

Generic supervision competences

Ability to employ educational principles which enhance learning

Ability to enable ethical practice

Ability to foster competence in working with difference

Ability to adapt supervision to the organisational and governance context

Ability to form and maintain a supervisory alliance

Ability to structure supervision sessions

Ability to help the supervisee present information about clinical work

Ability to help supervisee's ability to reflect on their work and on the usefulness of supervision

Ability to use a range of methods to give accurate and constructive feedback

Ability to gauge supervisee's level of competence

Ability to use measures to help the supervisee gauge progress

Ability for supervisor to reflect (and act on) on limitations in their knowledge and experience

Specific supervision competences

Ability to help the supervisee practice specific clinical skills

Ability to incorporate direct observation into supervision

Ability to conduct supervision in group formats

Ability to apply standards

Applications of supervision to specific clinical contexts/ models / client populations

Supervision of a clinical caseload

Supervision of Low Intensity interventions

Therapy modalities

Supervision of Cognitive and Behavioural Therapy

Supervision of psychoanalytic / psychodynamic therapy

Supervision of systemic therapy

Supervision of humanistic - person-centred/ experiential therapy

Supervision of Interpersonal Psychotherapy (IPT)

Client populations

Supervision of work with people with psychosis / bipolar disorder

Supervision of work with people with personality disorder

Metacompetences

Supervision metacompetences