

**PROPOSED NORMS AND STANDARDS FOR PASTORAL  
COUNSELLORS/THERAPISTS**

by

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## **ACRONYMS**

<b>ABET</b>	Adult Basic Education and Training
<b>CHE</b>	Council on Higher Education
<b>ETQA</b>	Education and Training Quality Assurance (body)
<b>FET</b>	Further Education and Training
<b>GET</b>	General Education and Training
<b>HET</b>	Higher Education and Training
<b>HPCSA</b>	Health Professions Council of South Africa
<b>NSB</b>	National Standards Body
<b>NQF</b>	National Qualification Framework
<b>SAAMFT</b>	South African Association of Marital and Family Therapy
<b>SAAP</b>	Southern African Association for Pastoral Work
<b>SAQA</b>	South African Qualification Authority
<b>SETA</b>	Sector Education and Training Authority
<b>SGB</b>	Standard Generating Body
<b>PSYSSA</b>	Psychological Society of South Africa

## **GLOSSARY**

**Access:** A principle that provides for entry points at appropriate levels of education and training for all prospective learners, in a way that facilitates progression.

**Accreditation:** A procedure by which an authoritative body gives formal recognition that an institute, body or person is competent in terms of a specific purpose.

**Applied competence:** Ability to put into practice in the relevant context the learning outcomes acquired in obtaining a qualification. There are three aspects of competence:

- *Practical competence:* The ability to consider a range of options/possibilities and make decisions about practice
- *Foundational competence:* The understanding of what we are doing and why
- *Reflexive competence:* The demonstrated ability to connect our understanding with our performance such that we learn from our actions and are able to adapt to changes and unforeseen circumstances.

**Assessment:** Involves the process of collecting and interpreting evidence of learning achievement.

**Assessment criteria:** The criteria included in a unit standard designed to determine the achievement of specific and critical outcomes.

**Competence:** Refers to capacity for continuing performance within specified ranges and contexts resulting from the integration of specific outcomes. The recognition of competence in this sense could be the award of a qualification (e.g. a General Education and Training Certificate testifies to competence in specific outcomes on Level 1 of the National Qualification Framework).



**Core learning:** Compulsory learning required in situations contextually relevant to the particular qualification, and 'core' has a corresponding meaning.

**Credit:** Value assigned by the Authority to ten (10) notional hours of learning.

**Critical Outcomes:** Generic outcomes which inform all teaching and learning, and 'critical cross-field education and training outcomes' have a corresponding meaning.

**Education and Training Quality Assurance Body (ETQA):** A body accredited in terms of section 5(1)(a)(ii) of the (SAQA) Act, responsible for monitoring and auditing achievements in terms of national standards and qualifications, and to which specific functions relating to the monitoring and auditing of national standards and qualifications have been assigned in terms of section 5(1)(b)(l) of the Act.

**Elective Learning:** A selection of additional credits at the level of the National Qualifications Framework specified, from which a choice could be made to ensure that the purpose of the qualification is achieved, and 'elective' has a corresponding meaning.

**Exit Level Outcomes:** The outcomes to be achieved by a qualifying learner at the point at which he or she leaves the programme leading to a qualification.

**Field:** A particular area of learning used as an organising mechanism for the NQF.

**Flexibility:** Refers to the facility of the qualifications system to meet the diverse needs of learners, providers, industry, and service sectors.

**Fundamental Learning:** The learning that forms the grounding or basis needed to undertake the education, training or further learning required in the obtaining of a qualification and 'fundamental' has a corresponding meaning.

**Level descriptor:** The statement describing a particular level of the National Qualification Framework.

**Moderating Body:** A body specifically appointed by the Authority for the purpose of moderation.

**National Qualifications Framework (NQF):** A framework to unify qualifications in education and training based on set standards and set assessment procedures that are nationally applicable.

**National Standards Body (NSB):** A body responsible for establishing education and training standards and registering qualifications and to which specific functions relating to the registration of national standards and qualifications have been assigned.

**Norms:** Effective means, rules or requirements for the attainment of specific goals. When declared policy, norms have a prescriptive force.

**Notional hours of learning:** The learning time that is conceived it would take an average learner to meet outcomes defined, and includes concepts such as contact time, time spent in structured learning in the workplace and individual learning.

**Occupational requirements:** Job descriptions, workloads, qualifications and any other requirements prescribed by an employer as prerequisites for employment.

**Outcomes:** The contextually demonstrated end products of the learning process.

**Performance Indicators:** Indicate the amount and kind of evidence that would be required to show that the assessment criteria have been fulfilled.

**Practical competence:** The demonstrated ability, in authentic context, to consider a range of possibilities for action, making considered decisions about which possibility to follow, and to perform the chosen action.

**Primary focus:** The activity or objective within the sector upon which an organisation or body concentrates its efforts.

**Profession:** An occupation that requires a degree of specialisation. The terms 'profession' and 'professional' have a variety of meanings, and can include technical, semi-professional as well as creative and performing art occupations. Professions are normally self-regulating, with conduct of members bound by a code of ethics.

**Progression paths:** The possibilities for movement across qualifications and careers.

**Provider:** A body that delivers learning programmes, which culminate in specified National Qualification Framework standards or qualifications, and manages the assessment thereof.

**Qualification:** A planned combination of learning outcomes which has defined purpose or purposes, and which is intended to provide qualifying learners with applied competence and a basis for further learning.

**Qualifications based on Unit Standards:** A combination of a number of Unit Standards into a certificate, diploma or degree using strict rules of combination linked to the purpose of the qualification. (See '*Whole Qualification*').

**Quality assurance:** The process of ensuring that the quality (level, scope, nature) of the standards set by the NSB's are achieved in practice.

**Range Statements:** Serves as general guidelines for the scope, context and level of the learning.

**Recognition of Prior Learning:** The comparison of the previous learning and experience of a learner howsoever obtained against the learning outcomes required for a specified qualification, and the acceptance for purposes of qualification of that which meets the requirements.

**Specific outcomes:** Contextually demonstrated knowledge, skills and values that support one or more critical outcomes.

**Specialised learning:** Specialised theoretical knowledge, which underpins application in the area of specialisation. 'Specialisation' has a corresponding meaning.

**Standard:** Benchmark achievements described as roles and competencies that act as exemplars, or a unit of measurement and assessment as in Unit Standard.

**Standard setting:** The process of identifying the pertinent tasks, roles and competencies within an occupation, profession or trade, and of establishing the required achievements levels in performance of those tasks, roles and competencies.

**Standard Generating Body (SGB):** A body responsible for generating standards and qualifications, to which specific functions relating to the establishing of national standards and qualifications have been assigned.

**Unit Standard:** Registered statements of desired education and training outcomes and their associated assessment criteria together with administrative and other information as specified in these regulations.

**Whole qualification:** A combination of learning outcomes which have exit level outcomes that are a function of the most advanced outcomes included and a process of integrating the overall outcome.

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## SUMMARY AND KEY TERMS

### SUMMARY

The purpose of this study was to investigate recommendations regarding professional standards for training and registration in pastoral work. The aim is to obtain professional recognition for Pastoral Counsellors/Therapists by accreditation and recognition from a relevant professional council. The goal is also to formulate these standards in line with the processes of the South African Qualification Authority (SAQA).

The following four forms of pastoral work were distinguished and discussed:

- **Mutual care,**
- **Pastoral care,**
- **Pastoral counselling, and**
- **Pastoral therapy.**

The Accreditation Committee proposed the following sub-fields:

- **Human and Social Studies (Field 07):** Religious and ethical foundation of society (sub-field).
- **Health Sciences and Social Services (Field 09):** Promotive health and developmental services, Preventative health, Curative health, Rehabilitative services (sub-fields).

Proposals was adopted for the following Pastoral Counselling/Therapy qualifications:

- Certificate in Pastoral Counselling (**Basic**)
- Certificate in Pastoral Counselling (**Post Basic**)
- Certificate in Pastoral Counselling (**Intermediate**)

- Diploma and post graduate degrees in Pastoral Counselling (**Advanced**)
- Masters and Doctorate Degrees in Pastoral Counselling (**Specialist**)

After narrow consultation the level descriptors were discussed and accepted. As all proposals this will still be open for changes.

The following roles were described using the format of a *Qualification based on Unit Standards*. *Unit Standards* are linked to the proposed six “*roles*” which are seen as generic to all Pastoral Counselling practices:

- Maintain effective relational and communication competence
- Apply and maintain professional work ethics
- Plan and facilitate pastoral counselling process
- Engage in an effective personal development process
- Design and conduct course of treatment
- Conduct research

The roles and applied competencies for the pastoral counselling/therapy specialised field were defined. These roles may be used to re-shape current qualifications, as well as to research and design new qualifications. They are intended as initial guidelines for providers.

The following registered categories for pastoral counsellors/therapists were proposed by the accreditation committee and accepted by SAAP:

- **Category 1:** Basic level pastoral counsellor (NQF Level 2)
- **Category 2:** Post basic level pastoral counsellor (NQF level 3)
- **Category 3:** Intermediate level pastoral counsellor (NQF Level 4)
- **Category 4:** Advanced level pastoral therapist (NQF Level 5/6)
- **Category 5:** Specialist level pastoral therapist (NQF Level 7/8)

The following outcomes (unit standards) for Pastoral Counsellors/Therapists were identified:

**UNIT 1: Applying work ethics**

**UNIT 2: Understanding pastoral counselling theory**

**UNIT 3: Facilitating pastoral counselling skills**

**UNIT 4: Conducting research**

**UNIT 5: Developing self-knowledge**

Some of the recommendations were:

- It became necessary to have some form of regulation and/or even "control" to prevent the abuse of people who ostensibly suffer from mental illness.
- To establish professional standards for training in pastoral counselling and to obtain professional recognition for pastoral counsellors/therapists through accreditation and recognition from a relevant professional council. In doing this we should also come to an agreement on a proper set of work ethics.
- It was recommend that the level descriptors should be further elaborated through a careful analysis of the standards proposed, but that the process of moving from general to specific descriptors should be adopted in the absence of meaningful generic level descriptors.
- It was recommend that the proposed standards and qualifications should only be adopted once processes is established where an SGB has been established and registered with SAQA, and these standards and qualifications have been accepted by providers, professional Pastoral Counsellors/Therapists, professional associations, etc.



## **KEY TERMS**

Pastoral Counselling/Therapy; Professionalisation; Norms and standards, Outcomes;  
Pastoral Work; Pastoral Qualifications, Pastoral Qualifications Level Descriptors;  
Pastoral Work Categories.

## CHAPTER 1: INTRODUCTION

### 1.1 ORIENTATION

In a recent article concerning the establishment of pastoral counselling as a profession in South Africa De Jongh van Arkel (1999:1) declares it a burning issue. According to De Jongh van Arkel, the idea that someone would do pastoral counselling outside the confines of the ordinary ministry is fairly new in the South African context.

My study leans itself directly to asking the question "What is a profession?" It assumes that there are some characteristics of a profession, which is so easily recognisable that one can say "counselling has arrived" or "pastoral counselling has arrived". If only that were the case. Furthermore, if pastoral counselling is emerging as a profession, is this desirable or should one be beating a hasty retreat?

The Southern African Association for Pastoral Work (SAAP) has appointed a committee (hereafter referred to as the Accreditation Committee) to develop recommendations regarding professional standards for training, accreditation and registration in pastoral work. The aim is to obtain professional recognition for pastoral therapists/counsellors by accreditation and recognition from a relevant professional council. The goal is also to formulate these standards in line with the processes of the South African Qualification Authority (SAQA).

SAAP aims at uniting all the people working and interested in the pastoral field. It is an ecumenical, non-racial and non-sexist association, accommodating people with a variety of pastoral styles and theories. SAAP is affiliated with *The African Association for Pastoral Studies and Counselling* as well as *The International Council for Pastoral Care and Counselling*. Various organisations working in this field are affiliated with SAAP.

As an enrolled M.Th. Practical Theology student, SAAP requested me to research and formulate proposed training outcomes necessary for accreditation and registration. This will contribute towards the establishment of pastoral counselling and therapy as a recognised profession.

The emergence of pastoral counselling specialists have been taken note of through the appointment of ministers with specialised training for example Hospital chaplains and ministers in counselling positions since the 1970s (De Jongh van Arkel 1999:2). De Jongh van Arkel continues by regarding this as the first stage in a process whereby pastoral counselling will become a profession in itself.

In South Africa the problem of a “private” pastoral counselling practice or an independent pastoral counselling centre is complicated by the publication of the Medical, Dental and Supplementary Health Service Professions Amendment Act, Act 89 of 1997 which categorised counselling as one of the functions of psychologists.

One of the exclusions stipulated in the act only refers to “the performance of any act by a person holding office in a religious denomination which exists for the purpose of worshipping, provided it is performed for that purpose and in accordance with the normal pastoral practices, of that religious denomination” (Republic of South Africa 1997, Section 34 (d) (ii)).

In this chapter the broad scope of the dissertation and its organisational structure is described. This is done by setting out the problem addressed, the motive for choosing the research subject, the limits of the study, and its methodology.

## **1.2 OCCUPATIONAL, PROFESSIONAL AND ACADEMIC NORMS AND STANDARDS FOR PASTORAL COUNSELLING/THERAPY**

### **1.2.1 Introduction**

Parliament's implementation of the SAQA-act led to the establishment of the National Qualifications Framework (NQF) that would finally standardise all qualifications in South Africa. This framework has been drawn up according to the guiding principles and values in national policy documents and resulted from an ongoing process of consultation with a wide range of stakeholders in the field. It is set up to be a transformative and emancipatory model allowing access to lifelong learning for practitioners in the field and proposing a career structure that allows the recognition of prior learning.

SAQA defines a qualification as representing a planned combination of learning outcomes which has defined purposes and which is intended to provide qualifying factors with applied competence and a basis for further learning (Olivier 1998:9). A qualification should allow for the enrichment of the learner; the provision of status, recognition, credentials and licensing; enhancement of marketability and employability and opening up of access routes to further education and training.

To become orientated to the field of pastoral counselling, it is useful to make some fundamental distinctions (Browning 1993:5). Browning found it helpful to distinguish between activities of pastoral care, pastoral counselling, and pastoral psychotherapy. De Jongh van Arkel (1991:102) distinguishes between four forms of pastoral work, namely mutual care, pastoral care, pastoral counselling and pastoral therapy. For the purpose of this study I will distinguish between these four forms of pastoral work.

### **1.2.2 Dimensions of Pastoral Work**

Pastoral work is multi-dimensional, or has numerous perspectives, each with a different level of care, that interconnects, interrelates, and interacts with others. Each dimension may provide a level of care that may be specific to that perspective, yet there may be an overlapping of the levels of care (Jacobs 1996:77).

De Jongh van Arkel (1991:96) states that dealing with people in a caring way implies entering into their situation in a redeeming and revitalising manner. Although there are basic principles applicable to the entire field, each level displays different nuances, and even has different goals and methods or techniques (De Jongh van Arkel 1991:102).

According to De Jongh van Arkel (1997:1) pastoral work is an inclusive concept which is open to all religions and denominations. It does not refer to the activities of a person of a specific religious grouping. A pastoral worker is a trained caregiver and/or counsellor who renders help from a religious orientation.

De Jongh van Arkel (1991:102) distinguish between the following four forms of pastoral work:

*Mutual care* is the primary level of pastoral work, the most basic and probably the most important (De Jongh van Arkel 1999:14). It occurs when church members care for each other. It emanates from "believers" commitment to one another and is associated with an acceptance of the community of believers. It is the basis of every other form of pastoral work.

James Fowler (1987:20) refers to the community of faith as an "ecology of care" as a result of the multiplicity of relationships in the interdependent community, which is a congregation. Some of these interdependent relations are formal (as in youth groups or "care groups"), but most of them are not to be found on congregational planning charts. They comprise an informal network of friendships, long-term family interdependence, small prayer groups, regular telephone conversations and spontaneous responses to crises or hard times. The more care is professionalised, the greater the risk of losing spontaneity of mutual care (De Jongh van Arkel 1999:15).

The second level of pastoral work is *pastoral care*. Pastoral care is clearly the most inclusive pastoral activity of the three forms of helping (Browning 1993:5). It

mainly has to do with the official strengthening and caring for the people of the congregation. It works towards "building up" people in the congregation primarily through a dialogical caring action (De Jongh van Arkel 1999:15).

Pastoral care has carried down through the ages. It is the next type of care in pastoral work after mutual care, which is given by the lay people of the faith community. It is usually care exercised within the church. It requires greater expertise than mutual care. However, often selectivity is exercised, and the laity are included in participating in pastoral care, according to Jacobs (1996:78).

Pastoral care is as old as religion. It means ministry to individuals, couples and the family (Dicks 1960:vii). Some people regard pastoral care as being entirely the pastor's concern, but recently we find an extensive group of pastoral workers, contact persons and volunteers assisting with pastoral work in their congregations. It is more or less unstructured general work with youth, couples, adults and other such groups in various types of informal and formal conversations, dialogues, and other communicative interactions. Pastoral care in this sense occurs on the street corner, at the end of a committee meeting, in the hospital room, in and around the funeral, and in many other more or less marginal situations. It nurtures the development of ordinary, relatively healthy people. Its primary focus is to care for all God's people through the ups and downs of everyday life, and to create caring environments in which all people can grow and develop to their fullest potential (Gerkin 1997:88).

Dicks (1960:vii) continues by describing pastoral care in its traditional sense as shepherding of souls, or cure souls. Pastoral care must hold together religious, ethical and psychological perspectives, hence Browning (1993:5). It brings the full witness of the Christian community - even the moral perspective - to each interpersonal exchange.

According to Sotheren (1983:119) pastoral care has been defined as the attitude of the pastoral person in all his or her relationships. It is marked by its diffuseness in

that the pastoral carer enters into all of a person's relationships as a representative of the care of God and the fellowship of his people. In some ways pastoral care can be used as the context for life space counselling; that is, using of therapeutic skills within a person's life setting. The nature of the setting still implies a diffuse as opposed to the intense focus of the counselling room.

Since greater expertise is required as the needs are more complex, some training is required to cope with the complexity of needs and problems. The training expectations are theological qualifications or specific programmed courses with specific requirements attached to the courses.

In a caring situation there is danger of causing harm no matter how well meaning the intentions might be. This is the reason for expertise as a prerequisite in giving care in more complex circumstances (Pattison 1988:9-10, 13-14; Patton 1983:11-16).

*Pastoral counselling* constitutes the third level of care. It's those occasions when individuals seem to need and even request the time and attention of the pastor in a structured relationship that may occur within the context of a specific time commitment on a designated place. It can be described as a more intensive and structured form of care than the previous two (De Jongh van Arkel 1999:15). Here the focus is more on the individual and his or her problems. In many such instances, the problem entails some conflict, ambivalence, or depression in the person's capacity to act freely and confidently (Browning 1993:5).

In pastoral counselling the care is usually given by professional pastors qualified both in theology and counselling. This training of pastoral counsellors usually includes an introduction to various psychotherapeutic models so as to enhance the pastors counselling skills (De Jongh van Arkel 1991:104). Sotheren (1983:119) refer to pastoral counselling as being defined as the short-term, focussed, goal-directed, contracted counselling work that is often undertaken by a pastor as a function of his or her role in the congregation. This was limited to short series assisting people to

deal with personal, conflictual issues of specific transitional or situational crises. The pastoral counsellor needs to be aware of the limits of these relationships and be prepared to refer if deeper personality or familial issues arise.

Another distinctive feature of pastoral counselling is the fact that it takes place in the context of the Christian community. The pastor who does the counselling comes from the faith community and represents that community. In support to Sotheren, De Jongh van Arkel (1999:16) states that this form of counselling fall more in the category of brief, short term, solution focussed and certain types of narrative counselling. Since the counsellors are theologians/pastors/pastoral counsellors they must have a specialised knowledge of theology. Though they may employ some of the methods used by other helping professions, they work within a theological framework.

*Pastoral therapy* is more specialised than pastoral counselling. It entails some kind of time-limited contracts covering length and frequency of pastoral conversation. But pastoral therapy is generally seen as a more specialised activity, occurring in a more specialised setting and having more specialised goals (Browning 1993:6).

According to De Jongh van Arkel (1999:16) the distinction between pastoral counselling and pastoral therapy is sometimes more academic than practical. Pastoral counselling deals with problems in greater depth, and it may take longer than pastoral counselling. De Jongh van Arkel is of opinion that the basis for the distinction is very often more in the fact that the congregational pastoral counselling is part of a larger ministerial function, while the pastoral therapist specialises and uses most of her/his time for the therapeutic activities.

Pastoral therapy is fast becoming a developing profession of people who have a calling to do therapy from a pastoral, spiritual and religious perspective. This means that, as in pastoral counselling pastoral therapists will draw on insights from their theoretical training, combining these with their extended, in-depth knowledge of -



and skills in - therapy. It is usually accepted that their training will include many hours of supervised clinical training.

It is very important to note that the distinctions we have made between the four levels of pastoral work do not denote a hierarchy. Despite the "professional" nature of pastoral counselling and pastoral therapy and the expertise and skills that they require, these two forms of pastoral work are no more important than the other two. Actually mutual care is the most fundamental form: without it, the others cannot operate (De Jongh van Arkel 1999:17-18).

### **1.3 THE RESEARCH PROBLEM**

The implication of Act 89 of 1997 is that there is no legal recognition of Pastoral Counselling/Therapy as a helping profession and that there is at present a controversy in South Africa regarding the legality of private practice as a pastoral counsellor.

According to De Jongh van Arkel (1998:1) the specific cause of our problem lies with Act 89 of 1997, *The Medical, Dental and Supplementary Health Service Professions Amendment Act, 1997* which was published on 12 December 1997.

Section 34 amends section 37 of Act 56 of 1974. Subsection (2) reads as follows:

(2) The following acts shall, for the purpose of subsection (1), [which refers to Registered psychologists and intern-psychologists] be redeemed to be acts specially pertaining to the profession of a psychologist, namely-

(h) The use of any psychological method or counselling to prevent personality, emotional, cognitive, behavioural and adjustment problems or mental illnesses of individuals or groups of people.

The only exclusion to these are academic staff as part of their ordinary course of education and research in education, medical practitioners, registered nurses, registered social workers and people who hold office in a religious denomination.

The latter read as follows:

(e) The performance of any act by a person holding office in a religious denomination which exists for the purpose of the worshipping, provided it is performed for that purpose and in accordance with the normal pastoral practices of that religious denomination;

Also important is subsection (6)

(6) The Minister may, on the recommendation of the council acting after consultation with the professional board referred to in section 15(1), by Regulation -

(a) Provide that any act referred to in subsection (2) and specified in such regulation, may be performed by a person not registered as a psychologist or as an interim-psychologist under this Act or by an organisation recognised by the professional board; and

(b) Prescribe the conditions on which such an act may be performed by such a person or such organisation.

The consequence, thus De Jongh van Arkel (1998:2) is that for the first time counselling is now regulated by law and “given” to registered psychologists. A huge resource in the country has been effectively paralysed and eliminated to provide the kind of service they may have been offering.

Pastoral counselling as a function of ministry is not affected, but the public "status" of pastoral counselling as a real contributor to mental health is implicated negatively.

I was encouraged by the Southern African Association for Pastoral Work (SAAP) to do research on standards, accreditation and the possible registration of pastoral workers. If they succeed, it will help with the general recognition and acceptance of pastoral counsellors in South Africa.

The result was the establishment of a committee to investigate the accreditation process of pastoral counselling. As we were also urgently in need of acceptable standards and standardised training which would confer knowledge, skills and competence, the process of Standard Generating were also started by this committee.

The fact that there is presently no professional recognition for pastoral workers lead to the following research question:

**Given that there is at present no legal or societal accreditation of pastoral workers, including pastoral counsellors and therapists, what accreditation system can SAAP implement that will empower pastoral workers in accordance with SAQA requirements?**

#### **1.4 THE AIM OF THIS RESEARCH**

De Jongh van Arkel (2000) states that secularisation has steadily eroded the church's once dominant position. Formerly the various forms of help (medical, social, psychological, educational, etc) all fell within the ambit of religion and the church, but they gradually severed their ties and proceeded to function independently of the church. Thus the help offered by the church changed by degrees, to the point where some people felt that the "soul" was its only remaining sphere of operation.

A second factor contributing to the reduced status of pastoral work according to De Jongh van Arkel (2000) is the specialisation and professionalisation of the other helping actions. Each profession explored and developed its own territory and worked for recognition and status. The service rendered today is so comprehensive that virtually all kinds of needs and problems are catered for by non-pastoral helpers. In South Africa, pastoral counselling has not always kept up with this move towards professionalism. It is still extremely difficult for pastors to join in professional counselling issues.

The development of pastoral counselling in South Africa has also been hampered by the fact that it failed to become truly reciprocal counselling. Those who tried to avoid this image became so absorbed in psychology that it overshadowed all the distinctively pastoral characteristics. As a result, professional pastors practising pastoral counselling are not really recognised in the interdisciplinary field.

According to the Act counselling is now regulated by law and reserved for registered psychologists (De Jongh van Arkel 1998:2). As a result a large number of skilled and experienced pastoral counsellors in the country has been effectively paralysed and eliminated (specifically in private practice), to provide the kind of service they may have been offering.

In references to the above-mentioned, the first aim of this project is to deal with the dream of SAAP namely to work for the **rightful recognition of the invaluable pastoral work that can be done and to be fully involved in all aspects of health care where possible.**

During the research, consideration will be given to the fact that **pastoral work needs to be accredited and registered so that it will eventually be recognised as a profession.** This will also make the service more accessible to all people.

Another aim of the research project is to determine **the demand for different forms of spiritual care in the mental health field**. According to research (De Jongh van Arkel 2000) it is apparent that spiritually based programs of help made a concrete difference in the lives of a vast number of people treated by pastoral carers/therapists/ counsellors.

## **1.5 RESEARCH FORMULATION AND METHOD**

A theoretical and empirical analysis of the proposed norms and standards for Pastoral Counsellors will be undertaken. The research will be done from the perspective of practical theology as a theological operational science but counselling as a sub-field of other disciplines will also be taken into consideration, as the trend of the NQF is to unify and integrate qualifications to ensure mobility and portability.

Historically, people trained in the disciplines of psychology and psychiatry has largely carried out research into counselling and psychotherapy. Within these disciplines or professions, there has existed a powerful adherence to a concept of science represented by practices such as experimentation, objectivity and accurate measurement of variables (McLeod 1994:44). Pastoral counselling today, by contrast, is to a considerable extent a multi-disciplinary activity with practitioners drawn from a range of primary professions such as education, religion, social work as well as psychology and health care. More and more people are not interested in ordination but want to do counselling from a religious or spiritual perspective while institutions (such as correctional institutions) want to be inclusive with the services they provide, and therefore expect the (pastoral) counsellor's perspective to be very broadly "spiritual" or religious without any specific connection with a church or faith (Heitink 1998:211-212).

As pastoral counselling can be seen as a form of contextual caring and helping which integrates theology/religion/faith with insights from the behavioural sciences a study to give structure to the movement towards distinction between

congregational and specialised pastoral counselling (pastoral therapy; pastoral psychotherapy) will be undertaken.

## **1.6 OUTLINE OF THIS RESEARCH REPORT**

In **Chapter 1** I reflected on the establishment of pastoral counselling as a profession in South Africa. The establishment of the NQF that would finally standardise all qualifications in South Africa and the SAQA act were discussed. Four forms of pastoral work were discussed, namely mutual care, pastoral care, pastoral counselling and pastoral therapy. The research problem, the aim of this research and the research formulation and method were addressed.

In **Chapter 2** the proposed criteria for registration as pastoral counsellors are researched. I reflect on a proposed framework for qualifications in the pastoral counselling specialised field. The roles and applied competencies for the pastoral counselling specialised field are discussed. An evaluation of qualifications for practising as a pastoral counsellor is given. The proposed Model for SA level descriptors is also included.

**Chapter 3** will discuss the articulation of qualifications in the pastoral counselling/therapy specialised field. Proposed guidelines for the accreditation and registration of the pastoral counselling specialised field are addressed

In **Chapter 4** I attempt to define the standards required for Pastoral Counsellors/Therapists. A proposal for Unit standards is discussed and a summary of how to design a learning programme is given.

**Chapter 5** will consist of the conclusion and recommendations of this research document.

## **CHAPTER 2: PROPOSED CRITERIA FOR ACCREDITATION AND REGISTRATION AS PASTORAL COUNSELLORS / THERAPISTS**

### **2.1 INTRODUCTION**

"To agree to write a chapter like this is to take on writing history without the benefit of hindsight: what we are trying to chronicle is still going on" (Frankland 1996:25). In an attempt to get some background knowledge on recent debates and discussions about Accreditation and Registration, SAQA and the NQF also came along and the confusion grew to a large "pot of stew". This will have to be taken apart and looked into very carefully to make sure what fits where.

The health care situation in South Africa currently (urgently) calls for more caregivers to become actively involved and part of the healing process of the people in the country. We are faced with an overwhelming amount of problems such as: physical, psychological and spiritual wounds from the pre-democratic era, unfinished reconciliation amongst different interest groups, poverty, ongoing violence, crime, killing diseases such as HIV and AIDS, malaria, transformation in the workplace, family, marital and relationship problems and many other. According to Baron (1996:21) a survey done by them in 1993 suggests that counsellors have moved into work which fills the gap by others and related professions, in the process coming into their own as a recognisable grouping of practitioners. This can also be said about pastoral counsellors in the South African context.

The effective dealing with these problems call for involvement of all role players in the field. As previously stated, pastoral counsellors/therapists do not receive the same recognition as other statutory bodies, such as social workers, psychologists and some human resource consultants. If an in-depth research on the training of many of these pastoral counsellors/therapists is done, the outcome will clearly show that the training, experience and competency of these people are on "Masters" and "Doctorate"-Level. These people are rendering a very valuable service in bringing

healing to the country and are not recognised for that. As Kirschner (1986:53) states: "...somewhere along the line a sense of special identity always emerged," and it is at this point that we are becoming very aware of our occupation as a profession.

In this chapter the notion will be to identify counselling norms and standards from the "*religious and ethical foundation of society sub-field*" (NSB 07) as well as from the "*health sub-fields*" (NSB 09). In this we hope to move to the rightful recognition of the invaluable work pastoral counselling is engaging in order to be fully recognised and accredited as a profession.

Through the NQF, systematic transformation of the education and training system will be facilitated. This will lead to creating an integrated national framework i.e. set the boundaries, for all learning achievements, which in turn will facilitate access to, and mobility and progression within education, training and career paths (SAQA 2000:5-6).

This makes it inevitable that counselling, no matter from which sub-field or theory you work from, to have uniformed outcomes and standards to be able to ensure the objectives that the NQF set for future qualifications. This makes sense though. Practising as a counsellor/therapist, no matter from which field you qualified, should have one set of broad outcomes as the objectives stays the same. This is also to the benefit of the learner for a path for life long learning as well as portability, mobility and flexibility. A social worker for example that wishes to specialise further in counselling with a religious foundation should not have to start all over, but get recognition for prior learning to enable the learner to continue his/her studies. This can only happen if a set of outcomes is set for pastoral counselling programmes that is in accordance with the outcomes of counselling.

Counselling can be defined as "*the act or process of assisting and guiding clients, especially by a trained person on a professional basis, to resolve especially personal, social, or psychological problems and difficulties*" (Thompson 1996:305).



It is an activity embedded in the culture of modern industrialised societies (McLeod 1993:1). This relationship is usually person-to-person, although it may sometimes involve more than two people. It is designed to help clients to understand and clarify their views of their life-space through the interaction of the pastoral counsellor/therapist. This interaction will help the client to be in a better position to empower him/herself to manage their problem situations and/or develop unused resources and opportunities of their lives more effectively.

The research is not meant to be prescriptive but could act as guideline for a future Standard Generating Body for Pastoral Counselling programmes where stakeholders from all fields should be incorporated to set outcomes for counselling as a professional occupation.

Although this research is being undertaken from a pastoral counselling sub-field as background to cover the objectives of the NQF the research will also look into the counselling field as a whole and not just from the pastoral counselling sub-field's view.

## **2.2 A FRAMEWORK FOR QUALIFICATIONS IN THE PASTORAL COUNSELLING/THERAPY SPECIALISED FIELD**

Qualifications used in the pastoral counselling/therapy specialised field will be titled using the three categories: Type, Field and Specialisation (Technical Committee on the revision of Norms and Standards for Educators 1998:34).

### **2.2.1 Type:**

#### **2.2.1.1 Certificate/Diploma/ Degree**

The 'type' indicates the level of the qualification. SAQA (after wide consultation) has adopted a qualification structure maintaining 8 levels of the NQF, and level 8 is

open-ended accommodating sub-levels if necessary (Government Gazette No. 21679, October 2000:9).

In this research a Basic Certificate is proposed to be a Level 2 qualification, a Post Basic Certificate a Level 3 qualification and an Intermediate Certificate a Level 4. A Diploma is proposed to be a Level 5 qualification. Degrees could be from Level 5 to 8+ qualifications as shown in *Table 2*.

For registration of whole qualifications the following additional requirements shall apply, according to SAQA (Government Gazette No. 6140, 28 March 1998:10-11):

(1) For registration at levels 1 to 4:

- (a) A minimum of 72 (seventy-two) credits is required at or above the level at which the certificate is awarded, which shall consist of fundamental learning, of which at least 20 (twenty) credits shall be from the field of Communication studies and Language, and in addition at least 16 (sixteen) credits shall be from the sub-field of Mathematics including numeracy in the case of certificates at level 1.
- (b) A minimum of 36 (thirty-six) credits at level 1 and 52 (fifty-two) at levels 2 to 4 which shall be divided between the Core and Elective categories, with each qualification specifying the contribution of credits required in these categories: Providers that the range of additional credits shall be broad enough to enable learners to pursue some of their own learning interests.
- (c) By the year 2002, at least 16 (sixteen) credits of the 52 (fifty-two) credits for certificates at levels 2 to 4 shall be from the sub-fields focussing on Mathematics literacy.

(2) In addition, for registration at levels 5 to 8 the number of credits required for Fundamental, Core and Elective learning shall be specified, which number of credits shall be appropriate to the qualification for which registration is sought:

provided that the Authority may require that the reasons for the number and distribution of credits be provided.

On the assumption that an academic year equals 1200 hours, SAQA accepted a credit system on the basis that one credit equals ten hours of notional learning (Olivier 1998:15). A total of 120 or more credits shall be required for registration at levels 1 to 8, with a minimum of 72 credits being obtained at or above the level at which qualifications is registered. The number and levels of credits constituting the balance of 22 credits shall also be specified.

The following illustration (*Table 1*) is an **example** of what the credits for registration of a qualification could consist of (compare NSB Manual 1999: 36; Government Gazette No. 6140, 28 March 1998:10-11):

**Table 1. Example of credits for registration of a qualification**

<b>Registration at level 1 to 4: (Total of 120 credits for each level)</b>		
<b>Fundamental Credits at Level or above</b>	<b>Minimum credits</b>	<b>Total</b>
Communication Studies and Language	20	
Physical, Mathematical, Computer & Life Sciences	16	
		36
<i>Training agencies are not expected to offer training in fundamental learning, but do have the responsibility to ensure that those seeking a qualification are aware of the requirement to complete these credits.</i>		
<b>Core Credits at Level or above</b>	<b>Minimum credits</b>	<b>Total</b>
Level 1	Minimum 36	
Level 2-4	Minimum 52	
		36/52
<i>SAQA lays down a minimum of 36 credits at level 1 and a minimum of 52 credits at level 2 - 4 that may be from core or elective learning at the Level or above. .</i>		
<b>Elective Credits at any level</b>	<b>Minimum credits</b>	<b>Total</b>
Elective unit standards which focus on the qualification	Minimum 24	
Balance of electives selected by learner	Minimum 12	
		48/32
<i>At this level learners are required to obtain a minimum of 24 credits at any level from 'qualification specific' elective unit standards.</i>		

The above-mentioned is only an **example**. It is the function of the SGB's to establish the time it will take to achieve an outcome and translate it into values for credits, based on the time required to achieve outcomes. Level 5 to 8 could only consist of the core and the electives that should make up 120 credits in total. Qualifications consisting of less than 120 credits may be considered if they:

- a) can be related to what is meant by a qualification; and
- b) enable the learner to progress within the NQF. (Olivier 1998:15)

## **2.2.2 Fields/Sub-fields:**

The field/sub-field indicates the context for which the qualification is designed. The specialised field/programme in this case overlaps, namely “counselling”. The Accreditation Committee proposed the following sub-fields:

**2.2.2.1 Human and Social Studies (Field 07):** Religious and ethical foundation of society (sub-field).

**2.2.2.2 Health Sciences and Social Services (Field 09):** Promotive health and developmental services, Preventative health, Curative health, Rehabilitative services (sub-fields).

**2.2.3 Specialisation/Programmes:** learning area/subject and/or phase e.g. social work, pastoral work, psychology, community work, education, medical and health professions, etc.

The specialisation or programme indicates the purpose of the qualification.

For example:

- Certificate in Pastoral Counselling (Basic)
- Certificate in Pastoral Counselling (Post Basic)
- Certificate in Pastoral Counselling (Intermediate)
- Diploma and post graduate degrees in Pastoral Counselling (Advanced)
- Masters and Doctorate Degrees in Pastoral Counselling (Specialist)

(The above-mentioned were set after a workshop by the Accreditation Committee established by SAAP in 1999.)

Qualification titles should be linked to levels and progression paths in a simple clear manner in which no title is used at more than one level (Technical Committee on the

revision of Norms and Standards 1998:34). The number and use of titles is thus fairly restricted, but the use of the field/sub-field and specialisation/ programme qualifiers promotes variety.

It is proposed by SAQA (Government Gazette No.21679, 24 October 2000:41) that the following qualifications structure (*Table 2*) be adopted in order to facilitate the development of level descriptors which are associated with the reality of the current qualifications system in South Africa.

**Table 2. Proposed SA Qualifications structure**

NAME OF QUALIFICATION	POSSIBLE NQF LEVEL
All doctorates.	8+
Masters degrees (coursework/research).	8
Honours Degree, the B Tech, some professional, post graduate and work-based qualifications.	7
First National degree, some professional, post graduate and work-based qualifications.	6
Undergraduate Diplomas/Certificates, work-based qualifications.	5
National Certificates	4
National Certificates	3
National Certificates	2
National Certificates ABET levels 1-3/4	1

The NSB regulations have identified the following credit values (*Table 3*) for certain qualifications (compare Government Gazette No. 6140, 28 March 1998, p10-11):

- A National Certificate has 120 or more credits, with 72 credits at or above the level at which the certificate is registered.
- A National Diploma has a minimum of 240 credits of which at least 72 credits shall be at level 5 or above.
- A National First Degree has a minimum of 360 credits of which at least 72 credits shall be at level 6 or above.

**Table 3. Proposed qualifications for Pastoral Counsellors/Therapists**

Levels	Credits			
8+	600		Doctorate.	Specialised
8	480		Masters Degree.	
7	360		Honours degrees, B-Tech degree, some professional, postgraduate and work-based qualifications.	
6	360	HET	First national degrees, some professional, postgraduate and work-based qualifications.	Advanced
5	240		Undergraduate diplomas/certificates, work-based qualifications.	
4	120	FET	Intermediate Certificate.	Basic to Intermediate
3	120		Post Basic Certificate.	
2	120		Basic Certificate.	

Although each qualification is linked to a specific number of credits, these are **minimum** requirements. A certificate may consist of more than 120 credits and a pastoral counselling qualification could be offered as part of another qualification.

The pattern of qualifications has two broad progression paths articulated by **multiple** interlocking entry and exit points. Pre-service pastoral counselling qualifications for prospective counsellors can take two paths: *Whole qualifications* or *Qualifications based on Unit Standards*. The proposal to be discussed by SGB's is if pastoral counselling certificates in the level 2-4 categories should be part of other qualifications or contributions to whole qualifications.

*Whole qualifications* will be orientated towards academic and professional requirements. Whole qualifications are based on exit-level outcomes. *Qualifications based on Unit Standards* will be orientated towards occupational requirements and



based on unit standards (NSB Manual 1999:34). The academic/professional or occupational orientation is not intended to reinforce the “practice-theory” distinction. All requirements are linked to practice and to theory, but with the continuum between theory and practice different qualification can have different orientations that reflect different purposes.

Pastoral counsellors entering their initial counselling education and training may take one of five options:

- A Certificate in Pastoral Counselling
- A Diploma in Pastoral Counselling
- A first national degree, for example, Bachelor of Theology, Psychology or Social Work, followed by 120 credits in Pastoral Counselling on the advanced level.
- A 360 credit specialised degree in Pastoral Counselling. A specialised degree in Counselling, for example, Bachelor of Counselling with pastoral, psychology, social work, or other elective fields, could also be an option.
- A progression of *Qualifications based on Unit Standards*.

Prospective pastoral counsellors can take various pathways through the framework. A beginner may choose a training institution-based one-year Basic certificate. A school leaver may choose a university-based 3 year pre-service degree. A qualified clergy/social worker/psychologist a level 5 Advanced Diploma in Pastoral Counselling, a degree or selected unit standards required to advance towards culminating credits to a Masters and a Doctorate. The variety, depth and breadth of the framework will depend largely on providers who will have to invest in research and development to produce high quality programmes and qualifications. Another fact that has to be kept in mind is recognition of prior learning to be able to know where to enrol a prospective pastoral counsellor.

A Bachelor of Pastoral Counselling is proposed to be a *Whole Qualification* - but entry and exit points can be built in at 120 and 240 credits. A person could for example enter or exit the Bachelor of Pastoral Counselling with a 120 credit-related certificate. In this case recognition of prior learning should take place. The flexibility of a qualification, the degree to which access and exit points are open or closed, will be described in the “rules of combination” and “the learning assumed to be in place” contained in the registration information of the qualification.

There are multiple possible bridges between qualifications and programmes. For example, a Bachelor of Pastoral Counselling, although intended as a *Whole Qualification*, could be made up of unit standard equivalent “modules/units” and allow for exit and entry points at levels of 120, 240 and 360 credits. The flexibility of a qualification, the degree to which access and exit points are open or closed, will be described in the “rules of combination” and the “assumptions of learning in place” contained in the registration format for a qualification.

### **2.3 CRITICAL AND CORE OUTCOMES FOR THE PASTORAL COUNSELLING SPECIALISED FIELD**

Qualifications for pastoral counsellors are based on applied competencies that are specialised and contextualised. While allowing for diversity of descriptions of competence, SAQA has to ensure that there is sufficient “common ground” between qualifications to enable portability and flexibility between different sub-fields and between qualifications within a sub-field (SAQA Bulletin 2(1-3) January 1999:39). This common ground emerges as a subject of agreement over some core or generic descriptions of the competencies required by qualified counsellors/therapists. SAQA requires that this be a “bottom-up” process in which it is the responsibility of each SGB to generate contextualised and specialised standards. The NSB’s (in this case a proposed co-operation between NSB 07 and 09) may construct a set of generic standards for the different counselling programmes drawn from the contextual standards in the different sub-fields. One important reason for having generic

standards for the counselling programmes lies in their serving as a basis for “level-descriptors”.

### **2.3.1 SAQA's critical cross-field outcomes**

In order to “peg” qualifications on to the NQF accurately and thereby to provide ETQA's with the ability to evaluate learning programmes against explicit “benchmarks” or standards, the NSB's are in the process of developing level descriptors drawing on the *Unit Standards* and qualifications developed in the sub-fields. In order to provide a set of core outcomes for all qualifications on the NQF, SAQA has described critical cross-field outcomes that must be integrated into all qualifications. Critical outcomes (Government Gazette No. 61401, 28 March 1998:8) include but are not limited to:

- (a) identifying and solving problems in which responses display that responsible decisions using critical and creative thinking have been made.
- (b) working effectively with others as a member of a team, group, organisation, community.
- (c) organising and managing oneself and one's activities responsibly and effectively.
- (d) collecting, analysing, organising and critically evaluating information.
- (e) communicating effectively using visual, mathematical and/or language skills in the modes of oral and/or written persuasion.
- (f) using science and technology effectively and critically, showing responsibility towards the environment and health of others.
- (g) demonstrating an understanding of the world as a set of related systems by recognising that problem-solving context do not exist in isolation.
- (h) contributing to the full personal development of each learner and the social and economic development of the society at large, by making it the underlying intention of any programme of learning to make an individual aware of the importance of:

- (i) reflecting on and exploring a variety of strategies to learn more effectively;
- (ii) participating as responsible citizens in the life of local, national and global communities;
- (iii) being culturally and aesthetically sensitive across a range of social contexts;
- (iv) exploring education and career opportunities; and
- (v) developing entrepreneurial opportunities.

Critical cross-field outcomes provide a common core to all qualifications, without prescribing the purposes of particular qualifications. This common core is essential to creating portability and flexibility between qualifications, while the possibility of diverse purposes is essential to creating depth and specialisation within a qualification.

The degrees, and ways, in which these core standards are integrated into a qualification, will vary according to the purpose and level of the qualification. Critical outcomes are to be interpreted, shaped and woven into qualifications to “fit the purpose” of the qualification.

### **2.3.2 SAQA categories of learning**

In order to ensure that all qualifications include certain kinds of learning, SAQA distinguishes between three categories of learning: fundamental, core and elective learning (National Training Board and GTZ, 1998:35; SAQA Bulletin, August 1998 - January 1999:14).

“*Fundamental learning*” means that learning which forms the grounding or basis needed to undertake the education, training or further learning required in the obtaining of a qualification.

Within the schooling sub-field, Fundamental Learning will apply to qualifications at levels 1 to 4 and will be part of the “learning assumed to be in place” for qualifications above level 4. Training agencies are not expected to offer training in fundamental learning but do have the responsibility to ensure that those seeking a qualification are aware of the requirements to complete these credits.

“*Core or 'Contextual' Learning*” is compulsory learning for all counselling qualifications. The roles and their competencies provide the standards or benchmarks for compulsory education and training of prospective counsellors. These are the “minimum requirements” acceptable to SAQA in terms of academic requirements, for example the South African Association for Pastoral Work (SAAP) - (proposed) in terms of occupational requirements, and a Statutory Board for Pastoral Counselling - (proposed) in terms of professional requirements. Core or contextual learning, the compulsory element in all qualifications for registration, has to be explicitly determined and agreed upon at a national level. Providers, the Health Professions Council, professional bodies, e.g. SAAP and SAQA may choose to add to this core, and they can interpret it and weigh the different roles and competencies in myriad ways to fit the purpose of a specific qualification. They must, however, integrate the roles and applied competencies into the qualification as the core or contextual learning required by the Statutory Board for Pastoral Counselling as accreditation and registration body of all Pastoral Counsellors (proposed).

“*Elective Learning*” means a selection of additional credits from which a choice may be made to ensure that the purpose of the qualification is achieved. Elective learning includes “specialised learning”, meaning that specialised theoretical knowledge which underpins application in the area of specialisation, e.g. pastoral work/social work. The approach with which you work, your field of expertise or disciplinary specialisation fit into this category. Elective learning “shapes” qualifications and learning programmes to “fit the purpose” of the specialised qualification.

This “shaping” of a qualification should be justified by research undertaken within all sites of learning, but particularly in the field of study and specialisation.

### 2.3.3 Qualifications

SAQA has attempted to ensure that qualifications are not arbitrary combinations of standards by prescribing overall requirements of qualifications (National Training Board and GTZ October 1998:36). These are that a qualification shall:

- Represent a *planned combinations of learning outcomes* which has defined purpose or purposes, and which is intended to provide qualifying learners with applied competence and a basis for further learning;
- *add value to the qualifying learner* in terms of enrichment of the person through the provision of status, recognition, credentials and licensing; enhancement of marketability and employability; and opening-up of access routes to additional education and training;
- *provide benefits to society and the economy* through enhancing citizenship, increasing social and economic productivity, providing specifically skilled/professional people and transforming and redressing legacies of inequity;
- *comply with the objectives of the National Qualifications Framework;*
- *have both specific and critical cross-field outcomes which promotes life-long learning;*
- where applicable, *be internationally comparable;*
- *incorporate integrated assessment appropriately* to ensure that the purpose of the qualification is achieved, and such assessment shall use a range of formative and summative assessment methods such as portfolios, simulations, workplace assessments, written and oral examinations; and
- indicate in the rules governing the award of the qualification that the qualification may be achieved in whole or in part through the *recognition of prior learning*. This concept includes (but is not limited to) learning outcomes

achieved through formal, non-formal and informal learning and work experience.

Qualifications for the pastoral counselling programmes need to reflect and accommodate the diversity of the different fields and sub-fields but within the framework capable of achieving the transformation of systems, institutions and processes required by the vision of the NQF. Achieving this systematic transformation involves developing standards capable of articulating different contexts and roles that allow prospective pastoral counsellors to carry expertise and experience from one context to another. Pastoral counsellors will be able to move from one kind of context to another, playing the same role (e.g. counselling in capacity as a clergy/pastoral worker/social worker to a private practice); or to move within the same context from one role to another (e.g. from lay counsellor under supervision of a the church into an advanced and specialised capacity as a fully qualified counsellor).

The practices of pastoral counsellors, the activities through which education, training and development is conducted, can be grouped around three main role clusters which occur in all contexts: facilitating pastoral counselling skills, designing course of treatment, and reflecting/ assessing the process (Workshop: Accreditation Committee 1999).

The above-mentioned roles are still debatable by stakeholders. There are, however, strict parameters to be met if qualifications are to be registered and providers accredited. Not only must the formats for qualifications proposed above be adhered to (when finalised), but the descriptions provided for the exit level outcomes, range statements, assessment criteria, rules of combination and learning assumed to be in place must integrate:

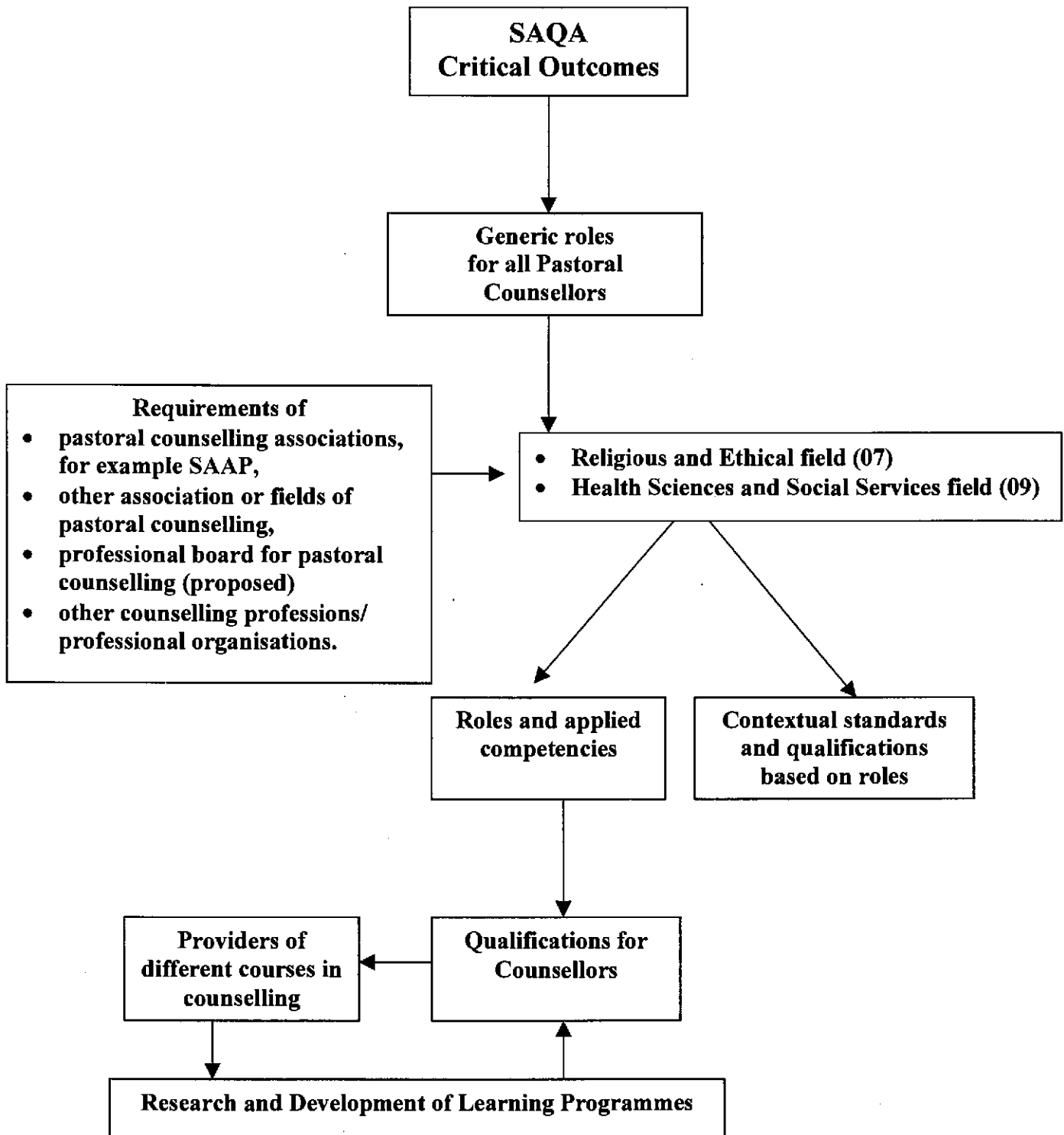
- the critical cross-field outcomes

- the standards or outcomes set by the SGB's for pastoral counselling programmes/ qualifications (once set) and
- the roles and competencies for the different sub-fields discussed, integrate academic, occupational and professional requirements for employment or practising as a pastoral counsellor.

All of these “elements” must be included within a “specialised” qualification in order for it to be registered as a qualification. A technical committee should be established to attempt to integrate the first three steps by including the critical cross-field outcomes and draft proposed standards into the roles and their applied competencies. This means that the provider has to work out the “specialisation” that “fits the purpose” of the qualification in such a way as to integrate the roles and their applied competencies.



*Figure 1. A proposed model for developing Pastoral Counselling qualifications*



The process of designing qualifications and learning programmes for pastoral counsellors begins with the roles and competencies and requires a process that is both deductive and inductive. A provider, or the employer, or the SGB or other stakeholders will use the roles and their competencies as a starting point for deducing the broad shape of a specialised learning programme. This will then be supplemented by grounding empirical research into the specialised context and the competencies to be learnt, on the basis of which the design will be reshaped inductively (from the bottom-up). Once this kind of research is taking place on a continuous and extensive basis, new learning programmes will emerge, inductively, from the research and only then “reshaped” by references of the roles - thereby reversing the order of deduction and induction. Qualifications and learning are designed using both a deductive approach based on the roles and their competencies, and an inductive approach based on research.

By integrating a “top-down” and “bottom-up” approach, these norms and standards promote innovation and creativity within a “common” framework and principles, thereby, balancing the autonomy and academic freedom of education and training institutions with a systematic approach to the occupational, academic and professional requirements of a future statutory professional board for pastoral counselling.

#### **2.3.4 The Development of Level Descriptors for the NQF**

On the 11<sup>th</sup> of October 2000, SAQA released a discussion document for public comment on the development of Level Descriptors for the NQF (Government Gazette, No. 21679: 24 October 2000). Comments were still awaited with a closing date of 5 January 2001.

The report is a synthesis of information gathered from a variety of sources on level descriptors with the view to gaining a better understanding of the general phenomenon of levels within a credit-based qualification framework. The ultimate

goal is to develop level descriptors that will be, historically and contextually, suitable for a South African National Qualifications Framework while at the same time taking into consideration international trends (Dube 2000:4).

Although the proposed model is an attempt at developing level descriptors from the General Education and Training (GET) band to the Higher Education and Training (HET) band, the importance for the pastoral counselling sub-field lies in the Further Education and Training (FET) Band and the HET band covering level 2 to 8+. The intention in developing descriptors from the GET to the HET band is to create coherence between the three bands (Government Gazette No. 21679, 24 October 2000:14-19).

**Table 4: Proposed Model of SA Level Descriptors**

Level	Foundational competence	Practical competence	Reflexive competence
<b>GET BAND</b>			
<b>1</b>	Demonstrate use of recall and elementary skills in narrow range of areas with dependency on ideas of others.  Possession of basic skills.  Receive and pass on information.	Operate in closely defined context under close supervision.  Carry out repetitive and predictable procedures.  Perform a clearly defined tasks.	Perform directed activity.  No responsibility for the learning of others.
<b>FET BAND</b>			
<b>2</b>	Demonstrate basic comprehension and employ a narrow range of skills.  Apply known solutions to familiar problems.  Basic processing of readily	Show basic competence in a limited range of established and familiar contexts under general supervision and quality control.  Follow established and familiar procedures.	Some limited/restricted responsibility for quantity and quality of one's own output.  Possibility of responsibility for guiding others.

	available information.	Co-operate with others.	
<b>3</b>	<p>Possession of a well-developed range of skills.</p> <p>Apply relevant knowledge with underpinning comprehension in a number of areas.</p> <p>Demonstrate ability to make comparisons and interpret available information.</p>	<p>Operate in a number of contexts some of which may be non-routine.</p> <p>Make a significant choice from a wide range of procedures.</p> <p>Co-ordinate with others.</p>	<p>Significant responsibility for quantity and quality of one's own output under general supervision and quality checking.</p> <p>Possibility of being responsible for the output of others.</p>
<b>4</b>	<p>Possession of wide-ranging scholastic or technical skills.</p> <p>Possession of a broad knowledge base incorporating some basic theoretical concepts.</p> <p>Demonstrate ability to access, analyse and evaluate information independently.</p> <p>Employ a range of responses to well-defined but often unfamiliar or unpredictable problems.</p>	<p>Operate in a variety of familiar and unfamiliar contexts under broad guidance and evaluation.</p> <p>Select from a considerable choice of procedures.</p> <p>Give presentations to an audience.</p>	<p>Complete responsibility for quantity and quality of output.</p> <p>Possible responsibility for the quantity and quality of output of others.</p>
<b>HET BAND</b>			
<b>5</b>	<p>Possession of wide-ranging, specialised scholastic or technical skills.</p> <p>Possession of a broad knowledge base with substantial depth in other areas.</p>	<p>Operate in a variety of routine and non-routine contexts under general supervision.</p> <p>Select from a wide choice of procedures ranging from standard and non-standard.</p> <p>Plan, select or present information, methods or</p>	<p>Full responsibility for the nature, quantity and quality of output.</p> <p>Possible responsibility for the achievement of group input.</p>

		resources.	
6	<p>Possession of wide-ranging, specialised scholastic, professional or technical skills and basic (applied or theoretical) research across a major discipline.</p> <p>Ability to analyse, evaluate and reformat a wide range of information.</p> <p>Ability to formulate appropriate responses to resolve both concrete and abstract problems.</p> <p>Generate ideas by analysing information and concepts at an abstract level.</p>	<p>Operate in highly variable scholarly, technical, professional contexts within broad parameters for well-defined activities.</p> <p>Select from a wide choice of procedures, standard and non-standard, and often in non-standard combinations in a major discipline.</p> <p>Diagnose problems and create appropriate responses to resolve both concrete and abstract problems in a range of technical, professional or management functions.</p>	Complete accountability for determining and achieving personal and/or group output.
7	<p>Possession of highly specialised, scholastic, professional, technical and advanced research across a major discipline.</p> <p>Demonstrate ability to critically review, consolidate and extend a systematic and coherent body of knowledge.</p> <p>Demonstrate ability to analyse, transform and critically evaluate new information, abstract data and concepts including evidence from a range of sources.</p> <p>Ability to create appropriate</p>	<p>Operate in complex, variable, highly specialised and unpredictable contexts within broad parameters and functions.</p> <p>Select from a full range of advanced procedures in a major discipline.</p> <p>Diagnose problems and create appropriate responses to resolve contextual and abstract problems.</p>	Complete accountability for determining, achieving and evaluating personal and/or group output.

	responses to resolve abstract contextual problems.		
<b>8</b>	<p>Display mastery of a complex and specialised area of knowledge and skills.</p> <p>Ability to generate, evaluate and synthesise information and concepts at highly abstract levels</p> <p>Demonstrate expertise in highly specialised and advanced technical, professional and/or research.</p>	<p>Operate in complex, advanced and highly specialised contexts.</p> <p>Select from complex and advanced procedures across a major discipline.</p> <p>Conduct research, or advanced technical or professional activity.</p> <p>Design and apply research methods and communicate research to peers.</p>	<p>Complete accountability for determining, achieving and evaluating personal and group output.</p>
<b>8+</b>	<p>Possession of expert, highly specialised and in-depth technical/professional or research skills, both across a major discipline and interdisciplinary.</p> <p>Ability to generate, evaluate and synthesise information and concepts at highly abstract levels.</p> <p>Make a significant and original contribution in a specialised field and engage in critical dialogue.</p> <p>Ability to respond to abstract problems that expand and redefines existing knowledge.</p>	<p>Operate in highly specialised and unpredictable contexts.</p> <p>Select from highly advanced and highly specialised procedures across a major discipline and interdisciplinary.</p> <p>Demonstrate command of methodological issues.</p> <p>Communicate results of research to peers and engage in critical dialogue.</p>	<p>Complete accountability for determining, achieving, evaluating and applying all personal and/or group output.</p>

Although the proposed level descriptors can be used in the interim, these can be changed as new qualifications are developed. Research has shown that the development of level descriptors must be an on-going activity, which is informed by experience hence there is never a point at which one could claim to have a stable system of level descriptors. What seems to be necessary, however, is that educationists working in the FET and HET band engage more in the debate towards developing a continuum of achievement for purposes of coherence between the different bands (Dube 2000:34).

## **2.4 CONCLUSION**

In this chapter the compliance of pastoral counselling and related specialised fields to the NQF and SAQA has been dealt with. A proposed model for developing pastoral counselling qualifications has been diagrammed.

The proposed model of level descriptors is intended to serve as guidelines for defined competencies of pastoral counsellors/therapists for different constituencies. The report is a synthesis of information gathered from a variety of sources on level descriptors with the view to gaining a better understanding of the general phenomenon of levels within a credit-based qualification framework.

In the next chapter I would like to give attention to the articulation of qualifications in the pastoral counselling/therapy field.

## **CHAPTER 3: ARTICULATION OF QUALIFICATIONS IN THE PASTORAL COUNSELLING/THERAPY SPECIALISED FIELD.**

### **3.1 INTRODUCTION**

This research document proposes certain draft generic roles for the whole of the pastoral counselling specialising field. These draft "standards" or core outcomes were proposed during a workshop by the accreditation committee (1999) and have not been proposed by an SGB or approved by the relevant NSB's. The draft "standards" are likely still to be the subject of debate between the appropriate sub-field SGB's and NSB's.

#### **3.1.1 "Draft" standards or core outcomes for pastoral counselling/therapy**

The following roles are described using the format of a *Qualification based on Unit Standards*. *Unit Standards* are linked to the proposed six "roles" which are seen as generic to all pastoral counselling practices:

- Maintain effective relational and communication competence
- Apply and maintain professional work ethics
- Plan and facilitate pastoral counselling process
- Engage in an effective personal development process
- Design and conduct course of treatment
- Conduct research

*Specialist role:*

- Skills related to the learning area/subject/discipline/area or phase specialist, e.g. pastoral, social work, psychology, education, etc.



In the pastoral counselling model, a few broad clusters of contextual roles could supplement these generic roles, for example within social contexts, religious contexts, spiritual contexts, health contexts, educational contexts, psychological context, etc.

Each of the proposed roles could be developed into a unit standard. A *qualification based on Unit Standards* is constructed by articulating these core standards with a range of context specific unit standards, according to tight rules of combination which specify the weighting of each unit standard, the level of each unit standard, and the way in which they are combined.

The proposed unit standards (each linked to a role and its applied competencies) have strong similarities with proposed unit standards in the relevant sub-fields, which makes them an important description of common ground between these sub-fields. The roles could adhere to all the different sub-fields and the broad similarity in the roles makes it possible to establish connections that will enable portability and flexibility between qualifications and programmes in the different sub-fields. This will increase mobility for learners and open up different career and learning paths. There is always tension between broader qualifications, with more generic standards that promote portability and flexibility and narrower qualifications that emphasise depth and specialisation.

These issues can be partly addressed by a strong emphasis on transparent descriptions of integrated and applied assessment practices that determine the exit level outcomes of the qualification. These should make clearer what is common or similar between qualifications.

### **3.1.2 Level descriptors describing different degrees of applied competencies of pastoral counsellors/therapists**

Assessment practices in South Africa are very underdeveloped and research into, and development of innovative assessment practices is crucial to meeting goals of the NQF. In particular, the development of level descriptors to accurately describe the different degrees of applied competencies marked by a level is crucial to the development of the NQF. According to Cosser (SAQA Bulletin 2000:7) a writer of standards needs to consider in the first instance the *intention* behind the standard - the occupation, activity, or learning process that the person who has achieved the learning outcomes associated with the standard is *qualified* to undertake. The response to this question should be checked against as many criteria for that level as appears practicable in the context of the field, sub-field, and domain and of the nature of the decision being made. In the context of the level descriptors tables below, this means, optimally, that three criteria in each of the three areas and one in the fourth area - a total of *ten* criteria - need to be taken into account in the determination of level.

Cosser (SAQA Bulletin 2000:7) mentions the following example:

A consideration of *Level 3* would involve a reading of each of three categories in the first three tables and one of the categories in *Table 8*. A *Level 3* standard requires that the learner

- (from *Table 5*) display a well-developed range of **skills** and perform a significant choice of **procedures** in a range of familiar contexts;
- (from *Table 6*) possess some relevant theoretical **knowledge**, be capable of **information processing** at the level of interpreting available information, and from a **problem solving** perspective provide a range of known responses to familiar problems, based on limited discretion and judgement; and
- with regard to **orientation of activity** have his/her activity directed, with some autonomy (*Table 7*), **apply** his/her **responsibility** under general supervision and quality checking, and from the perspective of **orientation and scope of**

**responsibility** assume significant responsibility for the quantity and quality of output, and possible responsibility for the output of others.

The *Level 3* learner would follow either the **education or training pathway** (*Table 8*) - either continuing secondary study or undergoing training towards certification in skilled occupations, crafts, and trades.

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**TABLES OF LEVEL DESCRIPTORS**

*Table 5. Nature of Processes*

<b>Level</b>	<b>Skills</b>	<b>Procedures</b>	<b>Contexts</b>
<b>1</b>	Limited in range	Repetitive and familiar	Closely defined
<b>2</b>	Moderate in range	Established and familiar	Routine and familiar
<b>3</b>	Well-developed range	Significant choice	Range of familiar
<b>4</b>	Wide-ranging scholastic or technical	Considerable choice	Variety of familiar and unfamiliar
<b>5</b>	Wide-ranging, specialised scholastic or technical	Wide choice, standard and non-standard	Variety of routine and non-routine
<b>6</b>	Wide-ranging, specialised scholastic or technical, and basic research, across a major discipline	Wide choice, standard and non-standard, often in non-standard combinations, in a major discipline	Highly variable routine and non-routine
<b>7</b>	Highly specialised scholastic or technical, and advanced research across a major discipline	Full range, advanced, in a major discipline	Complex, variable. And highly specialised
<b>8</b>	Expert, highly specialised, and advanced technical or research, both across a major discipline and interdisciplinary	Complex and highly advanced	Highly specialised, unpredictable

**Table 6. Scope of Learning**

<b>Level</b>	<b>Knowledge</b>	<b>Information Processing</b>	<b>Problem Solving</b>
<b>1</b>	Narrow-ranging	Recall	Known solutions to familiar problems
<b>2</b>	Basic operational	Basic processing of readily available information	Known solutions to familiar problems
<b>3</b>	Some relevant theoretical	Interpretation of available information	A range of known responses to familiar problems, based on limited discretion and judgement
<b>4</b>	Broad knowledge base incorporating some theoretical concepts	Basic analytical interpretation of information	A range of sometimes innovative responses to concrete but often unfamiliar problems, based on informed judgement
<b>5</b>	Broad knowledge base with substantial depth in some areas	Analytical interpretation of a wide range of data	The determination of appropriate methods and procedures in response to a range of concrete problems with some theoretical elements
<b>6</b>	Knowledge of a major discipline with depth in more than one area	The analyses, reformatting, and evaluation of a wide range of information	The formulation of appropriate responses to resolve both concrete and abstract problems
<b>7</b>	Specialised knowledge of a major discipline	The analysis, transformation, and evaluation of abstract data and concepts	The creation of appropriate responses to resolve contextual abstract problems
<b>8</b>	In-depth knowledge in a complex and specialised area	The generation, evaluation, and synthesis of information and concepts at highly abstract levels	The creation of responses to abstract problems that expand or redefine existing knowledge

**Table 7. Responsibility**

<b>Level</b>	<b>Orientation of Activity</b>	<b>Application of Responsibility</b>	<b>Orientation and Scope of Responsibility</b>
<b>1</b>	Directed	Under close supervision	No responsibility for the work or learning of others
<b>2</b>	Directed	Under general supervision and quality control	Some responsibility for quantity and quality, and possible responsibility for guiding others
<b>3</b>	Directed, with some autonomy	Under general supervision and quality checking	Significant responsibility for the quantity and quality of output, and possible responsibility for the out of others
<b>4</b>	Self-directed	Under broad guidance and evaluation	Complete responsibility for quantity and quality of output, and possible responsibility for the quantity and quality of the output of others
<b>5</b>	Self-directed, and sometimes directive	Within broad, general guidelines or functions	Full responsibility for the nature, quantity, and quality of output, and possible responsibility for the achievement of group output
<b>6</b>	Managing processes	Within broad parameters for largely defined activities	Complete accountability for achieving personal and/or group output
<b>7</b>	Planning, resourcing, and managing processes	Within broad parameters and functions	Complete accountability for determining, achieving, and evaluating personal and/or group output
<b>8</b>	Planning, resourcing, managing, and optimising all aspects of processes engaged in	Within complex and unpredictable contexts	Complete accountability for determining, achieving, evaluating, and applying all personal and/or group output

**Table 8. Learning Pathway**

<b>Level</b>	<b>Education Pathway</b>	<b>Training Pathway</b>
1	Entry to senior secondary education	Entry to career-based training
2	Senior secondary study beyond entry level	Training towards certification in sub-crafts and sub-trades
3	Continuing secondary study	Training towards certification in skilled occupations, crafts, and trades
4	Entry to undergraduate or equivalent education	Training towards certification in advanced trade and technical occupations
5	Continuing undergraduate or equivalent higher education	Training towards certification in technological or paraprofessional occupations
6	Completion of undergraduate or equivalent higher education and entry to honours, masters, or equivalent higher education	Subsequent completion of professional certification, and entry to professional practice and/or managerial occupations
7	Entry to doctoral and further research education, and to research-based occupations	Professional practice and/or senior managerial occupations
8	Academic leadership, advanced research, and/or research-based occupations	Professional practice and/or senior managerial occupations

### **3.2 ROLES AND APPLIED COMPETENCIES FOR THE PASTORAL COUNSELLING/THERAPY SPECIALISED FIELD**

This section defines the proposed “roles and their applied competencies” for the specific context of the pastoral counsellor or the pastoral counselling specialised field. These roles may be used to re-shape current qualifications, as well as to research and design new qualifications. They are intended as initial guidelines for providers

When a qualification is described for purposes on the NQF, the particular “mix” of roles and applied competencies, shaped to “fit the purpose” of the qualification, will be reflected in the performance criteria (competencies). So too, the learning programme designed to achieve the qualification will use the assessment and performance criteria to shape the programme.

The focus on purpose, roles and applied competencies indicates a strong commitment in these norms and standards to the notion of synthesising the old dichotomy between theory and practice, or academic and occupational dimensions. To this end, all qualifications must indicate a mix of foundational, practical and reflexive competencies. In other words, all qualifications must enable people to consider options, make decisions and do things (practical); understand what and why we and/or others are doing these things (foundational); and be able to reflect on what we have done and make changes to our practices in light of this reflection (reflexive).

An integrated assessment of applied competence must demonstrate a mix of these different ways of knowing, and the mix will differ depending on both the level and purpose of the qualification. These differences will be captured in the description of the specialised roles and competencies provided in level descriptors, exit level outcomes, assessment/performance criteria, range



statements, and rules of combination that are part of the format of the qualification.

These roles encourage the development of flexible qualifications that can be used by both in-service and pre-service pastoral counsellors. The roles are not subjects or learning areas. Providers can organise their learning programmes in a number of different ways, as long as they develop applied competencies in these roles, use appropriate methods of assessment and meet the purposes of the qualification they are offering.

### **3.2.1 The designing of the roles and applied competencies of pastoral counselling/therapy**

Qualifications must be designed around the “specialist” role as this encapsulates the “purpose” of the qualification and 'shapes' the way the other roles and applied competencies are integrated into the qualification.

The “contextual” roles are integrated into the “specialised” role together with whatever is relevant to the specialisation. For example, counsellors from the pastoral work specialised field will have to be competent in the religious and ethical foundation of society sub-field; the SAQA critical cross-field outcomes; occupational, professional and academic requirements - including competence in overcoming barriers to learning, citizenship and democratic participation and environmentally sensitive practices.

The roles also “integrate” different disciplines or subject areas. Each and all roles will draw on “mixture” of theology, sociology, psychology, communication, social welfare, health, research and more specific “subject” knowledge. It is the responsibility of stakeholders to ensure that these disciplines are studied in sufficient breadth and depth.

Two roles serve here to illustrate how disciplines can be used in different roles.

### 3.2.1.1 Communicative competence

Communicative competence according to Egan (1990:108) is vital to being competent in:

- **Attending and Listening:** Attending: Actively being with clients, Active Listening, Obstacles to Listening and Understanding Clients, Listening to Oneself.
- **Empathy and Probing:** Empathy as a way of being, Empathy as a communication skill, Elements of empathic understanding and responding, The uses in empathy, Do's and don'ts in expressing empathy, The Art of Probing, Limits of communication skills.

### 3.2.1.2 Understanding and ability to use the concepts and methods of pastoral counselling/therapy

An understanding and ability to use the concepts and methods of pastoral counselling/therapy (the goal of helping - Egan 1990:4) are vital to being competent in:

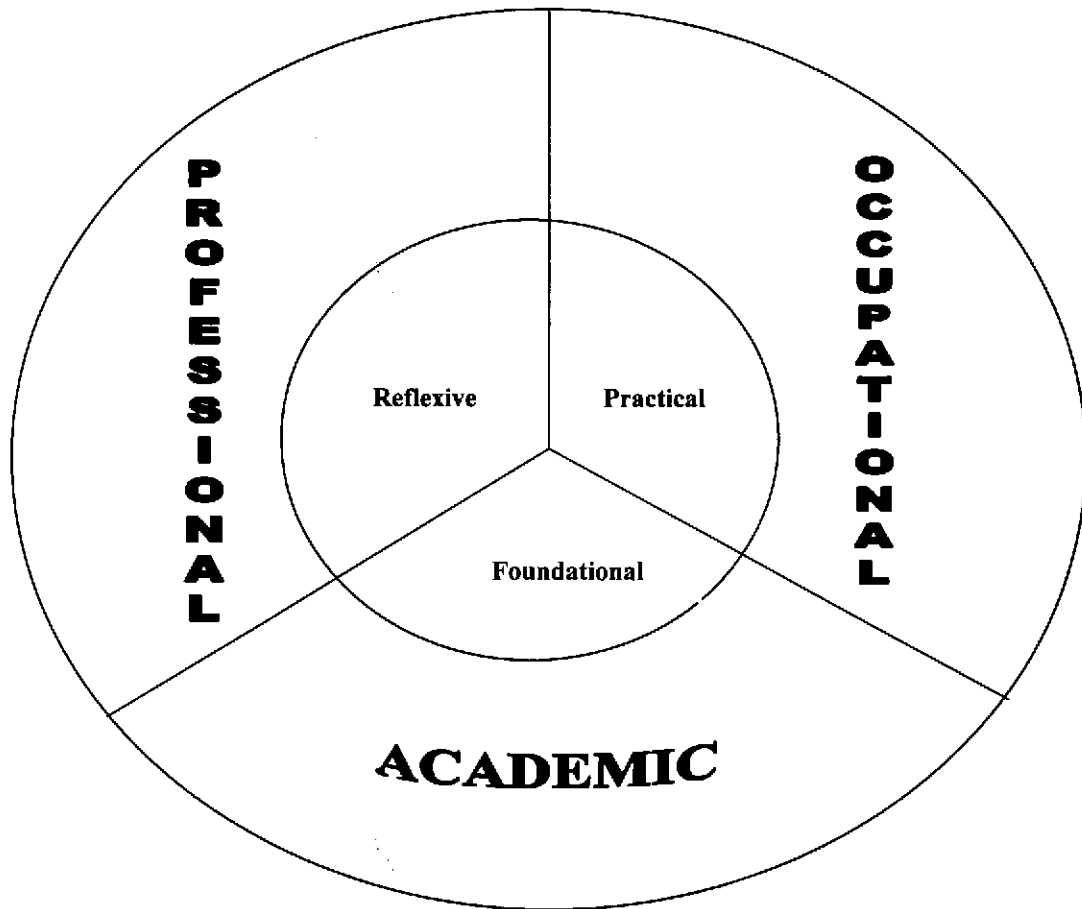
- **Helping as an Education Process:** Another way of looking at the goal of helping is client learning. As Strupp (1986:124) puts it helping "typically involves learning (unlearning, relearning, new learning), which may take many different forms ... The outcomes may manifest themselves as changes in cognition, feeling, or behaviour (or some combination of these)."
- **Activity versus Outcomes:** "Counselling" is a verb: it denotes an activity or series of activities in which helper and client engage. The activity, however, has value only to the degree that it leads to *valued outcomes* in the client's day-to-day life.

- **Helping - A Collaborative Enterprise:** Counselling is a *collaborative* process between helper and client. In many ways, helpers stimulate clients to provide services to *themselves*. It is the client who achieves the goals of helping through the facilitation of the helper.
- **Client Satisfaction:** Fisch, Weakland, & Segal (Egan 1990:8) suggest that the most important indicator of success in “helping” is the client's statement that he or she is reasonably or completely content with the outcome of treatment, either because the behaviour complained about has changed or because his or her evaluation of the behaviour has changed so that he or she no longer perceives it as a significant problem.

Clearly, these roles can be adequately developed only when including inputs from other disciplines.

The focus on purposes, roles, applied competence and integrated assessment indicates a strong commitment in these norms and standards to integrating theory and practice. To this end roles suggest that all qualifications should indicate a mix of practical, foundational and reflexive competencies; and that these are linked to the professional, occupational and academic purposes of the qualification. The particular mix should be captured in the purpose, level descriptors, and exit level outcomes, assessment criteria and range statements described in the qualification.

*Figure 2. Norms and Standards for Pastoral Counsellors/Therapists*



(Technical Committee of the Revision of Norms and Standards: 1998:53)

In some senses, these roles can be regarded as equivalent to what was known as the core curriculum; but are different in the sense that they indicate outcomes (in terms of an integrated and applied competence to be demonstrated) rather than input. It is also not possible to teach or assess this “common curriculum” without explicit reference to the specialist role that a pastoral counsellor will play. In other words, this “core curriculum” is a means to the end of competent performance of a specialist pastoral counsellor's role, it is not an end in itself.

### **3.3 EVALUATION OF QUALIFICATIONS FOR PRACTISING AS A PASTORAL COUNSELLOR/THERAPISTS**

Up to now the popular belief was that pastoral counselling belongs exclusively to the church. This practice, however, did not meet the needs that existed and malpractice or harmful results were often experienced.

It is beyond the scope of this research report to prescribe the quality assurance measures and mechanisms that may be put in place by SAAP, and the various stakeholder professional boards. This research model will try however, to make certain recommendations about internal quality assurance criteria and procedures for the education and training of pastoral counsellors.

However these bodies need to address quality assurance urgently. There has been an enormous expansion in the training of counsellors recently. At present there is considerable concern over the quality of many counselling qualifications and practices (De Jongh van Arkel 1998:1). Some providers abuse their right of autonomy and offer qualifications of low quality. The prospective counsellor has no restrictions to prohibit him or her to advertise and practice as a counsellor. The professional associations for example SAAP are in an uncertain and difficult period of transition and many do not have the capacity or power to stop these processes. The Accreditation Committee deems it the duty of the Government to protect the people from South Africa from being "treated" by so-called professional counsellors. Not that the Accreditation Committee do not want to acknowledge the valuable input and voluntarily help some lay-counsellors render a society which are in need of just that. The Accreditation Committee would just like to propose to set certain standards to qualify these prospective counsellors better and the bonus is that anything that they enrol in to be able to help their fellow human being should be recognised as outcomes towards a qualification. A clear set of rules should also be spelled out towards what level of competency

allows for private practice without supervision from some kind of higher expertise.

The roles described for counsellors are designed to provide counsellors with learning (training) opportunities which promote their own personal development and which are closely articulated with the healthy development of the people of South Africa. Providers may research, design and deliver qualifications and learning programmes that enable learners to map out a learning path that is linked to their specific career or progression paths in which the academic qualifications, the opportunities for productive work and the personal and social benefits are articulated closely.

Qualifications and learning programmes must be designed to meet the “needs” or requirements of not only the employer but also of the clients the prospective counsellor are going to be dealing with. They must be grounded in the occupational field. They should also be consistent with occupational requirements. Qualifications must also promote professional development within the guidelines developed by the Health Professions Council of South Africa.

### **3.3.1 Designing qualifications**

Of particular importance in designing qualifications are:

- The requirements laid down by the Minister of Health including orientation of activity, application of responsibility and orientation and scope of responsibility;
- The Mission Statement and Code of Conduct of the Professional Board for Pastoral Counsellors (proposed);
- The Mission Statement and Code of Conduct of the different counselling fields (to be developed).

In order to accommodate these diverse requirements, this research report has conceptualised professional development of pastoral counsellors as being constituted and regulated by three distinct kinds of requirements (*see Figure 2*):

- Professional requirements
- Occupational requirements
- Academic requirements

### **3.3.1.1 Professional requirements**

In order to be, and to practice as a qualified professional pastoral counsellor, should be the responsibility of SAQA, the ETQA's, the different SGB's and the providers. The professional and occupational requirements should be the responsibility of the different statutory boards and professional associations.

The development of professional counsellors is possible only if these requirements are articulated closely in a systematic model and are integrated in norms and standards, qualifications and learning programmes. Otherwise, professional development could easily become fragmented, inconsistent, incomplete and incoherent.

It is proposed that all practising counsellors have to register with the different professional associations, e.g. SAAP, etc. in order to practice publicly. These associations should all have the following primary functions: the registration and accreditation of counsellors, the regulation of the ethics of the profession through the Code of Conduct and its associated disciplinary measures, and the professional development of counsellors.

### **3.3.1.2 Occupational requirements**

The majority of counsellors practice privately or as part of a team of outreach or in their capacity as part of their professional job for e.g. social worker, clergy person etc. To be employed in a particular occupational role, counsellors must demonstrate that they have the applied competence, as signified by the appropriate qualification, to perform the role competently.

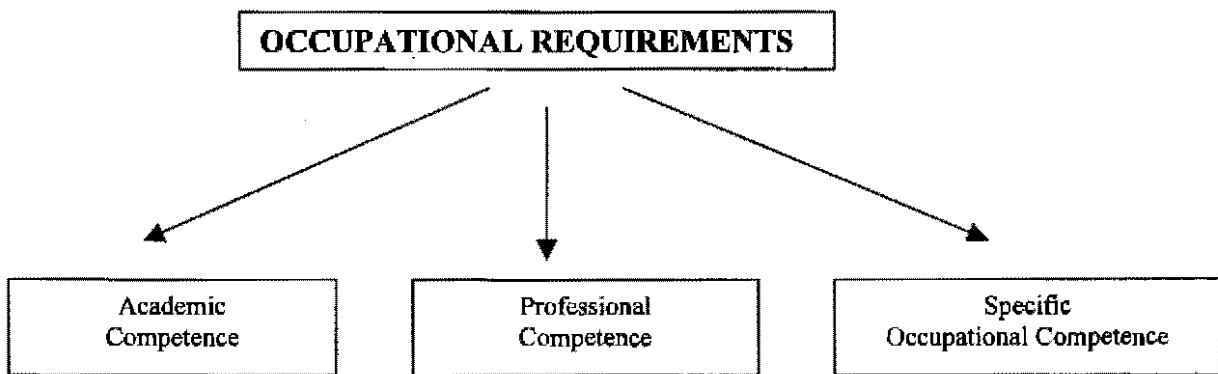
In evaluating qualifications for employment or registering a private practice, it is proposed that the different statutory boards and professional associations, OR a newly proposed board for counsellors, will have to evaluate and recognise qualifications meeting the following criteria that integrate academic, professional and specific occupational requirements deemed important by the above-mentioned. For purposes of recognition and evaluation for employment or registering a private practice, qualifications must:

- integrate the critical cross-field outcomes into the exit-level outcomes of the qualification;
- integrate the contextual roles and their applied competencies into the specialised or elective role that is described in the exit level outcomes;
- be registered on the National Qualification Framework;
- integrate the professional requirements for registration with the different statutory boards and professional associations;
- be certified by the relevant ETQA or its designated body;
- be registered by the relevant professional board and adhere to their specifications.

The occupational requirements for Pastoral Counsellors/Therapists are proposed to include academic, professional and specific occupational requirements and applied competence:



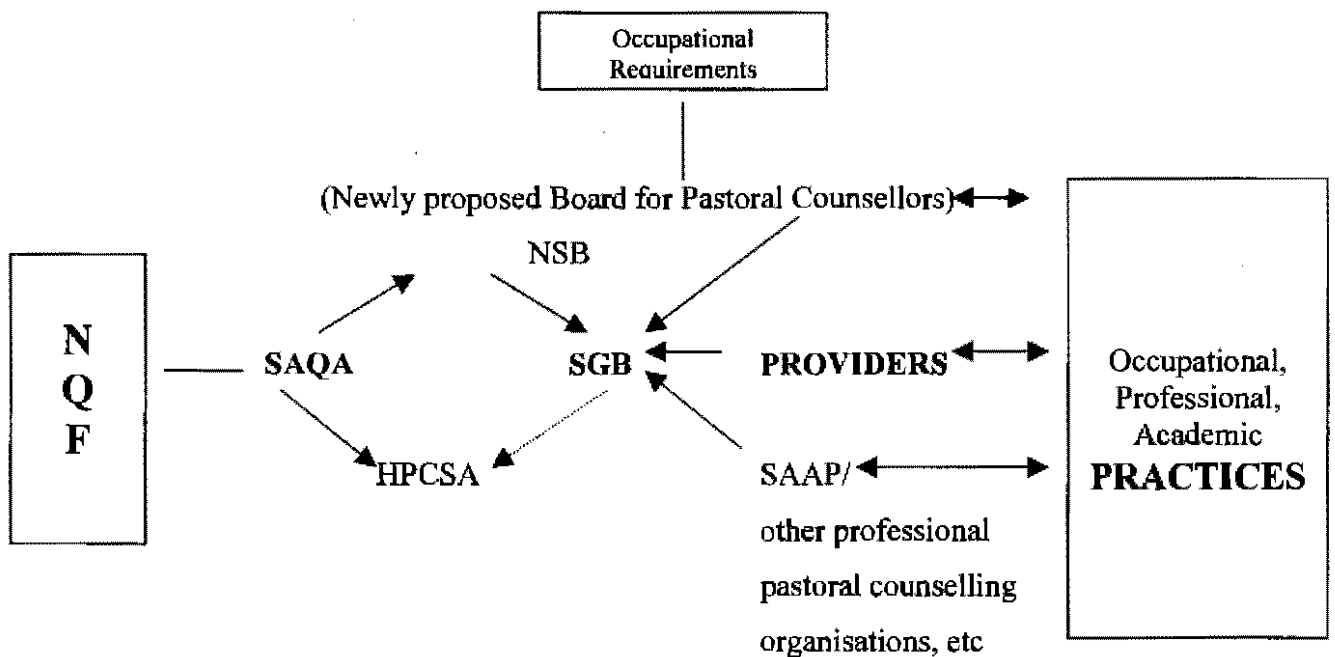
**Figure 3. Occupational requirements for Pastoral Counsellors/Therapists**



For example, for a counsellor to practise privately, the proposed statutory board for counsellors or the different statutory boards and professional associations can require specific NQF levels of academic achievement, ethical conduct in accordance with for example SAAP requirements (for Pastoral Counsellors) and the specific occupational competence that are required to be a private “practitioner”.

This research report adopts a systematic model for developing professional counsellors in which the academic, occupational and professional requirements are closely articulated. *Figure 4* illustrates these linkages:

**Figure 4. A Model for developing qualifications and requirements for Pastoral Counsellors/Therapists**



### **3.4 PROPOSED REGISTERED CATEGORIES FOR PASTORAL COUNSELLORS/THERAPISTS**

During 1999 the executive committee of SAAP decided to appoint an accreditation committee to work towards identifying different categories in the pastoral counselling field. A process of research and workshops followed. The following registered categories for pastoral counsellors/therapists were proposed by the accreditation committee and accepted by SAAP. It should be noted that these categories could be revised by an SGB for pastoral counselling.

#### **3.4.1 Category 1: BASIC LEVEL PASTORAL COUNSELLOR (NQF Level 2)**

##### **Criteria**

**1. Knowledge**

- a. General knowledge and experience in pastoral care and counselling.
- b. Listening skills.
- c. Empathy.
- d. Twenty (20) hours practical pastoral counselling.
- e. Ten (10) hours of supervision.

**2. Nature of Processes**

- a. Skills: Moderate in range.
- b. Procedures: established and familiar.
- c. Context: routine and familiar.

**3. Scope of Learning**

- a. Basic operational knowledge.
- b. Basic processing of readily available information.
- c. Problem solving: a range of known responses to familiar problems, based on limited discretion and judgement.

**4. Responsibility**

- a. Orientation of activity: Directed.
- b. Under general supervision and quality control of a qualified pastoral counsellor/therapist with at least a level 5 qualification.

**5. Learning pathway**

- a. Education pathway: Senior secondary study beyond entry level.

- b. **Training pathway:** Training towards certification in pastoral counselling skills.

### **3.4.2 Category 2: POST BASIC LEVEL PASTORAL COUNSELLOR (NQF Level 3)**

#### **Criteria**

##### **1. Knowledge**

- a. Relevant theoretical and practical knowledge of pastoral counselling.
- b. Listening skills and an emphatic understanding of the situation.
- c. Thirty (30) hours practical pastoral counselling.
- d. Fifteen (15) hours supervision.

##### **2. Nature of processes**

- a. Skills: well-developed range.
- b. Procedures: Significant choice.
- c. Contexts: Range of familiar.

##### **3. Scope of Learning**

- a. Some relevant theoretical knowledge.
- b. Interpretation of available information.
- c. Problem-solving: A range of sometimes innovative responses to concrete but often unfamiliar problems, based on informed judgement.

##### **4. Responsibility**

- a. Orientation of activity: directed, with some autonomy.

- b. Application of responsibility: under general supervision and quality checking.
- c. Significant responsibility for the quality and quantity of output, and possible responsibility for the quantity and quality of the output of others.

**5. Learning pathway**

- a. Education: continuing secondary study.
- b. Training: training towards certification in skilled pastoral counselling occupation.

**3.4.3 Category 3: INTERMEDIATE LEVEL PASTORAL COUNSELLOR  
(NQF Level 4)**

**Criteria**

**1. Knowledge**

- a. At least an advanced knowledge of one theory of pastoral counselling and a general knowledge of two other theories of pastoral counselling.
- b. Knowledge of the theory of pastoral counselling practices/methods of the choice in "a".

**2. Skills and experience**

- a. Ability to apply the above knowledge in pastoral counselling.
- b. Fifty (50) hours of practical pastoral counselling.
- c. Twenty-five (25) hours supervision.

**3. Nature of processes**

- a. Wide-ranging scholastic or technical skills.
- b. Considerable choice of procedures.
- c. Contexts: Variety of familiar and unfamiliar.

**4. Scope of Learning**

- a. Broad knowledge base incorporating some theoretical concepts.
- b. Basic analytical interpretation of information processing.
- c. Problem solving: a range of sometimes innovative responses to concrete but often unfamiliar problems, based on informed judgement.

**5. Responsibility**

- a. Self-directed activities but under broad guidance and evaluation.
- b. Complete responsibility for quantity and quality of output, and possible responsibility for the quantity and quality of the output of others.

**6. Learning pathway**

- a. Entry to undergraduate or equivalent higher education.
- b. Training towards certification in occupation characterised with advanced pastoral counselling skills.

**3.4.4 Category 4: ADVANCED LEVEL PASTORAL THERAPIST  
(NQF Level 5/6)**

**Criteria**

**1. Knowledge**

- a. In-depth knowledge of at least three theories on pastoral counselling.

- b. Detailed knowledge of the theory of specific pastoral counselling methodology.
- c. Detailed knowledge of a counselling model.

**2. Skills and experience**

- a. The ability to apply and integrate the above knowledge in pastoral counselling.
- b. Seventy-five (75) hours practical pastoral counselling.
- c. Thirty (30) hours supervision.
- d. Minimum of 6 months (20) hours related pastoral counselling experience, including 50 hours of pastoral counselling in addition to the above-mentioned hours.

**3. Nature of processes**

- a. Wide-ranging, specialised scholastic or technical skills and basic research, across the pastoral counselling discipline.
- b. Wide choice, standard and non-standard procedures in the pastoral counselling discipline.
- c. Highly variable and a variety of routine and non-routine.

**4. Scope of Learning**

- a. Broad knowledge based incorporating some theoretical concepts and with substantial depth in some areas.
- b. Analytical or basic analytical interpretation of a wide range of data and information.
- c. A range of innovative responses to concrete but often unfamiliar problems, based on informed judgements and the determination of

appropriate methods and procedures in response to a range of concrete problems with some theoretical elements.

**5. Responsibility**

- a. Self-directed, and sometimes directive and managing processes.
- b. Application of responsibility **within** broad guidelines or functions and parameters for largely defined activities.
- c. Fully responsible for the nature, quantity and quality of output, and possible responsibility for the achievement of group output.
- d. Complete accountability for achieving personal and/or group output.

**7. Learning pathway**

- a. Education: Continuing and completion of undergraduate or equivalent higher qualification and entry to honours, masters or equivalent higher education.
- b. Training: Training towards certification in pastoral counselling and therapeutical occupations. Subsequent completion of professional certification, and entry to professional certification, and entry to professional practice and/or managerial position in the pastoral counselling occupation.

**3.4.5 Category 5: SPECIALIST LEVEL PASTORAL THERAPIST  
(NQF Level 7/8)**

**Criteria**

**1. Knowledge**

- a. At least a Masters degree in specialised pastoral counselling.



- b. In-depth knowledge of different theories on pastoral counselling.
- c. Detailed knowledge of different theories of specific pastoral counselling methodologies.
- d. Detailed knowledge of different pastoral counselling models.

**2. Skills and experience**

- a. One hundred and sixty hours (160) of practical pastoral counselling.
- b. Forty (40) hours of supervision.
- c. Proven ability to integrate pastoral and counselling theories in practice.
- d. Hundred (100) hours or one year pastoral counselling related experience.

**3. Nature of processes**

- a. Expert and highly specialised scholastic, and advanced research across the pastoral counselling discipline and interdisciplinary.
- b. Full range of procedures, advanced in the pastoral counselling/therapy discipline. Complex and highly advanced.
- c. Complex, unpredictable and highly specialised context.

**4. Scope of learning**

- a. Specialised and in-depth knowledge of a specialised and complex pastoral counselling/therapy discipline.
- b. The analysis, transformation, evaluation, generation and synthesis of abstract data and concepts at highly abstract levels.
- c. Creation of appropriate responses to expand or redefine and resolve abstract and existing problems and knowledge.

**5. Responsibility**

- a. Planning, resourcing, managing and optimising all aspects of processes engaged in.
- b. Application of responsibility within broad and complex parameters and unpredictable functions and context.
- c. Complete accountability for determining, achieving, evaluating and applying all personal and/or group output.

**6. Learning pathway**

- a. Education pathway: Academic leadership. Entry to doctoral and further research education, and to research-based and advanced research-based pastoral counselling occupations.
- b. Training pathway: Professional practice and/or senior managerial pastoral counselling occupations.

**7. Research**

- a. Either a research paper, a paper read at a conference or an article in a research journal.

### **3.5 CONCLUSION**

Proposed guidelines for the accreditation and registration of the Pastoral Counselling specialised field are addressed. It is important to note that the conclusions do not prescribe a bureaucratic model for the delivery of Pastoral Counselling or related courses.

In the next chapter I attempt to define the standards required for Pastoral Counsellors/Therapists. A proposal for Unit standards is discussed and a summary of how to design a learning programme is given.

## **CHAPTER 4: PROPOSED PASTORAL COUNSELLING/ THERAPY EDUCATION AND TRAINING PROGRAMMES**

### **4.1 INTRODUCTION**

More and more training courses in pastoral counselling are offered through out the country. Professionalisation does not only guarantee better quality to those who use the service but it also keeps people without proper training and qualifications to provide services.

According to SAQA (The NQF and Curriculum Development, May 2000:5) learning programme means the sequential learning activities, associated with curriculum implementation, leading to the achievement of a particular qualification or part qualification. A learning programme can be identified with a cluster of qualifications, a single qualification or a part qualification. A particular qualification may be achieved through different learning programmes that meet the exit level outcomes and associated assessment criteria of the qualification.

In determining the training requirements of pastoral counsellors/therapists for the different levels, the accreditation working group embarked on a process of determining the Unit Standards or competency standards for pastoral counsellors/therapists to be discussed at a next SAAP conference. This will then be proposed to a future SGB for pastoral counselling/therapy.

These capabilities or competencies were determined in both a sectorised and generic structure, in which the needs of the community were identified, and the appropriate capabilities and competencies developed.

The following were also recommended by SAAP:

- A career path should be established for pastoral counsellors;

- Five categories of pastoral counsellors/therapists should be recognised;
- Obtain professional recognition for pastoral counsellors/therapists by accreditation and recognition from a relevant professional council
- Formulate the standards in line with processes of the South African Qualification Authority (SAQA).

## **4.2 DESIGNING THE LEARNING PROGRAMME**

According to the Government Gazette No. 6140, (March 1998: 10-11) a unit standard shall be formulated so as to be used as an assessor document, a learner's guide and an educator's guide for the preparation of learning material and shall consist of -

- (a) a unit standard title
- (b) a logo indicating approval by the Authority
- (c) a unit standard number
- (d) a unit standard level on the National Qualifications Framework
- (e) the credit attached to the unit standard
- (f) the field and sub-field of the unit standard
- (g) the issue date
- (h) the review date
- (i) the purpose of the unit standard
- (j) the learning assumed to be in place before this unit standard is commenced;
- (k) the specific outcomes to be assessed;
- (l) the assessment criteria, including essential embedded knowledge;
- (m) the accreditation process (including moderation) for the unit standard;
- (n) the range statements as a general guide for the scope, context, and level being used for this unit standard; and
- (o) a "notes" category which must include the critical outcomes contemplated in regulation 7(4) supported by the unit standard; should include

references to essential embedded knowledge if not addressed under assessment criteria and may include other supplementary information on the unit standard.

**4.2.1 The Title** clearly states what the Unit Standard is about. It shows what the candidate must do or the skills, knowledge and attributes they have in order to achieve credit; the outcome needed to be formally recognised. The title is the overall outcome to be assessed, and for which credit is given.

**4.2.2 The level** refers to one of eight NQF levels in which the Unit Standard will fit. For the purpose of pastoral counselling qualifications, we have proposed qualifications on levels 2 - 8. Before considering the level of the qualification, the SGB has to refer to the level descriptors as proposed by SAQA.

**4.2.3 A credit value** is assigned to every Unit Standard partly for SAQA's recording process. Ten notional hours of learning will be allocated one credit on the NQF. Unit Standards will vary greatly in their credit value.

**4.2.4 The fields and sub-fields** relate to the twelve fields of learning. SAQA have a National Standards Body (NSB) for each of the twelve fields. The fields related to counselling are:

- Field 07, Human and Social Sciences; Sub-field Religious and ethical foundation of society, and
- Field 09, Health Sciences; Sub-fields Promotive health and Developmental Services, Preventative health, Curative Health and Rehabilitative Health.

**4.2.5 The issue date** is the date upon which the unit standard is registered on the NQF. The first registration is to be for a limited period, for example one or possibly three years. When the unit standard has proved its worth it will be re-registered on its review date for a further period, for example five years.

**4.2.6 The review date** is the date upon which the unit standard registered on the NQF is renewed. Unit standards that have become redundant during their period of registration do not have their registration renewed when they are reviewed.

**4.2.7 The purposes of the qualification** are characterised from the mix and balance between critical, developmental and core outcomes chosen. It should

- Specify the target population of the Unit Standard;
- Expand on the title of the Unit Standard. In this way it broadens the description of the performance achievements the Unit Standard measures; and
- Describe the context in which the Unit Standard can best be used.

**4.2.8 The learning assumed to be in place** for a unit standard indicates which skills and knowledge candidates should have before entering the qualification or engaging in the learning programme.

**4.2.9 The Specific Outcomes** is a precise description of what a candidate must be able to do. To derive them the writer breaks the title (stated in the form of the Unit Standard's overall outcome) of the Unit Standard down into several (usually three to five) more manageable parts called Specific Outcomes. This includes skills, knowledge and values that inform the demonstration of the achievements of an outcome or a set of outcomes.

**4.2.10 The Assessment Criteria** identify the essential evidence the assessor requires of a candidate to prove that a specific outcome has been achieved. They are used to discriminate competent performance and performance which is not yet competent. However, it is not the assessment criteria that are assessed but the specific outcomes.

The assessment criteria derived directly from the specific outcome and from a logical set of statements of what achievements could or should look like. To the extent that specific outcomes take the form of statements that "*Learners will...*" (verb + noun). The assessment criteria generally indicate that learners have achieved the point where "*nouns are passive + verb + qualifier*" e.g. "*...engage in well-being practices*".

The assessment criteria are broadly stated and so do not themselves provide sufficient details of exactly what and how learning marks an acceptable level of achievement of the outcome. For this reason the assessment criteria are explained and detailed in the range statements.

**4.2.11 The accreditation and moderation process** will be the means used to guarantee that the standards of assessment of the outcomes described in the NQF is fair, reliable and valid. Accreditation means the certification of a person, a body or an institution as having the capacity to fulfil a particular function in the quality assurance system set up by SAQA in terms of the Act.

According to Johnson, Campbell and Dykstra (1997) a program should have a clear, coherent, and well-articulated description of the philosophy or set of principles underlying its training mission (i.e., its goals, objectives, and the resources, methods, and processes by which it proposes to attain its desired training outcomes.

**4.2.12 Range Statements** is normally written in relation to a specific outcome and its assessment criteria. Range Statements indicate the **scope, depth, level of complexity and parameters of the achievement**. They include indications of the critical areas of content, processes and context that the learner should engage in order to reach an acceptable level of achievement. While the range indicates the areas of content, product and process, it does not restrict learning to specific lists of knowledge, items or activities which learners can work through mechanically. The range statements provide direction but allow for multiple learning strategies, for flexibility in the choice of content and for a variety of assessment methods.

**4.2.13 The section 'notes'** includes a description of the critical cross-field outcomes developed by the unit standard (mandatory), the knowledge expected in it (mandatory) and the information relevant to it, for example, legal requirements, glossary of terms, etc.

### **4.3 DETERMINING THE PROPOSED STANDARDS REQUIRED FOR PASTORAL COUNSELLORS/THERAPISTS**

The workshop analysis of the accreditation committee demonstrated the necessary components of pastoral counsellor/therapists competence. In determining these standards required for each qualification we proceed through asking (in relation to each component of the qualification): "What in this component would make a difference to the overall quality of the pastoral counselling practice?"

In our attempt to answer this question we also tried to explain that the learning programme, while necessary diverse, should also be educationally transformative. By programme we mean a coherent set of courses, leading to a certain qualification in the pastoral counselling specialised field. The term outcome is



loosely used to refer to the result/product/output of some or other process (Malan 1997:15).

#### **4.3.1 Identifying outcomes (unit standards) for pastoral counsellors/therapists**

The accreditation committee in consultation with the stakeholders identified the following outcomes (unit standards) for pastoral counsellors/therapists:

<b>UNIT 1:</b>	<b>APPLYING WORK ETHICS</b>
<b>UNIT 2:</b>	<b>UNDERSTANDING PASTORAL COUNSELLING THEORY</b>
<b>UNIT 3:</b>	<b>FACILITATING PASTORAL COUNSELLING SKILLS</b>
<b>UNIT 4:</b>	<b>CONDUCTING RESEARCH</b>
<b>UNIT 5:</b>	<b>DEVELOPING SELF-KNOWLEDGE</b>

These Unit Standards (outcomes) represent the capabilities that were considered as necessary for pastoral counsellors/therapists to perform successful counselling/therapy. The Unit Standards thus form the core learning units for the training of pastoral counsellors/therapists and could also be functional in:

- Providing guidelines for learner pastoral counsellors at all levels;
- Providing guidelines for providers of training for all levels to develop suitable training courses;
- Providing guidelines for the assessment of the progress of learner pastoral counsellors by appointed assessors;
- Defining the capabilities of pastoral counsellors; and
- Setting the standards for registration of pastoral counsellors after successful assessment of the learner.

## **4.3.2 Proposed purpose statements and specific outcomes**

### **4.3.2.1 UNIT 1: APPLYING WORK ETHICS**

#### **PURPOSE OF THIS UNIT STANDARD**

**Pastoral counsellors/therapists credited with this unit standard demonstrate applied competence in maintaining applicable professional work ethics in the context of the diversity of society and legal prescriptions.**

The following specific outcomes could relate to this key competency:

Specific Outcome 1.1	Maintaining professional code of conduct
Specific Outcome 1.2	Providing for diversity of culture in society
Specific Outcome 1.3	Adhere to legal prescriptions

### **4.3.2.2 UNIT 2: UNDERSTANDING PASTORAL COUNSELLING THEORY**

#### **PURPOSE OF THIS UNIT STANDARD**

**Pastoral counsellors/therapists credited with this unit standard will be able to demonstrate knowledge of pastoral care and counselling theory within a specific theological context.**

The following specific outcomes could relate to this key competency:

Specific Outcome 2.1	Knowledge of theology of a specific religion
Specific Outcome 2.2	Knowledge of pastoral care and counselling
Specific Outcome 2.3	Comprehension of counselling philosophy, theory and skills

### **4.3.2.3 UNIT 3: PRACTISING PASTORAL COUNSELLING SKILLS**

#### **PURPOSE OF THIS UNIT STANDARD**

**Pastoral counsellors/therapists credited with this unit standard will have to demonstrate applied competence in conducting pastoral counselling processes in accordance with professional standards.**

The following specific outcomes could relate to this key competency:

Specific Outcome 3.1	Joining/Assessment/Diagnosis
Specific Outcome 3.2	Designing the counselling process
Specific Outcome 3.3	Facilitating the pastoral counselling process
Specific Outcome 3.4	Establishing and maintaining appropriate networks
Specific Outcome 3.5	Assessing outcome
Specific Outcome 3.6	Practising professional standards

### **4.3.2.4 UNIT 4: CONDUCTING RESEARCH**

#### **PURPOSE OF THIS UNIT STANDARD**

**Pastoral counsellors/therapists credited with this unit standard must be able to understand and conduct research in accordance with acknowledged methodologies relevant to the pastoral field in an ethical manner.**

The following specific outcomes could relate to this key competency:

Specific Outcome 4.1	Understanding the processes of research
Specific Outcome 4.2	Developing reflective practitioner skills
Specific Outcome 4.3	Applying research methodologies

Specific Outcome 4.4	Acquiring reporting skills
Specific Outcome 4.5	Apply research ethics

#### **4.3.2.5 UNIT 5: DEVELOPING SELF-KNOWLEDGE**

##### **PURPOSE OF THIS UNIT STANDARD**

**Pastoral counsellors/therapists credited with this unit standard should be able to show a reflecting awareness of the interaction between self and counselling aimed at well being.**

The following specific outcomes could relate to this key competency:

Specific Outcome 5.1	Reflecting on the self
Specific Outcome 5.2	Reflecting the effect of the self in counselling
Specific Outcome 5.3	Reflecting the effect of counselling on the self
Specific Outcome 5.4	Engaging in well-being practices

#### **4.4 IDENTIFYING THE CRITICAL OUTCOMES FOR THE PROPOSED IDENTIFIED UNIT STANDARDS**

Some outcomes are specific to the qualification e.g. a pastoral counsellor/therapist must know certain things. When a qualification is registered, there is a requirement for the critical outcomes to be articulated. Therefore in developing learning programmes for pastoral counsellors/therapists, they cannot be ignored. Programme developers for pastoral counselling/therapy programmes need to ensure that the learning programmes accommodate opportunities to develop and assess the critical outcomes. In the evaluation of the delivery of the learning programme, there will be a need for a focus on the extent to which attention has been given to this aspect (SAQA; The NQF and Curriculum Development, May 2000:19). There is no prescription in any of the SAQA regulations or

requirements of how these outcomes are to be incorporated and delivered. However in the description of the outcomes and the assessment criteria within a qualification of standard, there may be some leading indications in respect of how these critical outcomes will be assessed.

#### **4.4.1 Applying SAQA's critical outcomes**

The following critical outcomes (SAQA) is proposed to be supporting the identified unit standards:

1. Identify and solve problems in which responses display that responsible decisions using critical and creative thinking have been made in the process of pastoral counselling.
2. Working effectively with others as a member of a team, group, organisation, community, e.g. reflecting team, support groups, referrals, etc.
3. Organise and manage oneself and one's activities responsibly and effectively, by documenting one's activities and judging one's limits of competence.
4. Collect, analyse, organise and critically evaluate information gained from client as well as different sources.
5. Communicate effectively using visual, mathematical and/or language skills in the modes of oral and/or written persuasion when writing reports, etc.
6. Use science and technology effectively and critically, showing responsibility towards the environment and health of others.
7. Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving context does not exist in isolation.

In order to contribute to the full personal development of each learner and the social and economic development of the society at large, it must be the intention

underlying any programme of learning to make an individual aware of the importance of:

- (i) Reflecting on and exploring a variety of strategies to learn more effectively;
- (ii) Participating as responsible citizens in the life of local, national and global communities;
- (iii) Being culturally and aesthetically sensitive across a range of social contexts;
- (iv) Exploring education and career opportunities, and
- (v) Developing entrepreneurial opportunities.

In the description of the outcomes and the assessment criteria within the qualification or standard, there may be some leading indications in respect of how these critical outcomes will be assessed. Since the qualifications and standards focus on the learning outcomes, the methodology of how the critical outcomes will be developed within context, is in the hands of the practitioners.

The accredited ETQA responsible for pastoral counselling/therapy programmes will have the responsibility of evaluating the learning programmes including the assessment practices, to determine the extent to which the assessment processes meet the requirements as stipulated in the qualification registered on the NQF, and hence how successfully the critically outcomes have been addressed (SAQA; The NQF and Curriculum Development May 2000:20).

#### **4.5 CONCLUSION**

In this chapter we addressed the outcomes for pastoral counsellors/therapists. The critical outcomes of SAQA were discussed to serve as guidelines for the future when determining critical outcomes for pastoral counselling programmes.

The next chapter will deal with the conclusions and recommendations of this research document.

## **CHAPTER 5: CONCLUSION AND RECOMMENDATIONS**

### **5.1 INTRODUCTION**

This research document is not intended to be comprehensive. Much work still needs to be done to develop the compulsory core and elective outcomes of pastoral counsellors/therapists. I do believe, however, to have provided sufficient detail to stimulate a vigorous and productive debate which can lead to identify new, and improve the proposed norms and standards.

The professionalisation of pastoral counselling/therapy in South Africa has seen increasing attention being devoted to the provision of training and supervision. In North America this process with regard to counselling occurred largely during the 1950's (McLeod 1993:205). The requirement of professional accountability and the existence and growing influence of professional associations have forced colleges, agencies and training institutes to formalise arrangements for training and supervising pastoral counsellors/therapists.

The question of competence of the pastoral counsellor in South Africa has emerged as a pivotal issue in recent years. Concerns over accountability have been exacerbated by rare but widely reported episodes of therapists abusing clients. The proliferation of training courses has raised questions about how to define and assess levels of knowledge and skill necessary for registered practice.

The problem of a "private" pastoral counselling practice or an independent pastoral counselling centre is complicated by the publication of the Medical, Dental and Supplementary Health Service Professions Amendment Act which categorised counselling as one of the functions of psychologists. One of the exclusions stipulated in the act only refers to "the performance of any act by a person holding office in a religious denomination which exists for the purpose of



worshipping, provided it is performed for that purpose and in accordance with the normal pastoral practices, of that religious denomination.

In practice, these concerns translate into a set of key pastoral counsellor competence questions:

- What qualities, skills and competencies should training courses aim at to develop in their students?
- What competencies should trainees already possess before beginning a course?
- What methods and techniques can best be used to assess competence?
- How can accreditation bodies appropriately evaluate the competence of candidates for professional status?

## **5.2 SUMMARY**

Trends in the theories of pastoral care and counselling in the last decade indicate the maturation which is present in the field (De Jongh van Arkel 1999:13).

### **5.2.1 Chapter 1**

SAAP's request to do research and formulate proposed training outcomes necessary for accreditation and registration led to the question in Chapter 1: **"What is a profession?" "Can pastoral counselling/therapy be recognised as a profession yet?"**

Pastoral therapy is fast becoming a profession of people who have a calling to do therapy from pastoral, spiritual or religious perspective. Actually this form of care is the most fundamental form: without it, the others cannot operate and become the profession it should be.

The problem spelled out in chapter 1 though, is the fact that there is presently no professional recognition for pastoral workers. The consequence of counselling being regulated by law and allocated to registered psychologists means that a huge resource in the country has been effectively paralysed and eliminated to provide the kind of service they could have been offering.

The establishment of the NQF finally standardised all qualifications in South Africa. A qualification should allow for the enrichment of the learner; the provision of status, recognition, credentials and licensing; enhancement of marketability and employability and opening up of access routes to further education and training. Thus, training a professional.

### **5.2.2 Chapter 2**

In chapter 2, I discussed the Accreditation Committee proposed qualifications for pastoral counselling:

- Certificate in Pastoral Counselling (Basic)
- Certificate in Pastoral Counselling (Post Basic)
- Certificate in Pastoral Counselling (Intermediate)
- Diploma and post graduate degrees in Pastoral Counselling (Advanced)
- Masters and Doctorate Degrees in Pastoral Counselling (Specialist)

Qualifications for pastoral counsellors should be based on applied competencies that are specialised and contextualised. The pattern of qualifications has two broad progression paths articulated by multiple interlocking entry and exit points. The designing of qualifications and learning programmes for pastoral counsellors begins with the roles and competencies and requires a process that is both deductive and inductive.

The following roles are described using the format of a *Qualification based on Unit Standards*. *Unit Standards* are linked to the proposed six “roles” which are seen as generic to all pastoral counselling practices:

- **Maintain effective relational and communication competence**
- **Apply and maintain professional work ethics**
- **Plan and facilitate pastoral counselling process**
- **Engage in an effective personal development process**
- **Design and conduct course of treatment**
- **Conduct research**

### **5.2.3 Chapter 3**

The following registered categories for pastoral counsellors/therapists were proposed by the accreditation committee and accepted by SAAP:

- **Category 1:** Basic level pastoral counsellor (NQF Level 2)
- **Category 2:** Post basic level pastoral counsellor (NQF level 3)
- **Category 3:** Intermediate level pastoral counsellor (NQF Level 4)
- **Category 4:** Advanced level pastoral therapist (NQF Level 5/6)
- **Category 5:** Specialist level pastoral therapist (NQF Level 7/8)

Professionalisation does not only guarantee better quality to those who use the service but it also protects the service providers from competition and people who may want to enter the field.

### **5.2.4 Chapter 4**

In determining the training requirements of pastoral counsellors/therapists for the different levels, the accreditation working group embarked on a process of

determining the Unit Standards or competency standards for pastoral counsellors/therapists to be discussed at the next SAAP conference.

The following were also recommended by SAAP:

- A career path should be established for pastoral counsellors;
- Five categories of pastoral counsellors/therapists should be recognised;
- Obtain professional recognition for pastoral counsellors/therapists by accreditation and recognition from a relevant professional council
- Formulate the standards in line with processes of the South African Qualification Authority (SAQA).

The following outcomes (unit standards) for pastoral counsellors/therapists were identified:

**UNIT 1: APPLYING WORK ETHICS**

**UNIT 2: UNDERSTANDING PASTORAL COUNSELLING THEORY**

**UNIT 3: FACILITATING PASTORAL COUNSELLING SKILLS**

**UNIT 4: CONDUCTING RESEARCH**

**UNIT 5: DEVELOPING SELF-KNOWLEDGE**

### **5.2.5 Chapter 5**

This research document is not intended to be comprehensive. Much work still needs to be done to develop the compulsory core and elective outcomes of pastoral counsellors/therapists.

This chapter serves as the conclusion of what has been researched and recommendations are made.

## **5.3 RECOMMENDATIONS**

The exclusion of providing a pastoral counselling service on a professional basis of academic staff as part of their ordinary course of education and research in education, medical practitioners, registered nurses, registered social workers and people who hold office in a religious denomination (Act 89 of 1997) have the consequence that for the first time counselling is now regulated by law and "given" to registered psychologists (De Jongh van Arkel 1998:2). A huge resource in the country has been effectively paralysed and eliminated to provide the kind of service they may have been offering.

The most significant issues contained in the research document can be formulated in the following recommendations:

### **5.3.5 Recommendation 1**

More and more training and courses in counselling are offered through out the country. Unfortunately a lot of the training does not include proper clinical training or do not work in clinical settings themselves (De Jongh van Arkel 1998:1). It is the primary objective of the Mental Health Act (Act 18 of 1973) to **prevent the abuse of people** who ostensibly suffer from mental illness (Allan 1997:130). It therefore became necessary to have some form of regulation and/or even "control".

### **5.3.6 Recommendation 2**

We all accept that proper education and training and a strong commitment to a code of ethics is necessary to regulate services rendered in this profession. This research project aim at helping to establish professional standards for training in pastoral counselling and to **obtain professional recognition** for pastoral counsellors/therapists through accreditation and recognition from a relevant professional council. In doing this we should also come to an agreement on a proper set of work ethics.

### **5.3.7 Recommendation 3**

The progression paths proposed by the Accreditation Committee are organised around the level descriptors. Vertical progression may take place from one level of qualification to another. Horizontal progression may take place across qualifications at the same level, allowing for specialisation.

I recommend that the level descriptors should be further elaborated through a careful analysis of the standards proposed, but that the process of moving from general to specific descriptors should be adopted in the absence of meaningful generic level descriptors.

### **5.3.8 Recommendation 4**

A popular point of view on standards and qualifications is that anybody should be able to look at them and immediately understand how they should be used. The Accreditation Committee has proposed standards which can serve a variety of academic, professional and occupation uses; but further work will need to be done to turn them into curricula, link them to grading systems, development assessment and performance criteria, develop tools for the recognition of prior learning and produce registration and accreditation requirements. The standards (outcomes) and qualifications are in this sense a template guiding their possible uses, not tools for immediate use.

I recommend that these standards and qualifications should only be adopted once processes is established where an SGB has been established and registered with SAQA, and these standards and qualifications have been accepted by providers, professional pastoral counsellors/therapists, professional associations, etc.

## **5.4 CONCLUSION**

The standards, qualification and progressions paths proposed in this research document would need to be periodically revised. It is advisable that processes should be in place to ensure that data is readily available to undertake such revisions when the time comes.

In the proposed outcomes the intend is to focus equally on knowledge, skills, the process of learning, as well as on the final outcome/result/end product. In this sense, the process of achieving the achieving outcomes for training pastoral counsellors/therapists during the learning process, can be directly related to the way outcomes are achieved in the world of pastoral counselling.

I hope that this research project will be a step in the right direction for more active involvement in working towards accrediting pastoral counselling/therapy for it to become a profession.

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