

# ANZACPE (Nov 2017)

growing towards a common Language and Standards for

## Level 1 CPE Supervisor

At ANZACPE's Perth 2017 Annual General Meeting the following Motion was passed:

**Motion:** that we agree in principle:

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

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## Background and Necessary Conditions

for the

### Accreditation and Re-Accreditation

of

### Level 1, Level 2 and Level 3 CPE Supervisors

Accreditation at each of these three Supervisory Levels indicates ANZACPE's confidence in the competence and supervisory leadership capacity of individual CPE Supervisors.

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

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

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

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

Also whilst holding the temporary status of Provisional at both Level 1 and Level 2, a Supervisor must participate in at least 10 hours of education-in-supervision (individual or peer-group) facilitated by a Level 3 (or Provisional Level 3) Supervisor.

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

Each Member Association shall determine:

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

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

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## Level 1 CPE Supervisor

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### Responsibilities of Level 1 CPE Supervisors

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Your task, as a Level 1 Supervisor (or Provisional Level 1), is to assist CPE students/participants achieve the competencies of Foundational CPE(s).

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Throughout your time as a Level 1 Supervisor you work in cooperation with a Provisional or Accredited Level 2 or Level 3 Supervisor (hereafter named 'Senior Supervisor ') 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.

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In a CPE Unit, as a Level 1 Supervisor, you are responsible for:

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- 1) the individual supervision of selected CPE students/participants
- 2) the individual supervision of no more than two-thirds of the students/participants in a group, and in no case exceeding 3 selected students/participants in any one Unit
- 3) offering leadership as encouraged by the Senior Supervisor of the Unit
- 4) working cooperatively with this Senior Supervisor
- 5) writing a final one-page report (500 words max) of your supervision of each student/participant that you supervise
- 6) writing a one page evaluation (500 words max) of your supervisory involvement within the Unit
- 7) requesting a report from the Senior Supervisor of the Unit regarding your involvement in the Unit

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### Accreditation as a Level 1 CPE Supervisor

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As a Provisional Level 1 CPE Supervisor you need to have supervised within at least 3 CPE Units and supervised at least 6 students/participants before presenting yourself for Accreditation at Level 1.

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Accreditation as a Level 1 Supervisor is based on your ability to offer quality pastoral supervision to your CPE students/participants, and on your ability to reflect upon, conceptualise and understand your experience as a Provisional Level 1 Supervisor.

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Your Review Committee will be concerned with your ability to demonstrate the personal and professional competence essential for a Level 1 Supervisor.

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You will need to demonstrate, both in the professionalism of your written materials and in your engagement with your Review Committee, evidence of your claims regarding your identity and competency as a Provisional Level 1 Supervisor, your readiness to be accredited as a Level 1 Supervisor, and your awareness of the current practices of CPE plus the supervisory responsibilities required by your Member Association.

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To recommend that you be accredited as a Level 1 Supervisor, your Review Committee will be looking to see if you have mastery over the following competencies:

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### Competencies

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#### Administrative Awareness and Competence

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This means demonstrating a consistent capacity to:

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- 1) organise and manage the learning covenant with the students/participants you are supervising
- 2) be aware of the distinction between administrative and supervisory issues and how these can be creatively managed

104 **Interpersonal Awareness and Competence**

105 This means demonstrating a consistent capacity to:

- 106 1) reflect on group and interpersonal interactions and how to creatively use them for learning  
107 2) reflect on the function of the supervisory alliance and its use in the process of supervision

108 **Intrapersonal Awareness and Competence**

109 This means demonstrating a consistent capacity to:

- 110 1) reflect on the supervisory relationship and to acknowledge your own contribution to the supervisory  
111 events  
112 2) reflect on and learn from the supervisory process and use those learnings for your self-growth

113 **Educational Competence**

114 This means demonstrating a consistent capacity to:

- 115 1) draw from students/participants what is necessary for the development of their pastoral/spiritual  
116 identity and professional self-worth, and to use students'/participants' written materials and other  
117 presentations in this process

118 **Theological/Spiritual Awareness and Competence**

119 This means demonstrating a consistent capacity to:

- 120 1) explore how your theology/ spirituality informs, enlightens or challenges your supervisory identity and  
121 vice versa  
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123 **In preparation for your Accreditation Review**

124 **you need to assemble a Dissertation consisting of five professionally presented Papers.**

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126 As you assemble your five Papers, bear in mind that your Review Committee will be looking for evidence that  
127 you have a consistent capacity in all the Competencies (see above) expected of a Level 1 CPE Supervisor.  
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129 In all five Papers respect issues of confidentiality, and provide footnotes plus a bibliography if you use  
130 secondary resources.  
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132 Your Dissertation is to be typewritten, in font 11, with a 2 cm margin, and with each page numbered; it is to be  
133 presented in the following order, secured in a folder, and one copy circulated to each member of your Review  
134 Committee at least three weeks prior to the day of your Review.  
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136 Your Dissertation should include a front page containing:

- 137 1) your name and contact details, your spiritual/religious or faith affiliation, theological/spiritual degree(s)  
138 / diploma(s) / certificate(s), or subjects completed towards a theology/spirituality qualification  
139 2) your CPE experience, as a CPE student and as a Provisional Level 1 Supervisor, plus any previous  
140 Review Committee commendations/recommendations  
141 3) your statement of request of your upcoming Review Committee  
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143 **Paper One - Your Autobiography:** (3000 words max) in which you give an account of your life from birth  
144 until now. Out of your own subjective experience, select episodes from your life experience that will assist the  
145 members of your Review Committee to understand who you are, personally and professionally.  
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147 **Paper Two - Your Evaluation of one Student/Participant:** (3000 words max) in which you report on and  
148 critically evaluate your supervision of 1 CPE student/participant. Your report needs to be evidenced by clinical  
149 episodes, your comments on PERs and excerpts from one-to-one supervision sessions with the CPE  
150 student/participant.  
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152 Your report should include:

- 153 1) a description of the CPE student/participant and his/her placement  
154 2) a description and assessment of the first one-to-one supervision session and an account of how you  
155 developed the supervisory alliance

- 156 3) a description of how you assisted the student/participant to form and evaluate clear, realistic and  
157 achievable goals  
158 4) a description of the student's/participant's learning issues, and how you worked with these issues  
159 5) your reflection on your responses to the CPE student/participant's written/oral/visual work  
160 6) your articulation and modelling of pastoral/spiritual care and how this contributed to the development  
161 of the CPE student/participant's pastoral/spiritual competency  
162 7) your recommendations to the student/participant during and after both his/her mid-term and final  
163 evaluations, plus an account of how the student/participant responded  
164 8) your supervision of a challenging one-to-one supervision session  
165 9) the stances and attitudes which you employed in supervision and their effectiveness in the emergence  
166 of the CPE student/participant's pastoral/spiritual identity  
167 10) a copy of the student's/participant's final evaluation  
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169 **Paper Three - Your Theological/Spiritual/World-View Perspective:** (3000 words max) in which you  
170 explore your theological/spiritual/world-view perspective in relation to your practice of Level 1 Supervision.  
171 This paper needs to be grounded in specific supervisory experiences and include an exploration of how your  
172 theology/ spirituality informs, enlightens or challenges your supervisory identity and vice versa.  
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174 **Paper Four - Your Learning as a Supervisor:** (3000 words max) in which you describe the concepts and  
175 themes you have discovered in your experience of being a Provisional Level 1 Supervisor, plus your own  
176 experiences of receiving supervision and training as a Provisional Level 1 Supervisor. In preparing to write  
177 this paper it will be helpful to review each of the one page evaluations you have written of your supervisory  
178 involvement within a Unit, plus each of the Supervisory Reports you have received from your training  
179 Supervisor(s). You need to conclude your appraisal with a statement addressing why you believe you have  
180 completed your training as a Provisional Level 1 Supervisor.  
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182 **Paper Five - Your Work with Three Students/Participants:** (3000 words max) in which you include three of  
183 the 500 word Reports that you have written of your supervision of three CPE students/participants (other than  
184 the student/participant that you wrote about in Paper Two above.) Also include the evaluative feedback  
185 comments, regarding your supervisory contribution and CPE participation, written by your selected three  
186 students/participants in their Final Evaluations.  
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188 **Finally attach:**

- 189 1) copies of the Reports on your supervisory involvement written by the Senior Supervisor of each Unit  
190 in which you contributed as an Provisional Level 1 Supervisor  
191 2) copies of the Report written by your Training Supervisor - if that person is different from your Senior  
192 Supervisor(s)  
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194 Should your Review Committee not recommend you for accreditation at the time of your Review, and should  
195 you wish to continue to seek Level 1 accreditation, you need to re-present to a Review Committee within 2  
196 years.  
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198 **Re-Accreditation as a Level 1 CPE Supervisor**

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200 Your accreditation as a Level 1 CPE is subject to ongoing review after five years. In the period under review,  
201 you are expected to have supervised in at least one CPE Unit. Your accreditation will lapse if you have not  
202 fulfilled this requirement within a five year period. Your Member Association may grant you a dispensation  
203 from this time requirement, but only for very exceptional and extenuating circumstances.  
204

205 **In preparation for your Re-Accreditation Review**

206 **you need to assemble a Dissertation consisting of five professionally presented Papers.**  
207

208 In all five Papers respect issues of confidentiality, and provide footnotes plus a bibliography if you use  
209 secondary resources.  
210

211 Your Dissertation is to be typewritten, in font 11, with a 2 cm margin, and with each page numbered; it is to be  
212 presented in the following order, secured in a folder, and one copy circulated to each member of your Review  
213 Committee at least three weeks prior to the day of your Review.  
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217 / diploma(s) / certificate(s), or subjects completed towards a theology/spirituality qualification
- 218 2) your CPE experience, as a CPE student and as a Level 1 Supervisor, plus any previous Review  
219 Committee commendations/recommendations
- 220 3) your statement of request of your upcoming Review Committee  
221

222 **Paper One** (1000 words max) in which you evaluate the salient features (the high points and low points) of  
223 your professional experience since your last Accreditation Review.  
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225 **Paper Two** (1000 words max) in which you evaluate your supervision of 2 CPE students/participants,  
226 ensuring that you include contrasting supervisory experiences.  
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228 **Paper Three** (500 words max) in which you describe any professional development training that you have  
229 undertaken since your last Accreditation and evaluate the impact of this training on your supervisory practice.  
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231 **Paper Four** (500 words max) in which you describe your future plans as a Level 1 CPE Supervisor.  
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233 **Paper Five** (2000 words max) in which you integrate your ideas about Level 1 CPE supervision with a theme  
234 or concept from one of the following: theology/spirituality, education, ecology, psychology, or another field of  
235 relevant study.  
236

237 **Finally attach:**

- 238 1) a copy of your most recent Review Committee findings and provide a statement on how you have  
239 addressed that Committee's recommendations
- 240 2) a statement from the Senior Supervisor of the most recent CPE Unit in which you participated as a  
241 Level 1 CPE Supervisor
- 242 3) the final evaluations of the two CPE student/participants that you wrote about in Paper Two (above)  
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244 Should your Review Committee not recommend you for re-accreditation at the time of your Review, and  
245 should you wish to continue to seek Level 1 Re-Accreditation, you need to re-present to a Review Committee  
246 within 2 years.