

EDUCATION STUDY DAY

1st February 2011

Present: Imam Abdul Chowdhury, Mr Tim Battle, Ms Muna Chauhan, Revd Nigel Goodfellow, Revd Debbie Hodge, Hon Barney Leith, Revd Fr Paul Mason, Mr Jayman Mehta, Mr Manhar Mehta, Mr Keith Munnings, Revd Peter Richmond, Rabbi Meir Salasnik, Pandit Madhu Shastri, Revd Max Shepherd, and Mrs Deborah Wheeler.

1 Introduction and welcome

Delegates were welcomed to the day by Mr Manhar Mehta and Revd Nigel Goodfellow, the Co-Chairs, MFGHC Education Committee.

2 Learning and objectives for the day

The learning and objectives for the day were agreed as follows:

- Agreeing an overall approach to chaplaincy education which relates what the various levels of chaplain do to the various levels of educational attainment necessary to support them
- Considering whether the revised statement of competence and capabilities prepared by the South Coast Chaplaincy Collaborative can be used to replace the chaplaincy occupational standards
- Relating the draft “syllabus” (2009) and the draft “code of educational attainment” (2010) to our understanding of what chaplains need to learn, including
- Determining how best to describe chaplaincy visitors, chaplaincy volunteers, volunteer chaplains, assistant chaplains and faith chaplains

3 What do chaplains need to learn?

Revd Debbie Hodge gave a presentation based on resource 1 (proposals for an educational syllabus for healthcare chaplaincy) and resource 2 (Draft outcomes required for chaplain registration 2010).

During discussion, it was considered that there was a need to recognise the chaplain’s sense of vocation in their work; that there was a need for chaplains to communicate authentically and not just using technical skills; and that there was still work to do with those who did not know or understand what a chaplain was.

4 Competences and Capabilities

Revd Peter Richmond gave a presentation based on resource 3 (developing a healthcare chaplain's capabilities and competencies) and resource 4 (an assessment tool for individual practice development).

There was discussion about the range of tools/ resources needed by chaplains and the need for them to be pluralist in their approach to problem solving with users. There was also an acknowledgement that religious and spiritual care might usually be seen also to encompass ritual care. There was agreement that, no matter which way an appraisal/ assessment of the patient's spirituality was made, the important skill was in being able to move the patient's condition toward greater well-being.

5 Education for knowledge and skills

Revd Canon Andrew Todd gave a presentation on aspects of chaplaincy education including the work which he and Richard Lowndes had undertaken in 2008 for the Joint Training Office.

During discussion, it was agreed that it would be helpful to see this report which had not been given sufficient consideration. There was also support for the concept of interpreting language used in one of the chaplaincy environments (faith/belief, healthcare/ secular, society at large/organisational, everyday/ knowledge-based) so that it was understood in another. The need to give priority to learning through reflective practice was acknowledged.

6 Accredited learning

Mr Keith Munnings gave a presentation based on resource 6 (BHCG proposals for chaplain authorisation) and resource 7 (National Open College Network credit and qualifications framework assessment definitions).

During discussion queries were raised about whether NVQs were more NHS-friendly and the extent to which other faith communities might be interested in this approach.

7 Agreed consideration and action

In regard to **capabilities and competences**, it was agreed that these provided a better statement of what chaplains did and the necessary knowledge and skills than was included in the statement of occupational standards. It was agreed to prepare a statement for MFGHC's use based on the work by South East Coast Chaplaincy Collaborative and to update the advice about requirements for registration at the same time. These documents could be agreed in email communication by the end of March and formally endorsed at the May Council meeting.

Tim Battle
with
Education
Co-Chairs

In regard to the **levels of chaplain and the titles of chaplains**, it was agreed that the current definition of chaplain as indicated in the Agenda for Change documentation was acceptable for those working at Band 5, 6 and beyond. There was concern about those who were working as chaplains without remuneration (and banding) and about those in roles with responsibilities which did not appear to match these outlines but which were thought to be about chaplaincy work. These were titled chaplaincy visitor, chaplaincy assistant, chaplain volunteer, or volunteer chaplain. It was agreed to seek further information about these issues from the chaplains' discussion network and to try and focus the problem further by the end of March.

Nigel
Goodfellow/
Tim Battle

In regard to **training courses and learning accreditation**, it was agreed to examine the extent to which the NQF framework could assist with common training for faith community volunteers/ visitors and the extent to which the Open College Network could assist with accrediting learning that was faith-community specific. There was a broad agreement that Keith Munnings, Andrew Todd, Deborah Wheeler, Debbie Hodge and Manhar Mehta should work on this issue with support from one or two knowledgeable chaplains.

Debbie
Hodge/
Manhar
Mehta

In regard to issues about how the **policy guidance** was being interpreted in relation to world faith and multi-faith chaplaincy, it was agreed that this issue was concerned with the development and implementation of future policy and would need consideration with Ministers and the Department of Health. It was agreed that this issue should be taken forward in this context.

Debbie
Hodge/ Paul
Mason