considered.

13.5.2 The accreditation appeals team has no authority concerning the reasonableness of the NSWCCPE Inc standards although it may make in its conclusion remarks that are objectively pertinent to these standards and recommendations concerning them.

13.5.3 After reviewing the materials, the accreditation appeals team shall either uphold or deny the appeal.

13.5.4 If the appeal is upheld the applicant is granted a new Review Committee with the same materials.

13.5.5 The 3-member appeals team has 60 days from the initiation of the appeal to review and notify the applicant of the their response.

13.5.6 The decision of the accreditation appeals review team is final and binding for the NSWCCPE Inc.

13.6 Documentation of the Appeal.

13.6.1 The secretary of the accreditation appeals review team shall prepare a summary report including its findings, decisions and reasons. All three (3) panel members shall sign the summary report.

13.6.2 The accreditation appeal review team will send a copy of its summary report within 30 days following the rendering of its decision to the following:

1. the applicant;
2. the ARPS Convener;
3. the Chairperson of the original review committee;
4. the Secretary of the NSWCCPE Inc.

13.7 Cost of the appeal.

13.7.1 The NSWCCPE Inc will decide in regard to the payment of any reasonable expenses incurred during the process of the appeal.

To be reviewed 2025

SECTION 14 Supervisors Professional Development

- 14.1 NSWCCPE Inc expects all CPE supervisors to undertake twenty (20) units of Professional Development annually.
- 14.2 Each CPE supervisor shall forward to the ARPS Convenor a copy of their Professional Development Record by the 31st March each year.
- 14.3 Continuing registration and accreditation with NSWCCPE is dependent upon evidence of completed professional development.
- 14.4 Supervisors may apply for an exemption from professional development on the grounds of extended sickness or leave of absence from supervisory practice. The request for exemption shall be made in writing to the Executive Secretary of NSWCCPE, stating the grounds for exemption and the period of time for which the exemption is requested. Granting of exemption and pro rata determination of Professional Development hours required for the remainder of the year shall be determined by the NSWCCPE Executive.
- 14.5 Professional Development activity for CP Educators and Education Consultants shall include at least eight hours of Individual Supervision with an Accredited or Provisional Education Consultant each year.
- 14.6 Supervisors-in-Formation (Provisional CP Supervisors, CP Supervisors and Provisional CP Educators) shall undertake ten hours of Individual Supervision with an Accredited or Provisional Education Consultant each year.
- 14.7 Other professional development activities may include:
 - External peer group supervision (1 unit per hour)
 - Attendance at the Russell Fowler Oration (3 units)
 - NSWCCPE Professional Development Days (3 units)
 - NSWCCPE Residential Education Weekends (5 units)
 - Membership of an Accreditation Review Committee (2 units or 3 units as Presenter or Chair)
 - Attendance at workshops/seminars related to Supervision or Spiritual Reflection (3 units)
 - Attendance at ANZACPE Supervisors' Conference (6 units)
 - Presentation of teaching session (3 units per session)
 - Doctoral Studies or Research (8 units)
 - Journal or book publication (10 units)
- 14.8 CPE Supervisors may submit to the Convenor of the Accreditation, Registration and Professional Standards Committee other activities they consider relevant for approval.

SECTION 15: CPE CENTRES

15.1 Definition

A Clinical Pastoral Education Centre is a venue registered by the NSWCCPE Inc as an appropriate location for the conduct of recognised programs of Clinical Pastoral Education and operating in accordance with the NSWCCPE Inc's standards and guidelines.

15.2 History

The Centre shall maintain a written history of the Centre from the time of its inception, with particular reference to transition points.

15.3 Centre Structure

15.3.1 Location: The Centre shall exist in a location where there is evidence of a need for trained pastoral and spiritual care workers. It shall be situated in a milieu that actively recognizes and facilitates human growth and dignity. It shall have access to a pastoral context that is adequate for the number of students and that enables them to gain the depth of experience and understanding appropriate to their professional development. It shall provide a learning environment which offers opportunities for multidisciplinary contact and support from local community and faith groups.

15.3.2 Authorisation

A CPE Centre is granted authority to function by NSWCCPE Inc. It shall be administered by a CP Educator or CP Education Consultant accredited by NSWCCPE Inc. In respect of the registration of the Centre, the NSWCCPE Inc. retains the right to determine the qualification required of a CPE Centre Director.

5.3.3 Centre Director

The Administrator of the Centre shall be called the Centre Director. Centre Director shall be a CP Educator or CP Education Consultant appointed by NSWCCPE Inc. to plan, organize, and oversee the CPE programs of the Centre.

15.3.4 Facilities

The Centre shall have access to adequate administration facilities, meeting places and education equipment for the CPE programs and students. The Centre shall facilitate access to library facilities and copying services.

15.3.5 Registration

A CPE Centre shall initially be registered by the NSWCCPE Inc. for a period of five years. Subsequent registration shall be sought every five years. Registration will lapse after five years unless an extension of registration is granted by the NSWCCPE Inc.

15.3.6 Advisory/Professional Consultation Committee

An Advisory or Professional Consultation Committee shall be established in accordance with the NSWCCPE Inc's Terms of Reference for Advisory/Professional Consultation Committees. (See pp) The purpose of the Advisory/Consultation Committee is to provide professional and community consultation and support to the CPE Centre.

15.3.7 Agreements

The Centre shall operate in accordance with written agreements with the following entities:

- The host organisation
- Entities where students are placed for pastoral/spiritual practice, including satellite facilities used by the CPE Centre
- The Chaplaincy/ Pastoral Care/Spiritual Support Services Department of the host entity/entities. This agreement shall specify the relationship and responsibilities of the two departments and their administrators, in respect of the management of student placements, accountability, and activities.

The agreements will include:

- the time available for student placement
- the accountability process for student visits
- the administrative person in the placement to whom the student is accountable.
- The agreement will differentiate between the supervisor's role and the site coordinator/ manager's support role.

15.4 Centre Administration

15.4.1 Centre Director: The Centre shall be administered by a Centre Director appointed by the NSWCCPE Inc. The Centre Director shall ensure that the following are maintained:

- Centre records
- Centre finances
- Risk management
- Centre Student Handbook
- Course unit outlines and booklets
- website

15.4.2 Centre Records

The Centre shall maintain a database of contact details for all students. The Centre shall maintain a file for each student for a period of 7 years containing:

- Application materials
- Institutional/entity registration details
- Assessment materials
- Student End of Unit Evaluations.
- Supervisory evaluations and reports

The Centre shall maintain a file of all AGM Reports of the Centre's activity and of all the documents required for registration.

15.4.3 Finances

The Centre shall:

- maintain the finances necessary for the function of the Centre

- engage an independent person to provide an annual review/audit of the Centre's finances
- draw up an annual budget
- maintain a financial institution account into which all student fees are paid and from which Centre expenses and supervisors' remunerations are paid
- pay the annual Centre registration fee to the NSW College CPE
- pay the Administrative Secretary for the cost of producing NSWCCPE certificates

The Centre Director, in consultation with the Centre Advisory Committee/Professional Consultation Committee, shall determine the disbursement of funds from the Centre account.

15.4.4 Risk Management

The Centre Director shall:

- ensure that all appropriate insurance policies are maintained
- a regular risk assessment process is engaged
- a complaints procedure is regularly updated and published
- a backup plan is in place to provide sick leave for all supervisory staff
- a well-defined succession plan is in place for future leadership of the Centre.

15.4.5 Centre Student Handbook

The Centre Director shall be responsible for developing and updating a Handbook for the Centre. The Student Handbook shall provide information concerning:

- the host organisation — mission, protocols, policies and procedures to be followed
- the aims and objectives of each CPE program offered by the Centre
- the respective responsibilities of student and supervisor for student learning
- student responsibilities and accountability within the host organisation.

15.4.6 Course Unit Booklets

In addition to the Student Handbook, each student undertaking a level of CPE (Foundational 1 and 2, Specialist 3, Advanced 4) shall be provided with a Course Unit Booklet containing a detailed outline of the course content and a course timetable.

15.4.6 Website

The Centre Director shall provide up-to-date information about Centre personnel and educational programs for publication on the NSWCCPE Inc website.

15.5 Education Programs, Curricula, and Evaluation

15.5.1 The programs offered by the Centre shall be based on the definition of CPE as stated in the Constitution of the NSWCCPE Inc.

15.5.2 Group size: A CPE group shall have a minimum of three and a maximum of six students unless otherwise authorised by the College.

15.5.3 The programs of the centre shall follow a curriculum that meets the standards set out in the NSWCCPE Handbook 2023 and that complies with the Course Unit Outlines specified in the NSWCCPE Academic Manual.

15.5.4 The aims, objectives, learning outcomes and assessment tasks for each course and unit shall be those stated in Course Unit Outlines for Foundational CPE 1 and 2, Specialist CPE 3, and Advanced CPE 4 as specified in the NSWCCPE Handbook 2023.

15.5.5 For each unit of CPE (1, 2, 3 and 4) a Course Unit Booklet shall be developed and issued to each student participating in that unit. The Course Unit Booklet shall specify the course content and timetable and shall conform to the requirements set out in the NSWCCPE Handbook 2023.

15.5.6 The implementation of the curriculum shall adhere to the adult learning model of action-reflection and shall take into account the individual student's goals or learning needs as well as the requirements of placement entities.

15.5.7 Didactic presentations shall take account of students' learning needs, course outcomes, and topics and issues relevant to the students' placement context(s).

15.5.8 When available, professional personnel may be invited to discuss relevant issues with the CPE group.

15.5.9 Assessment The assessment of each unit shall be in accordance with the assessment requirements of the Course Unit Outline for each unit (CPE 1, 2, 3, 4). Assessment criteria shall be developed for each CPE unit, differentiating between work undertaken at undergraduate and graduate levels, the distinction applying to both award and non-award students at each level. A copy of the criteria shall be included in the Course Unit Booklet given to each student.

15.5.10 Reports

At the completion of the unit, the supervisor shall write a report for each student supervised stating:

- the details of the clinical placement
- the goals set by the student
- an assessment of the student's level of achievement of the goals with supporting evidence from the student's Pastoral Encounter Review materials
- an assessment of issues for further development
- the supervisor's observations of the student's participation in the group process
- an assessment of the student's level of competency in each of the standards applicable to the CPE unit undertaken. The assessment shall be based on evidence in the student's written materials.

The report shall be discussed with the student at the final individual supervision and signed by both student and supervisor.

A copy of the report shall be placed in the student's confidential file to be kept for a period of seven years.

15.5.11 End-of-unit survey

Students shall be given a student survey form to be completed anonymously at the end of the course. Feedback from the student survey shall be considered for development and implementation of future units.

15.5.12 Supervisor Evaluation

The Centre Director shall ensure that the supervisor responsible for a unit shall write an evaluation of the unit to be kept in the Centre files for seven years.

15.6 Student Selection and Placement

15.6.1 The Centre shall develop a policy concerning the student selection and placement process, which will include:

- The application process and the information provided to prospective students concerning the CPE Unit requirements and the requirements of the pastoral placement
- The process of establishing an initial contact
- The documentation required for an application
- The interview process and questions
- The selection of interviewers
- The process for informing successful and unsuccessful students
- The allocation of students to a supervisor and the placement process
- The orientation to the requirements of the host entity

15.6.2 The Centre shall provide significant opportunities for pastoral/spiritual care practice and enable participants to function as student pastoral/spiritual care practitioners at a level appropriate to their experience and professional development.

15.7 Centre Director Accountability

15.7.1 The authorised CPE Centre Director is accountable for the maintenance of the NSWCCPE Inc. Standards for all CPE programmes conducted in a Centre.

15.7.2 Centre Director Responsibilities

The Centre Director is responsible for ensuring the following:

15.7.2.1 Liaison with the host entity concerning programs and student placements.

15.7.2.2 Ensuring that the programs offered by the Centre comply with the curriculum and academic standards of the NSWCCPE Inc. and the Sydney College of Divinity.

15.7.2.3 Annual consultation with all Centre supervisors concerning the programs to be offered each year and the allocation of supervisors to each program.

15.7.2.4 Notification to the NSWCCPE Inc of the details and dates of all programs to be offered each year.

15.7.2.5 Ensuring that details and dates of Centre programs are available on the College website and other relevant locations and are regularly updated.

15.7.2.6 Ensuring that student interviews are conducted prior to each program in accordance with the guidelines of 15.6.1.

15.7.2.7 Ensuring that students in Centre programs are registered with the NSWCCPE Inc's Administrative Secretary.

15.7.2.8 Ensuring that all policies stipulated by NSWCCPE Inc, and the host institution are adhered to and are available to the students.

15.7.2.9 Overseeing the work of the supervisors in the Centre.

15.7.2.10 Overseeing the progress of supervisors-in-training in compliance with the requirements of the NSWCCPE supervisor education program and the CP Supervisor and CP Educator accreditation processes.

15.7.2.11 Facilitating the professional development of the Centre supervisors.

15.7.2.12 Encouragement of supervisors to consider research projects with provision of leave-of-absence to enable opportunities for research or the awarding of a scholarship.

15.7.2.13 Development of relationships within the wider community including

church/faith/spiritual communities.

15.7.2.13 Provision of an annual report to the Annual General Meeting of the College including details of changes in personnel.

15.7.2.14 Completion of the NSWCCPE Inc. form confirming that the necessary student consents have been obtained.

15.7.2.15 Ensuring that a written statement has been received from a candidate for accreditation as CP Supervisor or CP Educator, declaring that the personal information of supervisees, patients, and other clients has been de-identified.

15.7.3 Centre Director Appraisal

15.7.3.1 As required by the Sydney College of Divinity, the Centre Director shall undergo an annual appraisal.

15.7.3.2 The appraisal shall be organised by the ARPS Committee.

15.7.3.3 The appraisal shall take into account the Centre Director responsibilities listed in 15.7.2.

15.8 Centre Staff

15.8.1 Personnel

The Centre shall work with, or obtain the services of, the following personnel:

15.8.1.1 One or more accredited CPE Supervisors, CPE Educators or CPE Educational Consultants except with special permission from NSWCCPE Executive/Council.

15.8.1.2 Such theologians, psychologists, and interdisciplinary staff as necessary for the education of students.

15.8.1.3. Secretarial services as required.

15.8.2 Centre Supervisors

Supervisors working within the Centre shall:

15.8.2.1 be accountable to the Centre Director for the maintenance of NSWCCPE Inc. Standards.

15.8.2.2 uphold the standards and policies of the Centre in the selection of students and implementation of the curriculum.

15.8.2.3 accept the number of students viable in the setting and circumstance, taking account of the group size authorised by standard 15.5.2.

15.8.2.4 uphold a decision about the dismissal of a student as determined by the Centre Director in consultation with the student's supervisor and other relevant personnel.

15.8.2.5 respect the philosophy of the entity providing the pastoral placement.

15.8.2.6 receive the required number of individual supervision sessions each year as set out in the NSWCCPE Inc. Supervisor Declaration Form.

15.8.2.7 attend the NSWCCPE Inc. Supervisor Professional Development Days and Residential Weekends and present material for peer supervision.

15.8.2.8 adhere to the NSWCCPE Professional Development Policy.

Supervisors-in-Formation shall also:

15.8.2.9 complete the NSWCCPE Inc education program required of Supervisors-in Formation

15.9. Policies and Procedures

The Centre shall develop and adhere to the following policies and procedures to ensure professional functioning:

- 15.9.1 Interview and Selection of Students
- 15.9.2 Student Clinical Pastoral Placement
- 15.9.3 Networking with Allied Professionals for Student Education
- 15.9.4 Refunding of Student Fees
- 15.9.5 Dismissal of Students
- 15.9.6 Exit Interview
- 15.9.7 Quality Control of Program
- 15.9.8 Harassment, Victimization, & Discrimination
- 15.9.9 Privacy and Filing
- 15.9.10 Library Access
- 15.9.11 Grievance and Complaints
- 15.9.12 Structure & Function of CPE Advisory Committee
- 15.9.13 Adherence to the Policies of the Host Institution, especially concerning Volunteers
- 15.9.14 Risk Management.

15.10 Application process for joining another Centre

15.10.1 Purpose and Rationale

The purpose of this application process is to provide a Centre Director with an opportunity to be fully informed regarding the professional functioning of a Supervisor-in-Formation, a CP Supervisor, a CP Educator, or an Education Consultant who is seeking permission to work in that Centre.

The process aims to ensure that an applicant provides full disclosure of the applicant's background, professional formation, and professional practice history. The requirement for the Centre Director to interview the applicant with another Centre Director offers collegial support in identifying the challenges of an applicant's human and professional strengths and weaknesses. The broader consultative process with the chairpersons of the Executive and ARPS Committees enables a Centre Director to become aware of any issue/s related to the applicant's functioning within the NSW or other CPE Association. Referral to those committees complies with the Centre Director's ethical responsibility to maintain a safe environment for students within the Centre. Each step is essential in supporting the Centre Director in accepting a new supervisor into the Centre.

15.10.2 Application

The applicant (SIF, CP Supervisor, CP Educator or Education Consultant) is required to provide the following documentation:

- 15.10.2.1: A formal letter of request stating the reason for the application.
- 15.10.2.2: Two or more references, including at least one reference from the Centre Director(s) and/or supervisor(s) with whom the applicant has worked, and a statement from the Pastoral/Spiritual Care Manager or Chaplain Co-ordinator concerning the applicant's working relationships with institution personnel.
- 15.10.2.3 A CV stating educational background, religious/spiritual affiliation, and CPE history.
- 15.10.2.4 A letter stating the applicant's good standing with the religious/spiritual organisation with which the applicant is affiliated.
- 15.10.2.5 Reports and recommendations from previous Review Committees.

- 15.10.2.6 A statement of the applicant's plans concerning continuing supervisory formation and education.
- 15.10.2.7 A letter from the ARPS Committee, or if the applicant is from interstate, a letter from the Professional Standards Committee of the relevant CPE association. The letter will state any professional issues that have been or are still being addressed in relation to the applicant. It will also offer a detailed statement of the applicant's standing in that CPE Association.
- 15.10.2.8 A brief statement of the applicant's reasons for seeking to join the Centre and the support expected to be provided by the Centre Director during the applicant's tenure in the Centre.

15.10.3 The Application Process

- 15.10.3.1 Upon receipt of the application, the Centre Director will arrange for the applicant to attend an interview with the Centre Director and a Centre Director from another NSW CPE Centre.
- 15.10.3.2 Following the interview, the Centre Director will notify and consult with the chairpersons of the ARPS and Executive Committees regarding the content of the application. Approval from those committees is required before the applicant is granted permission to work in the Centre.
- 15.10.3.3 The ARPS Committee or the Executive may make certain recommendations concerning the applicant's functioning within the Centre.
- 15.10.3.4 The recommendations will be included in the letter of acceptance sent to the applicant.
- 15.10.3.5 In the event that the request is declined, the applicant will be informed by letter of the reasons for non-acceptance.

SECTION 16: CODE OF ETHICS FOR SUPERVISORS

This code is a statement of ethical values, responsibilities and professional accountabilities of Clinical Pastoral Supervisors, Clinical Pastoral Educators, and Education Consultants accredited by the NSWCCPE Inc., and of supervisors-in-formation permitted by the NSWCCPE Inc. to provide Clinical Pastoral Supervision during their period of formation. The code serves as a framework for ethical practice and decision-making within the context of clinical pastoral education, consultancy and supervision occurring under the auspices of the NSWCCPE Inc. To be effective, it must be understood and internalised by all those to whom it applies. To be effective, it must be understood and internalised by all those to whom it applies.

16.1 Preamble: The value on which the code is based is that of unbiased compassionate concern for every person. The practice of unbiased compassionate concern entails three general ethical principles: respect, probity, and integrity in practice.

- A. Respect honours the rights and dignity of every person irrespective of age, race, culture, ethnicity, disability or illness, gender, sexual orientation, nationality, politics, language, religious or spiritual beliefs, legal, economic, or social status.
- B. Probity entails honesty, trustworthiness, incorruptibility and incorporates the principles of beneficence, non-maleficence and responsibility to clients/patients/residents and to the profession of pastoral/spiritual care.
- C. Integrity in practice requires commitments to high standards in teaching; to competence in engagement with patients, clients, residents, students and colleagues; and to regular supervision.

16.2 General Principles.

- 16.2.1 Supervisors are aware of their humanity in both its strength and its weakness.
- 16.2.2 Supervisors are humbly aware of their frailty and their ability to be unconsciously destructive in human relationships, sometimes despite their endeavours to do otherwise.
- 16.2.3 Supervisors are aware of the inequalities between humans in society that can be a source of power and coercion over others. The inequalities may be cultural, hierarchical, organisational, racial, religious, or gender based.
- 16.2.4 Supervisors are aware that there are sources of injustice in families, workplaces, and politics in which they may be unconsciously involved.
- 16.2.5. Supervisors are aware of the subtleties of their own human interactions that lead to disenfranchisement and powerlessness as well as hopelessness and helplessness in others.
- 16.2.6. Supervisors behave and relate professionally toward those people with whom they are in a professional relationship and do not enter into dual or multiple relationships that interfere with professional and supervisory relationships.
- 16.2.7 Supervisors respect the integrity of others.
- 16.2.8 Supervisors respect the right to privacy of others.
- 16.2.9 Supervisors treat confidentially all communications with students unless agreed

with the student involved.

- 16.2.10 Supervisors create a culture of confidentiality in their programs and the situations in which they are supervising or consulting.
- 16.2.11 Supervisors are careful to take no decision or action that may harm others with whom they work.
- 16.2.12 Supervisors are aware of the implicit and explicit power in the supervisory alliance and do not use that power to harm or disadvantage a student or others with whom they work.
- 16.2.13 Supervisors do not use cultural, racial, gender or other differences to disadvantage students or others with whom they work either as colleagues or professionally.
- 16.2.14 Supervisors enhance and enrich the growth and ability of their students.
- 16.2.15 Supervisors commit to the maintenance and growth of their professional qualifications and to this end continue in supervision and other learning experiences.
- 16.2.16 Supervisors use supervision, therapy, or consultation with peers when they encounter difficult situations or when they are in doubt.
- 16.2.17 Supervisors respect the rights and integrity of the institution(s) and staff where they conduct CPE courses and where students are placed.
- 16.2.18 Supervisors negotiate openly, fairly, and equitably any arrangements they make with placement organisations.
- 16.2.19 Supervisors educate their students to conduct themselves professionally within the institution and with the personnel of the institution.
- 16.2.20 Supervisors educate their students to abide by the rules of the placement organisation.

16.3 Selection of Students

- 16.3.1 Supervisors conduct assessment interviews for prospective students with respect, honesty, and transparency.
- 16.3.2 Supervisors approach the selection of CPE students with the care and diligence necessary to assess their suitability for pastoral education.
- 16.3.3 Supervisors establish and operate a selection process that is fair to all prospective students. Interviews and other methods of selection are conducted conscientiously and professionally.
- 16.3.4 Supervisors respect the privacy of prospective students by not exploring or seeking information beyond what is necessary to assess their suitability for pastoral education. They avoid interpretation, the use of therapeutic methods, and attempts to surprise trick or entrap prospective students during the assessment process. All materials provided by prospective students are treated confidentially and are either returned to them or destroyed when they are no longer needed.

- 16.3.5 Wherever possible, assessment interviews are conducted by at least two people one of whom is the person who will be supervising the prospective student. Immediately after an interview those conducting the interview will reflect on the interview and assess its fairness.
- 16.3.6 Interviews should follow a similar procedure, using the same questions of each applicant, and shall be consistent with good practice. Reasons for inclusion exclusion from a unit shall be confidentially recorded by the interviewers.
- 16.3.7 Prospective students will be notified as soon as possible after a decision has been made.
- 16.3.8 Prospective students who are not accepted may ask for the reasons for non-acceptance. They shall be given an opportunity to appeal the decision to the NSWCCPE Inc whose decision is final.

16.4 Transparency

- 16.4.1 Before commencing supervision, a supervisor will disclose to the prospective student the nature of the supervision to be undertaken. This explanation will include the course requirements of:
 - NSWCCPE Inc.
 - the Centre and
 - the requirements of the institution in which the course is conducted.
- 16.4.2 Time will be given for prospective students to ask questions and have them satisfactorily answered.
- 16.4.3 In interviewing prospective students, supervisors will seek to determine what they desire to learn and will discuss with each applicant whether the CPE unit provided by that centre is likely to meet that person's learning needs.
- 16.4.4 Supervisors declare to prospective students their orientation to supervision and pastoral/spiritual care so that together they can decide whether they wish to work together.
- 16.4.5 Information provided to applicants shall include in written form:
 - details of the location.
 - details of the time requirements.
 - details of the pastoral/spiritual placement.
 - details of the course requirements.
 - details of the course components.
 - details of the cost of the course and payment dates and methods.
 - Details of the census date and the date for withdrawal from the program without financial penalty.

16.5 Supervising in Groups.

- 16.5.1 Supervisors are alert to the subtle pressures that develop in groups and seek to prevent any discrimination between members or between members and themselves. Such discrimination may be cultural, racial, religious, gender, social or organisational in nature.
- 16.5.2 Supervisors encourage members of groups to understand and maintain the confidentiality of the group and the integrity of the group process.
- 16.5.3 Supervisors prevent disempowerment of students by any group process in which they are involved.
- 16.5.4 Where open groups are used their purpose shall be explained to the student group.
- 16.5.5 Where therapy issues arise in an open group they will be specifically contracted for and shall remain confidential to that process and not used in other aspects of the course.
- 16.5.6 Students are entitled to opt out of any group process they experience as intolerable.

16.6 Supervising Individually.

- 16.6.1 Supervisors respect the individuals they are supervising and have as their focus and motivation the growth of the student.
- 16.6.2 Supervisors are careful not to create any dual relationship that harms the prior supervisory relationship.
- 16.6.3 Where there are existing prior relationships between the supervisor and the student, the supervisor does not breach the boundaries of either the prior relationship or the supervisory relationship and is careful to avoid situations of potential abuse or harm.

16.7 Assessment.

- 16.7.1 In the assessment of students, supervisors take into account the NSWCCPE Inc's learning outcomes for the specific level for which the student is enrolled.
- 16.7.2 Supervisors have a clear idea about their expectations of students and communicate these expectations to students at the commencement of the unit.
- 16.7.3 Supervisors seek objectivity in their assessment of their students. An assessment instrument may be used to assist in achieving that objectivity.
- 16.7.4 The nature of any report written by the supervisor shall be agreed between the supervisor and the student at the commencement of the course.
- 16.7.5 Where an organisation sponsors students and requests some feedback from the supervisor the nature of this feedback is negotiated with the student and the organisation before commencement of the course. These negotiations include the nature of the feedback and how and when it will be given. The feedback shall be in a form that minimises the effect on the supervisory relationship and respects the rights and dignity of all involved.

16.7.6 All assessments are accompanied by an appeal procedure.

16.8 Closure.

- 16.8.1 Supervisors facilitate the process of closure at the end of the unit by providing adequate time for that process. Students and supervisors shall complete units in a manner such that the separation is a learning experience.
- 16.8.2 Continuing contact with other group members shall be discussed by the group prior to the completion of the CPE unit. To replace Attempts to establish inappropriate contacts with other group members are discussed so that they can be understood.
- 16.8.3 Supervisors do not defer closure of a unit by delays in issuing final reports. Any unforeseen delays are to be remedied as quickly as possible.

16.9 General Comments.

- 16.9.1 Supervisors conduct their practice of supervision in accordance with this code of ethics. If a particular issue is not mentioned in this code, they act in accordance with the spirit of the code.
- 16.9.2 Supervisors relate to and conduct business with their accrediting bodies honestly and with integrity. Should disputes arise they will seek to resolve them directly with the accrediting body and if that fails, they will follow the complaints procedure provided.
- 16.9.3 Breaches of this code of ethics will be viewed seriously and could lead to the NSWCCPE Inc withdrawing accreditation.

I.....agree to supervise in accordance with this Code of Ethics.

Signed.....Date.....

To be revised 2025

SECTION 17: Code of Ethics for Supervisees

This code is a statement of ethical values, responsibilities and accountabilities of all Supervisees who participate in Introductory, Foundational, Specialized, Advanced and Supervisory CPE courses provided at Centres registered or provisionally registered by the NSWCCPE Inc. It is to be read in conjunction with the requirements of the Centre in which the course is taken. The code serves as a framework for ethical practice and decision-making within the context of educational processes and training. To be effective, it must be understood and internalised by all those to whom it applies.

17.1 Preamble

The value on which the code is based is that of unbiased compassionate concern for every person. The practice of compassionate concern entails three general ethical principles: respect, probity, and integrity in practice.

- A. Respect honours the rights and dignity of every person irrespective of age, race, culture, ethnicity, disability or illness, gender, sexual orientation, nationality, politics, language, religious or spiritual beliefs, legal, economic, or social status.
- B. Probity entails honesty, trustworthiness, incorruptibility and incorporates the principles of beneficence, non-maleficence and responsibility to clients/patients/residents and to the profession of pastoral/spiritual care.
- C. Integrity in practice requires commitment to active engagement with the CPE process of learning; to competence in engaging with patients, clients, residents, other students, colleagues, and staff members; and to regular supervision.

17.3 General Principles.

These principles indicate the standard to which students aspire during their training.

- 17.3.1 Students are aware of their humanity both in its strength and its weakness.
- 17.3.2 Students are humbly aware of their frailty and their ability to be unconsciously destructive in human relationships, sometimes despite their endeavours to do otherwise.
- 17.3.3 Students are aware of the inequalities between humans in society that can be a source of power and coercion over others. These can be cultural, hierarchical, organisational, racial, religious or gender based.
- 17.3.4 Students are aware of the sources of injustice that can exist in families, workplaces, and other situations and earnestly seek to understand how to withstand them.
- 17.3.5 Students are alert to the politics into which they can be unconsciously drawn and seek to learn ways of resolving the conflicts.
- 17.3.6 Students seek to learn the subtleties of their own human interactions that lead to disenfranchisement and powerlessness as well as hopelessness and helplessness.
- 17.3.7 Students respect the integrity of others.

17.4 Responsibilities of CPE Students

- 17.4.1 Students take responsibility in using the learning opportunities provided by the course.
- 17.4.2 Students abide by and respect the rules and practices of the institutions and placements in which they are learning.
- 17.4.3 Students behave and relate professionally toward those people with whom they are in a professional relationship and not permit the muddying of those relationships with dual or multiple relationships that are destructive.
- 17.4.4 Students respect the right to privacy of their supervisor, fellow students and those to whom they relate as pastoral/spiritual care practitioners.
- 17.4.5 Students treat as confidential all communications with other students and those to whom they relate as pastoral/spiritual care practitioners, unless otherwise agreed.
- 17.4.6 Students hold as confidential all information about other students and those to whom they relate as pastoral/spiritual care practitioners both during the CPE program and afterwards.
- 17.4.7 Students act benevolently toward fellow students and those to whom they relate as pastoral/spiritual care practitioners.
- 17.4.8 Students learn to be aware of the implicit and explicit power in both the supervisory alliance and the pastoral relationship. They do not use that power to harm or disadvantage supervisors, fellow students or persons to whom they relate as pastoral/spiritual care practitioners.
- 17.4.9 Students learn to be aware of cultural, racial, gender, religious and other differences. They do not use these differences to disadvantage supervisors, fellow students or those whom they relate as pastoral/spiritual care practitioners.
- 17.4.10 Students endeavour to enhance and enrich the growth and ability of their fellow students and those whom they relate as pastoral/spiritual care practitioners.
- 17.4.11 In accepting positions in a CPE Program students agree to:
 - enter into the education process and not hinder the learning of other students.
 - work cooperatively with their supervisor(s) in the building of a working alliance.
 - cooperatively develop goals and objectives that are attainable within the course.
 - negotiate with the supervisor a learning covenant in an open and honest manner.
 - where a dispute arises that cannot be settled directly they will use the Centre's procedures and
 - if that fails, they will use the NSWCCPE Inc's Complaints procedure.

I.....agree to work in accordance with this Code of Ethics.

Signed.....

Date.....

SECTION 18: NSWCCPE COMPLAINTS AND GRIEVANCE POLICY

- 18.1 It is the policy of the NSWCCPE Inc that any person making a complaint or being complained about should be treated in a sensitive and caring manner and according to the principle of natural justice.

18.2. Purpose

This Policy is adapted from the Complaints and Grievance Policy of the Australian University College of Divinity with the aim of producing a document that closely conforms to the principles and procedures operating across the Member Institutions of the AUCD. The NSWCCPE adaptation of the policy applies to students enrolled in CPE and Supervisor Education units conducted by the NSW College of Clinical Pastoral Education (NSWCCPE). It also applies to Supervisors-in-Formation, CP Supervisors, CP Educators and CP Education Consultants accredited or given permission to function by NSWCCPE. It sets out the principles and procedures for responding to a request from a CPE student or supervisor for a review of a decision and/or an appeal against a decision. It also sets out the principles and procedures for responding to a complaint or a grievance lodged by a NSWCCPE student or supervisor.

The policy aims to ensure that NSWCCPE students, Supervisors-in-Formation and provisional and accredited CP Supervisors, CP Educators, and Education Consultants have access to a fair process should they wish to raise a concern relating to their current or past involvement with NSWCCPE. It also commits NSWCCPE to deal with complaints, grievances and review requests in a timely manner and without bias.

18.3. Application

18.3.1 This Policy applies to all students who are prospective, currently enrolled, or recent graduates of the NSW College of Clinical Pastoral Education and to Supervisors-in-Formation, Provisional and Clinical Pastoral Supervisors, Provisional and Clinical Pastoral Educators and Provisional and Clinical Pastoral Education Consultants who are members of the NSW College of CPE.

18.3.2 It sets out the process to be followed by CPE students and supervisors seeking a review or wishing to make a complaint or formulate a grievance.

The process is as follows:

- 1) initiate a *request for review of a decision* (Stage 1: Informal)
- 2) raise an *appeal* (Stage 2: Informal)
- 3) lodge a *complaint* (Stage 3: formal)
- 4) file a *grievance* (Stage 4: formal)

18.3.3 It relates to NSWCCPE decisions concerning:

- interview and acceptance processes
- credit for successful completion of a CPE unit or supervisor education unit
- marking and grades
- issue of certificates
- conduct and progression within CPE units and supervisor education units
- placement location and specialisation requests
- customer service and administration
- marketing and information
- facilities
- fees and financial matters
- student wellbeing issues
- request for transfer between CPE Centres
- deferral, suspension or cancellation of enrolment

18.3.4 This Policy does not apply to complaints about sexual harassment or assault. See the Sexual Harassment Policy in this Handbook.

18.4. Definitions

Term	Definition
<i>Request for Review of Decision</i>	The first stage of this policy in which an enrolled or prospective student or supervisor makes a request to NSWCCPE to 'reconsider' or 'review' a decision made within NSWCCPE
<i>Raise an Appeal</i>	The second stage of this policy in which a student or supervisor who is unsatisfied with the outcome from Stage 1 may escalate the issue to the NSWCCPE President or Vice President by raising an Appeal.
<i>Lodge a Complaint</i>	The third stage of this policy in which a student or supervisor who is unsatisfied with the outcomes from Stages 1-2 may lodge a formal Complaint with the Complaints Officer appointed by the NSWCCPE Council.

<i>File a Grievance</i>	The fourth stage of this policy in which a student or supervisor is unsatisfied with the outcomes from Stages 1-3 files a formal Grievance with the NSWCCPE Council. The Council appoints a Grievance Committee who will investigate the matter and report as soon as possible but no longer than 4 weeks. If the student or supervisor remains unsatisfied with the outcome the student or supervisor may request the Council to refer the matter to the Student Ombudsman in the case of a student or to Mediation in the case of a supervisor.
<i>Complainant</i>	The person making a complaint.
<i>Grievant</i>	The person making a grievance.
<i>Grievance Committee</i>	The group appointed by the NSWCCPE Council to investigate and report on a grievance that has been filed by a student with the Council in relation to an unresolved matter.
<i>Respondent</i>	The person responsible for addressing the request, appeal, complaint or grievance whether formal or informal.
<i>CPE Supervisor/Teacher</i>	The person accredited, or granted permission, by the NSWCCPE Council to conduct a CPE unit or a Supervisor Education Unit or to teach a particular unit of study.
<i>Staff</i>	Any person currently employed by the NSWCCPE Council
<i>Prospective Student</i>	Any person seeking to enrol in a CPE unit or a supervisor education unit through NSWCCPE
<i>Supervisor</i>	Any person granted permission by NSWCCPE to function as a Provisional Supervisor, a Provisional Educator or a Provisional Education Consultant or who is accredited as a CP Supervisor, CP Educator, or Education Consultant
<i>Supervisor-in-Formation SIF</i>	Any person granted permission by NSWCCPE to function as a Provisional CP Supervisor or Provisional CP Educator who has not been accredited as a CP Educator
<i>Student Ombudsman</i>	The official external person appointed to address grievance processes where an outcome has not been satisfactorily reached through the internal institutional policy and processes and where that process is now exhausted.

	Information about contacting state-based representatives can be found on the <i>Study Assist</i> website: https://www.studyassist.gov.au/support-while-you-study/higher-education-student-complaints
<i>Support Person</i>	Means any individual who accompanies for the purpose of providing support to the student or responder (such as a family member, friends, counsellor or other professional support person but not a legal practitioner). Noting that such a person is not there to advocate, speak or act on behalf of the individual they are supporting.

18.5. Policy Intentions

18.5.1 This Policy and its associated Procedure recognise that effective management of concerns:

- contributes to an improved educational environment for students
- assists NSWCCPE to improve students' and supervisors' experience by identifying areas of risk and areas for improvement.

18.5.2 The policy provides students and supervisors with access to a clearly outlined four-stage process for handling Requests for Review, Appeals, Complaints and Grievances. It contains both informal and formal stages that encourage students and supervisors, in the first instance, wherever possible, to resolve concerns or difficulties directly with the person(s) concerned. In addition

18.5.3 Enrolled students accessing any stage of this process remain enrolled in their program whilst the process is ongoing and until a final decision has been made. In the case of supervisors, they will continue to function as supervisors until a final decision has been made.

18.5.4 If any part of the process results in a decision or recommendation in favour of the student or supervisor, NSWCCPE must immediately implement the decision or recommendation and/or take the preventive or corrective action required by the decision and advise the student or supervisor of that action (National Code, Standard 10, item 10.4).

18.5.5 Students and supervisors no longer enrolled in a NSWCCPE unit and wishing to lodge a grievance retrospectively should direct their grievance to the NSWCCPE Complaints Officer.

18.5.6 Enrolled students or supervisors wishing to raise issues or concerns should direct their initial enquiry to the NSWCCPE Contact Person.

18.5.7 The following principles govern the process of dealing with review requests, appeals, complaints and grievances:

- *Confidentiality*: All parties have a basic obligation to maintain confidentiality. However, procedural fairness requires that the respondent knows who has raised a Request for Review, Appeal, Complaint or Grievance.
- *Procedural Fairness*: Both the complainant and the respondent must receive appropriate information, support, and assistance in resolving the issue. Processes followed are transparent, consistent and supported by ethical and equitable practices.
- *Freedom from Unfair Repercussions or Victimization*: NSWCCPE will take all necessary steps to ensure that victimization does not occur. Any staff member or supervisor who is shown to have victimized a student will be subject to appropriate disciplinary action.
- *Respect for all Parties*: All issues raised, whether as a Request for Review, Appeal, Complaint or Grievance must be dealt with sensitively, and with care for all involved.
- *Timeliness*: Time limits set out in this Policy are aimed to enable a swift and efficient resolution to the issues raised. However, they may be altered by the NSWCCPE for the purposes of properly considering the matter with the consent of all parties. All parties should be kept informed of the progress and advised if resolution of the matter is likely to extend beyond the period noted, in writing if requested.
- A matter may be dismissed or discontinued at any time if found to be frivolous, vexatious or result in abuse, harassment or victimisation to any person.
- A student or supervisor may withdraw a Request for Review, Appeal, Complaint or Grievance at any stage.
- Where an issue results in the need for any meeting or hearing, the student or respondent may be accompanied by a Support Person. The Support Person:
 - 1) may not act as advocate
 - 2) may not be a person who was, or may be perceived to be involved in, or associated with the issue being managed
 - 3) must not be a legal practitioner unless permitted in writing by NSWCCPE

18.6. Procedure: Stages and Process

Stage 1: Request for Review of a Decision (Informal)

At the first stage, a student or supervisor requests NSWCCPE to 'reconsider' or 'review' a decision that the Member Institution has made.

The Request for Review is to be made in writing by the student or supervisor stating the issue and the desired outcome. This request should be sent to the person immediately responsible for the issue raised by the student, ie to the supervisor of the CPE unit or to the teacher of the Supervisor Education unit, or to the Registrar for an admission decision.

Upon receipt of the Request for Review, the supervisor/teacher/registrar must:

- acknowledge receipt of the request within 5 business days
- clearly respond to the request in no less than an additional 5 business days
- provide information to the student or supervisor about the next available course of action in the event of the student's/supervisor's dissatisfaction with the outcome of this *Request for Review of Decision*.

Stage 2: Raise an Appeal (Informal)

The second stage of this policy in which a student or supervisor who is unsatisfied with the outcome from Stage 1 may escalate the issue to the NSWCCPE President by raising an Appeal. This Appeal is to be made in writing and must include grounds as to why the original and subsequent decision made concerning the matter has been insufficient. The appeal should also clearly identify the student's desired outcome.

The NSWCCPE President must:

- acknowledge receipt of the Appeal within 5 business days
- clearly respond to the Appeal in no less than an additional 5 business days
- provide information to the student about the next available course of action should the student be unsatisfied with the outcome of this raised *Appeal*
- provide a copy of the Appeal and the Response to the NSWCCPE Council

Stage 3: Lodge a Complaint (Formal)

The third stage of this policy in which a student or supervisor who is unsatisfied with the outcomes from Stages 1-2 may lodge a formal Complaint with the Complaints Officer of the NSWCCPE Council.

Lodging a Complaint must be done in writing by the Complainant using the form supplied by NSWCCPE and must include documentary evidence from Stages 1 and 2. It must also clearly outline the Complainant's dissatisfaction with the decision, action, process or omission to which the NSWCCPE Council is Institution is asked to officially respond.

The Complaints Officer must:

- acknowledge receipt of the Complaint within 5 business days
- respond to the Complainant within an additional 20 business days
- provide information to the Complainant about the next available course of action should the student be unsatisfied with the outcome of this lodged *Complaint*
- provide a copy of all documentary evidence including the response to the NSWCCPE Council

Stage 4: File a Grievance (Formal)

In the event of a student or supervision being dissatisfied with the outcomes from Stages 1-3 the fourth stage involves the filing of a formal Grievance with the NSWCCPE Council requesting that an external review be conducted.

Filing a Grievance must be done in writing by the Grievant using the form supplied and must include documentary evidence from the previously actioned Stages 1-3. It must also clearly outline the dissatisfaction with a decision, action, process or omission, which the Grievant considers likely to be insufficient

The Secretary of the NSWCCPE Council must:

- acknowledge receipt of the Grievance within 5 business days
- outline the external process that will be conducted and the potential timeframe for the actions to occur

The NSW College Council will:

- appoint a Grievance Committee of three persons of whom at least two have relevant experience and are external to NSWCCPE to investigate and report on the matter as soon as possible and report to the following Council meeting
- provide the Committee with relevant materials, including any further submission from the student
- invite one person to chair and coordinate the report of the Committee
- receive the report of the Committee
- communicate its contents to the Grievant, including clear and comprehensive written advice about the outcome
- provide information to the Grievant about the next available course of action should the Grievant be unsatisfied with the outcome of this filed *Grievance*

If the matter has been resolved to the Grievant's satisfaction, the President or Vice President of the NSWCCPE Council:

- provides the Grievant with a letter noting the conclusion of the grievance process and the outcome

- reports this process to Council, including the Grievance Committee Report and the letter provided

If the Grievant remains unsatisfied with the outcome the Grievant may refer the matter to the Student Ombudsman for investigation and review in the case of a student or refer the matter for mediation to a Community Justice Centre in the case of a Supervisor.

The NSWCCPE President must provide a copy of all documentary evidence to the Student Ombudsman or mediator as appropriate.

The President of the NSWCCPE Council must ensure that all documentation is stored in the secure Moodle Complaints site for at least seven years. These records remain confidential, except that:(a) any party to the grievance will be allowed supervised access upon request

(b) the Council may be required to report the matter to a government agency when legally required to do so.