

Supervision competence framework

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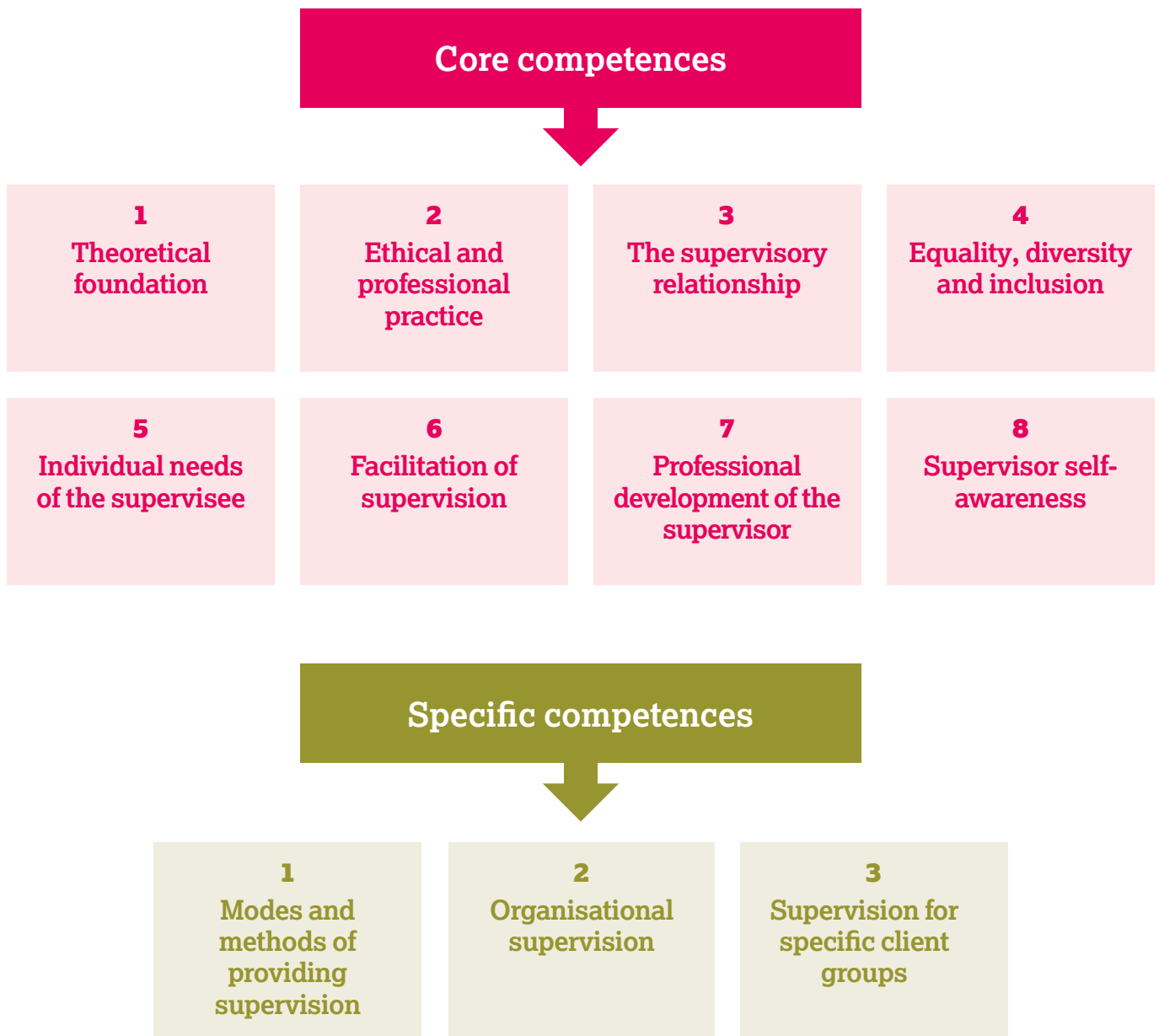
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Supervision competence framework



Core competences

1 Theoretical foundation

- i.** Knowledge and understanding of the roles, responsibilities, tasks, functions and processes of supervision
- ii.** Knowledge and understanding of the contributions of a range of concepts, theories, models and approaches to supervision
- iii.** Knowledge and understanding of the supervisee's theoretical orientation and the associated standards of competence
- iv.** Knowledge and understanding of the principles underpinning own therapeutic orientation and its influence on supervisory approach
- v.** Ability to formulate and articulate own consistent approach to supervision grounded in supervision theory
- vi.** Ability to draw on knowledge of the principles underpinning own supervision approach
- vii.** Ability to critically evaluate supervision theory within the context of own practice
- viii.** Knowledge and understanding of the dual purpose of supervision i.e. to attend to the needs of:
 - the supervisee
 - the client
- ix.** Knowledge and understanding of the distinctions between therapy and supervision.

2 Ethical and professional practice

2.1 Ethical, legal and professional frameworks

- i. Knowledge and understanding of ethical and professional responsibilities, requirements and norms that apply to the supervision process
- ii. Knowledge and understanding of relevant legislation that applies to supervision e.g. General Data Protection Regulation (GDPR, 2018)
- iii. Ability and commitment to provide supervision which respects the legal requirements and the ethical framework or code of practice of the profession
- iv. Ability to identify ethical, professional and legal dilemmas and risks, and to address these collaboratively with the supervisee.

2.2 Roles and responsibilities

- i. Knowledge and understanding of the roles and responsibilities of the supervisor in respect of the task of ethical gatekeeping
- ii. Knowledge and understanding of the nature of and limits to supervisor responsibility in relation to client welfare
- iii. Ability and commitment to carry out the roles and responsibilities of the supervisor in respect to ethical gatekeeping, including taking appropriate action when required

- iv.** Ability to work collaboratively with supervisees to define, explore and monitor issues of responsibility in relation to the supervisory relationship
- v.** Ability to support supervisees in their ongoing development of ethical and professional practice
- vi.** Ability to model ethical behaviour within the supervisory relationship, including refraining from behaviours that constitute ethical non-compliance or infringements, or could result in harm to the supervisee
- vii.** Ability to demonstrate commitment to the profession, to the development of the supervisee, and to client welfare
- viii.** Ability to demonstrate commitment to anti-discriminatory and anti-oppressive practice (see also Core competences 3, 4, 7 and 8).

2.3 Boundaries

- i.** Knowledge and understanding of personal and professional boundaries in the supervisory relationship including those relating to:
 - confidentiality
 - dual roles and conflicts such as those arising from work or personal contexts
 - contractual agreements
- ii.** Knowledge and understanding of boundary issues and infringements as related to therapeutic and supervisory relationships
- iii.** Ability to respect and maintain supervisee's confidentiality by:
 - clearly communicating the limits to confidentiality and the steps that will be taken should there be significant concerns about competence and/or safety
 - maintaining the supervisees' confidentiality within the parameters of the supervisory contract, while concomitantly attending to client welfare

- iv.** Knowledge that dual relationships in supervision may hamper the supervisee's process, and in particular that:
 - the dual role of manager-supervisor may exercise a range of influences including the supervisee's ability to be fully open in supervision
- v.** Ability to monitor and regularly review any previous or current dual relationships with the supervisee to ensure that the supervisory relationship and process are not hampered
- vi.** Ability to address collaboratively and sensitively with the supervisee boundary issues as these relate to supervision and/or the supervisee's therapeutic work, for example sexual or romantic issues
- vii.** Ability to maintain focus on issues relevant to the supervisee's practice.

2.4 Ethical challenges

- i.** Knowledge and understanding of the ethical challenges which can occur in the supervisory relationship
- ii.** Ability to work openly, respectfully and in partnership with supervisees to manage the ethical challenges of the supervision relationship
- iii.** Ability to monitor and address supervisee behaviours which may constitute potential ethical non-compliance or infringements
- iv.** Ability to identify, discuss and support the supervisee in resolving any emerging ethical dilemmas
- v.** Ability to apply ethical decision-making in situations where the supervisee's fitness to practise is a concern.

3 The supervisory relationship

3.1 The ability to establish and maintain effective supervisory relationships

- i.** Knowledge and understanding of the components of an effective supervisory relationship that is experienced by the supervisee as being:
 - non-judgmental
 - trustworthy
 - both supportive and appropriately challenging
 - educative and promoting of their professional development
 - collaborative and egalitarian
- ii.** Ability and commitment to build and maintain a respectful and supportive supervisory relationship on the basis of such qualities as supervisor warmth, humility, acceptance, empathy and genuineness
- iii.** Ability to foster and maintain the safety of the supervisory relationship so as to:
 - promote the supervisee's openness and the willingness to disclose difficulties and risks
 - facilitate the supervisee's engagement by negotiating the tension between comfort and challenge and 'knowing versus not knowing'
 - engender awareness, learning and growth
- iv.** Ability to communicate commitment to the supervisory relationship, for example by:
 - being attentive and understanding towards the supervisee
 - making an effort to get to know the supervisee within the boundaries of the professional framework
 - being open to sharing own skills, shortcomings, doubts and questions.

Establishing and maintaining appropriate boundaries

- v. Ability to respect the parameters of the supervisory framework and relationship
- vi. Ability to discern, model and discuss with the supervisee appropriate boundaries in the supervisory relationship.

Monitoring and reviewing the supervisory relationship

- vii. Ability to maintain communication and responsibility for monitoring and addressing problems in the supervisory relationship
- viii. Ability to facilitate regular and collaborative reviews of the supervisory relationship and process, to support the supervisee in exploring their thoughts and feelings, and to respond openly and non-defensively to feedback
- ix. Ability to communicate feedback to the supervisee sensitively when reviewing the supervisory relationship
- x. Ability and commitment to monitor the impact of own interventions and adjust these accordingly.

Facilitating the unspoken

- xi. Ability to enable the supervisee to explore 'undisclosed' material in supervision, as a means of enhancing the supervisory relationship and process, by:
 - being astute to both implicit and explicit cues from the supervisee (e.g. discomfort, anxiety) and initiating conversations about things left unsaid
 - naming non-disclosure as a 'normal' phenomenon and discussing with the supervisee how and why it might be occurring
 - initiating discussion about how supervisor and supervisee can work together to promote disclosure in supervision.


Openness to personal issues

- xii. Demonstrate an ability and willingness to address supervisees' personal concerns that impinge on the supervisory relationship.

3.2 Relational skills, qualities and behaviours

- i.** Knowledge and awareness of the significance for the supervisee of feeling respected, valued, and trusted by the supervisor
- ii.** Ability to demonstrate appropriate listening skills throughout the supervisory relationship
- iii.** Ability to communicate effectively with supervisees
- iv.** Ability to communicate an intuitive and reflective approach in supervision
- v.** Ability to model being fully present with the supervisee
- vi.** Ability to communicate respect, empathy, acceptance and encouragement towards the supervisee and their thoughts and feelings
- vii.** Ability to maintain an authentic connection with the supervisee whilst attending to the tasks of supervision
- viii.** Ability to balance support and challenge
- ix.** Ability to acknowledge and normalise the supervisee's anxiety.

Use of self-disclosure

- x.** Ability to use self-disclosure judiciously and in the service of the supervisee in order to, for example, normalise 'mistakes' and mitigate against the supervisee's shame.
- 

Responsiveness to supervisees

- xi.** Ability to be attentive to and respond positively and constructively to supervisees' reactions, including when the supervisee appears uncomfortable (e.g. when showing signs of shame, defensiveness, or lack of openness)

- xii.** Ability and commitment to show flexibility, tolerance, and patience in responding to the supervisee.

3.3 Power in the supervisory relationship

Knowledge and understanding

- i.** Knowledge and understanding of the sources of power inherent in the supervisor role and how these can influence the power dynamic for example:
 - the professional 'hierarchy'
 - social and cultural differences (see also Core competences 4)
 - the supervisor's reputation, experience and status
 - the context in which supervision takes place
 - the role of assessment and evaluation

- ii.** Knowledge and understanding of the power dynamic in the supervisory relationship and its potential impact on the supervisee:
 - welfare
 - professional development and identity formation
 - self-disclosure

- iii.** Knowledge and awareness of the potential for misuse of power in the supervisory relationship, for example by:
 - violating the boundaries of the supervisory relationship
 - addressing the supervisee's mistakes through shaming
 - forcing adherence to the supervisor's perspective, values or theoretical orientation.

Fostering an egalitarian relationship

- iv.** Ability to offer a supportive and collegial relationship characterised by the mutual sharing of ideas
- v.** Ability to support supervisees to take an active role in the supervision process, including by setting the agenda of the session
- vi.** Ability to discuss with the supervisee the inherent power difference within the supervisory relationship with the aim of:
 - promoting the supervisee's autonomy
 - helping the supervisee to manage their own part in the supervisory power dynamic
- vii.** Ability to anticipate and manage the tensions between egalitarianism and supervisor responsibilities such as those relating to gatekeeping and the management of risk
- viii.** Ability to employ own experiences of privilege, oppression and power to inform and enhance the supervisory relationship (see also Core competences 4 and 8.4)
- ix.** Ability to use power appropriately, including when making evaluations and affirming the supervisee's knowledge, understandings and practice.

Empowering supervisees and promoting their autonomy


- x.** Ability to validate and empower the supervisee by, for instance:
 - encouraging self-reflection and independent thinking
 - encouraging participation through openness and a non-judgmental response
 - respecting expression of supervisees' ideas and perspectives
 - enabling supervisees to make their own choices and decisions
 - fostering the development of supervisees' professional sense of self and capacity to work autonomously
- xi.** Ability to recognise when a supervisee is deferring their power and enable them to move towards a more autonomous response.

3.4 Working with the relational dynamics of the supervisory relationship

- i. Knowledge and understanding of the ways in which the interpersonal dynamics from the therapeutic relationship may be enacted in the supervisory relationship
- ii. Knowledge and understanding of the ways that one's personal process may impact the supervisory relationship
- iii. Ability to notice and work constructively with any shifts in the relational dynamic which may relate to the supervisor's or supervisee's personal process
- iv. Awareness of the interpersonal mechanism whereby a supervisee may consciously or unconsciously seek to model themselves on or identify with the roles, qualities and abilities associated with a valued supervisor
- v. Ability to identify and work with potential influences on the supervision dynamic originating from the relationship between supervisee and client.

3.5 Conflict, challenges and ruptures in the supervisory relationship

Knowledge and understanding


- i. Knowledge and understanding that strains in the relationship are common, that failure to address these may bring lasting consequences, and that timely processing can facilitate growth in the supervisee and in the relationship.
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Managing conflict, challenges and ruptures

- ii.** Ability to acknowledge that tensions or challenges are a normal part of the developmental process
- iii.** Ability to acknowledge and accept their (the supervisor's) responsibility for their contribution to any strains in the relationship
- iv.** Ability to recognise and acknowledge strains in the supervisory relationship and to process these collaboratively and non-defensively
- v.** Ability to communicate support and respect towards the supervisee in processing a rupture in the supervisory relationship
- vi.** Ability to recognise and take appropriate remedial action when the relationship has broken down irretrievably.

3.6 Ending the supervisory relationship

Ability to bring the supervisory relationship to a managed and boundaried ending, including, as appropriate to the situation:

- sharing awareness of the time frame leading up to an ending
 - sharing awareness of indications that the supervisory relationship is coming to an end or that it might be time to usefully bring it to an end
 - facilitating joint reflection on and processing of the ending and of issues which might emerge in consequence.
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4 Equality, diversity and inclusion

4.1 Knowledge and understanding

- i.** Knowledge of how protected characteristics (i.e. age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage, civil partnership, pregnancy and maternity) can impact:
 - counselling and supervision relationships and processes
 - the supervisee's needs from supervision
 - access to supervision and counselling
- ii.** Knowledge and understanding of the significance of rapport in the supervisory relationship where issues of equality, diversity and inclusion are present
- iii.** Knowledge of the importance of initiating discussions of differences and similarities to enhance safety in the supervisory relationship and depth of dialogue
- iv.** Knowledge of how differences and similarities can affect the power dynamics in the supervisory relationship.

4.2 Attitudes and behaviours

- i.** Ability to communicate sensitivity, respect, acceptance, openness and curiosity towards all aspects of diversity and any potential impact on behaviour, interaction, and the supervision and therapeutic processes
- ii.** Ability to avoid making assumptions about the supervisee and/or their client(s) based on the dominant culture.

4.3 Skills for working with equality, diversity and inclusion

- i.** Ability to develop and maintain a supportive supervisory relationship, and a climate in which supervisees can openly discuss issues of equality, diversity and inclusion in relation to:
 - the supervisory relationship
 - the power differential in supervision
 - their reactions to the supervisor and supervision
 - the multiple intersecting identities, personal histories and social contexts within the supervisory triad (i.e. supervisor, supervisee and client)
- ii.** Ability to initiate and facilitate conversations about the supervisory relationship and the influence that issues of equality, diversity and inclusion can have, both on the supervisory relationship and on client work
- iii.** Ability to process issues of difference from an 'intersectional viewpoint', taking account of the different dimensions of diversity that cross over and potentially interact
- iv.** Ability to acknowledge and explore supervisees' emotional reactions to issues relating to equality, diversity and inclusion in order to facilitate their development and self-awareness
- v.** Ability to help supervisees explore and share the impact on themselves of distressing and insensitive responses and behaviours related to equality, diversity and inclusion, including:
 - the client's material
 - the client's responses and/or behaviours towards the supervisee
- vi.** Ability to address any situations in which they (i.e. the supervisor) have been unresponsive to issues of equality, diversity and inclusion in order to repair any damage to the supervision relationship

- vii.** Ability to recognise and use own power appropriately in relation to difference in the supervisory relationship

- viii.** Ability to engage with the 'whole person' of the supervisee by seeking to understand the supervisee within their unique context, including their identities and personal histories

- ix.** Ability to initiate exploration in supervision on matters relating to values, spirituality and religious and non-religious beliefs

- x.** Ability to communicate acceptance and valuing of the supervisee's belief system.


4.4 Communication and language

- i.** Ability to engage in and model non-oppressive communication which seeks to validate rather than pathologise

 - ii.** Ability and commitment to investigate the local norms of communication, including the role of paralinguistic and non-verbal cues

 - iii.** Ability to identify and discuss challenges to communication and understanding for example, where the first language of the supervisor, supervisee and/or client is different

 - iv.** Ability to enable the supervisee to explore unconscious linguistic bias, assumptions and privilege when working in multilingual contexts

 - v.** Ability to offer linguistically sensitive supervision which acknowledges the role of language in identity development, processing of trauma, memory recall and emotional expression.
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4.5 Promoting diversity awareness in the supervisee

- i.** Ability, through challenge and support, to develop openness in the supervisee to issues of equality, diversity and inclusion
- ii.** Ability to promote supervisees' awareness and understanding of issues of equality, diversity and inclusion in relation to client work
- iii.** Ability to support supervisees to integrate into practice learnings and understandings related to issues of equality diversity and inclusion
- iv.** Ability to support supervisees in taking a holistic approach to working with all clients including minority population clients, broadening the focus from single identity to the intersection of multiple identities
- v.** Ability to engage supervisees in exploring their responses and reactions to clients from minority communities
- vi.** Ability to help the supervisee implement adaptations to practice which are a response to issues of equality, diversity and inclusion
- vii.** Ability to help the supervisee develop knowledge, insight and awareness relevant to the client groups with whom they are working
- viii.** Ability to initiate discussion on and explore with the supervisee issues of prejudice, privilege and oppression
- ix.** Ability to raise supervisees' awareness of their own assumptions, bias, or prejudice and/or areas for development
- x.** Ability to help the supervisee to explore and resolve any accessibility issues in their practice.

5 Individual needs of the supervisee


5.1 Responding to the individuality of the supervisee

- i. Knowledge and understanding of the impact that supervisory style may have on the supervisee's wellbeing, resilience and confidence in own abilities
- ii. Ability to recognise the needs, preferences, developmental stage and learning style of the supervisee and to make reasonable adjustments in own supervisory style and approach
- iii. Ability to develop unique supervision relationships which accept the individual and cultural differences that each supervisee and supervisor brings
- iv. Ability to validate the supervisee and communicate care and interest in their individual views and opinions
- v. Ability to evaluate jointly with the supervisee the effectiveness and appropriateness of the supervisory style employed
- vi. Ability to make informed choices about the use of creative possibilities to suit the needs of the supervisee
- vii. Ability to bring in the personal and the person of the supervisee
- viii. Ability to communicate commitment to supporting supervisees' professional development.

5.2 Working with the supervisee's theoretical approach

- i. Ability to respect and respond constructively to the supervisee's theoretical framework
- ii. Ability to explore with the supervisee theoretical options, differences and similarities.

5.3 The supervisee in context


- i. Knowledge and understanding of the supervisee's client context or group
 - ii. Knowledge of the social context within which the supervision is conducted – including national and local factors, values and status systems
 - iii. Ability to facilitate supervisee understanding of the values and attitudes which inform and influence the social and working context
 - iv. Ability to support the supervisee in determining his/her own professional values and attitudes within the social and working context.
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5.4 Attending to the supervisee's wellbeing


- i.** Knowledge and understanding of the importance of consistently attending to the supervisee's wellbeing and self-care for the development and maintenance of practitioner efficacy
- ii.** Knowledge and awareness of the symptoms of stress and burnout and of potentially constructive interventions
- iii.** Ability to discuss, model and support the development and maintenance of self-care strategies
- iv.** Ability to support and challenge supervisees to manage the psychological impact of client material on their personal well-being and professional functioning
- v.** Ability to support and challenge supervisees to access personal therapy when needed
- vi.** Ability to respond appropriately to and support supervisees experiencing symptoms of stress or burnout.


5.5 Facilitating the supervisee's development

- i.** Knowledge and understanding of the significance of the supervisory process and relationship in the promotion of the supervisee's autonomy and the development of professional identity and skills
- ii.** Knowledge and understanding of specialist theory and interventions when working with supervisees in specialist settings
- iii.** Ability to promote experiential learning and reflective practice within the supervision process

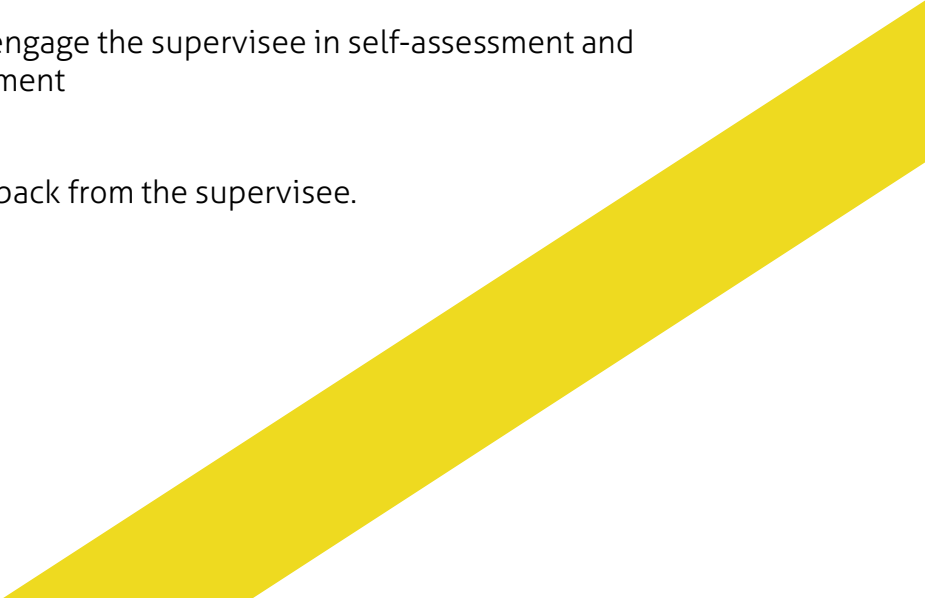
- iv.** Ability to collaboratively assess supervisees' knowledge and experience in working in a specialist setting to determine developmental needs
 - v.** Ability to facilitate supervisees in making their own choices and decisions, and avoiding an 'expert' or directive approach
 - vi.** Ability to help supervisees use theoretical and conceptual ideas to guide and evaluate their practice, and use their clinical experiences to reflect and build on these ideas
 - vii.** Ability to share relevant theory and experience suitable to the supervisee's developmental level
 - viii.** Ability to enable supervisees to reflect on and evaluate client feedback and/or client outcome measures to inform development of practice
 - ix.** Ability to help the supervisee to learn how to balance identifying their developmental needs (e.g. feeling lost, stuck or confused), with identifying their strengths (i.e. what they are doing well)
 - x.** Ability to manage inequalities of power effectively to support the supervisee's development and empowerment (see also Core competences 3.3)
 - xi.** Ability to empathise with supervisees' anxieties and developmental struggles
 - xii.** Ability to facilitate the supervisee's self-awareness, reflective enquiry and appropriate use of self in the therapeutic process
 - xiii.** Ability to convey an open-minded, engaged and supportive approach to facilitating individual development
 - xiv.** Ability in crisis situations to provide the supervisee with a balanced response and relevant information and experience.
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5.6 Supervision of trainee and novice counsellors

- i.** Knowledge of standards of practice required by relevant training organisations and services
 - ii.** Knowledge of relevant course criteria for successfully completing training, including the involvement of the supervisor in the assessment process
 - iii.** Knowledge of the theoretical framework within which the supervisee is training so as to help them to integrate theory into practice
 - iv.** Ability to participate in the provisions set out in four-way training contracts (see also Core competences 6.2)
 - v.** Ability to discuss and address any concerns about fitness to practise with the supervisee and, where required, with the training and/or placement provider
 - vi.** Ability to communicate to the supervisee an ongoing evaluation of their developing competence and to summarise these accurately in any written reports
 - vii.** Ability to clearly define the aims, purpose and expectations of supervision
 - viii.** Ability to provide trainees with information on mutual tasks and goals and the nature of the relational bond in supervision
 - ix.** Ability to facilitate the supervisee's understanding and use of supervision.
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- x.** Ability to facilitate and respond non-defensively to the supervisee's expression of doubts, concerns and questions about the supervision process
 - xi.** Ability to enable supervisees to learn how to make effective use of supervision time
 - xii.** Ability to educate trainee supervisees on the following:
 - their rights to confidentiality as supervisees and students
 - the expected processes for any evaluation and feedback
 - remediation procedures
 - xiii.** Ability to support and challenge supervisees to manage the stages of the therapeutic relationship and, where necessary, the process of referral
 - xiv.** Ability to normalise the supervisee's limitations and insecurities as typical of their developmental stage
 - xv.** Ability to identify and discuss with trainee/novice counsellors, common ethical and professional issues they might encounter in their practice
 - xvi.** Ability to differentiate between limitations in competence arising from personal and/or academic challenges and an inability to transfer learning to practice.
- 

5.7 Evaluation and giving feedback

- i.** Ability to offer evaluation and feedback which takes account of the supervisee's experience and impact of the power differential
 - ii.** Ability to provide feedback which is clear and focuses on issues, supervisees' actions and behaviours
 - iii.** Ability to provide specific, timely and balanced feedback with respect for the supervisee and her/his developmental needs
 - iv.** Ability to recognise and respond sensitively to the supervisee's readiness to receive, understand and make use of feedback
 - v.** Ability to manage the consequences in a supportive manner when feedback prompts a negative response (e.g. withdrawal or shame) in the supervisee
 - vi.** Ability to offer feedback which affirms strengths and clarifies areas for development
 - vii.** Ability to provide formative and summative feedback on agreed supervisory goals
 - viii.** Awareness of and ability to act to minimise evaluation or response bias (e.g. through a tendency to leniency or severity; fear of consequences; liking/disliking the supervisee)
 - ix.** Ability to model and engage the supervisee in self-assessment and competency development
 - x.** Ability to accept feedback from the supervisee.
- 

6 Facilitation of supervision

6.1 Preparation for the supervisor role

- i. Ability to work within a coherent supervision framework and apply a range of methods and interventions
- ii. Awareness of the influence of own therapeutic approach and experience on supervisory style.


6.2 Contracting

- i. Ability to create and adhere to a mutually agreed, revisable and easily accessible contract, to include:
 - limits to confidentiality
 - mode of contact (e.g. face-to-face meetings; online)
 - frequency and length of meetings
 - inter-sessional contact
 - payment
 - breaks and missed sessions
 - arrangements for emergencies or in the case of supervisor non-availability
 - involvement of other stakeholders (e.g. training department, placement provider or employer)
 - writing of reports or other documentation relating to the supervision. (See also four-way contracts in Core competences 5.6)
- ii. Ability to monitor and review written contracts.

6.3 Negotiate and maintain focus

- i.** Ability to collaborate with the supervisee to develop a plan for supervision to be implemented with flexibility
- ii.** Ability to work together with the supervisee to develop mutually agreed goals and tasks for supervision
- iii.** Ability and commitment to maintain focus on agreed goals and tasks
- iv.** Ability to agree a rationale for the selection of material for supervision, allowing for celebration of effective practice as well as the bringing of dilemmas, questions and concerns.

6.4 Maintaining the boundaries of supervision sessions

- i.** Ability to maintain clear, secure and reliable session boundaries, including regarding:
 - scheduling of sessions
 - timekeeping
 - privacy
 - expectations of supervisee
 - availability between sessions
 - ii.** Ability to bring supervision sessions to a timely and appropriate conclusion.
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6.5 Facilitation skills

- i. Ability to communicate effectively and empathically with supervisees
- ii. Ability to offer challenge to facilitate supervisees' development and expand their reflexivity and competence
- iii. Ability to facilitate creative exploration of the supervisee's issues and concerns for example, through the imagination, use of metaphor or working with the senses
- iv. Ability to enable the supervisee to consider and work with the unconscious or 'out of awareness' dynamics of the therapeutic process and the client's patterns of relating
- v. Ability to explore with the supervisee the potential for re-enactments to occur in the therapeutic process e.g. boundary and/or contract transgressions or concerns about dependency
- vi. Ability to enable the supervisee to consider their own responses and reactions to the client and/or their material to:
 - differentiate between their own material and the client's
 - identify if they have been drawn into an 'enactment' with the client
 - determine what may be useful for the client's process.

6.6 Maintaining a holistic perspective

- i.** Ability to recognise and maintain awareness of the different contexts present within the supervisory frame i.e. supervisor's context – supervisee's context – client context

- ii.** Ability to exercise a balanced approach e.g.:
 - to see 'the bigger picture' of client work without overdue focus on the detail
 - to encourage supervisees to notice clients' strengths and resources

- iii.** Ability and openness to facilitate discussion in supervision concerning often unspoken areas, such as sexuality, mortality and spirituality.


6.7 Employing audio/visual recorded practice

- i.** Knowledge of how the use of audio/visual recorded practice in supervision can significantly enhance supervisees' reflective practice, developmental process and confidence

- ii.** Knowledge and understanding of the unintended negative consequences of recording client sessions

- iii.** Ability to discuss with supervisees the pros and cons and ethical and legal considerations in respect of recording client work, including ensuring the client's wishes are respected (see also Core competences 2.1)

- iv.** Ability to support the supervisee through the process of introducing and conducting client recording, including:
 - timing of the request
 - seeking client consent
 - relationship factors which can influence client compliance

- v.** Ability to provide supervisees with information on the legal and professional context of client recording, including GDPR and issues of confidentiality, consent and security of storage (see also Core competences 2)
 - vi.** Ability to offer options for productive use of recorded practice in supervision (e.g. extracting key sections; focussing on supervisees' concerns and questions)
 - vii.** Ability to provide balanced and constructive feedback to supervisees bringing practice recordings, recognising their potential fear of negative judgment or exposure
 - viii.** Ability to encourage supervisees to apply a balanced self-evaluation of their own competence when using recordings of practice
 - ix.** Ability to work collaboratively with the supervisee to set and monitor developmental goals arising out of using audio/visual recorded practice in supervision sessions.
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7 Professional development of the supervisor

7.1 Supervision consultancy

- i. Ability and commitment to engage in regular supervision consultancy
- ii. Ability to recognise limits to own knowledge, to seek consultancy where appropriate, and to work congruently with supervisees for the benefit of their practice
- iii. Ability to use supervision consultancy to explore any assumptions, attitudes and/or potential bias and barriers concerning issues of equality, diversity and inclusion
- iv. Ability to harness supervision consultancy to support ongoing reflection on own identity development
- v. Ability to use supervision consultancy to explore the impact of self on the supervisee and their process
- vi. Ability to use supervision consultancy to reflect on whether, and how, they are attending to power dynamics in their supervisory practice
- vii. Ability to use supervision consultancy to explore relational dynamics in the supervisory relationship
- viii. Ability to be open to, and to learn from constructive feedback received from own supervision consultant.

7.2 Continuing professional development (CPD)

- i.** Ability and commitment to developing and updating own knowledge and experience, including accessing and critically reflecting on contemporary research literature to inform and enhance supervision work
- ii.** Ability to respond to developmental needs in own training level, skills and competencies, and preparedness for supervision
- iii.** Ability and commitment to develop own skills and learnings in interventions and concepts with particular resonance when working with supervisees in a specialist area or context (e.g. trauma counsellors, EAPs)
- iv.** Ability to recognise and acknowledge own limits to knowledge and experience and undertake own professional development as appropriate
- v.** A commitment to ongoing professional development to enhance and maintain competence in working with issues relating to equality, diversity, and inclusion
- vi.** Ability to discern when and how to consult with other professionals in their own and related fields for developmental purposes.

7.3 Learning from the supervision process

- i.** Ability to be open to, and to learn from the supervisee and the supervision process
- ii.** Ability and openness to develop own values and beliefs about the role of supervisor
- iii.** Ability to respond creatively to experimenting with supervisory strategies and skills
- iv.** Ability to monitor, review and critically evaluate supervision practice through ongoing reflection.

8 Supervisor self-awareness

8.1 Awareness of self in the supervisor role

- i. Ability and commitment to seek understanding of own responses in the role of supervisor
- ii. Awareness of potential influence of own anxiety and sense of responsibility in the supervisory interaction
- iii. A capacity for and willingness to undertake supervisory self-examination and self-reflection:
 - ability to understand own responses to being in the role of supervisor and to fulfilling the different tasks and functions
 - ability to attend to and reflect on own responses to the supervisory relationship, relational dynamics, supervisees and the material being presented in supervision
 - awareness and ability to work constructively with own impact, as the supervisor, on supervisees and the supervision process
- iv. Ability to critically reflect on own personal development issues and respond to these appropriately
- v. Ability to attend to the impact of professional work upon oneself, and to take appropriate and timely measures in response, including implementing self-care strategies.

8.2 Use of self in the supervisory relationship and process

- i. Ability to regulate and manage own emotions
- ii. Ability to use reflection as a tool to monitor impact of self on others
- iii. Ability to use awareness of self in the supervisory relationship to detect and address unhelpful supervisory dynamics
- iv. Ability to use awareness of own 'in the moment' responses and reactions for the benefit of the supervisee and their process
- v. Ability to provide a consistent way of being through own awareness of self.

(See also Core competences 3)

8.3 Power

- i. Knowledge and awareness of self in relation to others from a perspective of power
- ii. Awareness of the ways in which the supervisor occupies and manages the role from the perspective of power.

(See also Core competences 3)



8.4 Equality, diversity and inclusion


- i.** Ability to regularly reflect on their own assumptions, attitudes and beliefs about issues relating to equality, diversity and inclusion, and to work sensitively from this awareness

- ii.** Ability to engage in ongoing reflection and reflexive exploration of own identities

- iii.** Ability to reflect on, examine and self-challenge any conscious or unconscious bias and/or stereotypes they may hold towards diverse populations and take appropriate steps to work on these

- iv.** Ability to reflect and develop awareness of own responses and reactions to different supervisees and their clients to equitably meet the needs of the supervisee.

(See also Core competences 4)



Specific competences

1 Modes and methods of providing supervision

1.1 Working with creative methods in supervision

- i. Knowledge of the processes involved in setting up, facilitating and debriefing creative work within the relevant mode of delivery (e.g. individual, group, online, phone etc.)
- ii. Knowledge of the benefits, limitations and pitfalls of working creatively
- iii. Ability to make a clear contract with the supervisee to work creatively
- iv. Ability to make informed choices about:
 - the appropriateness and timing of working creatively
 - the supervisee's readiness and capacity to engage with creative methods
 - the use of creative possibilities to suit the needs and preferences of the supervisee
 - when it might be appropriate to introduce a particular method or activity
 - when not to work creatively
- v. Awareness of own responses and reactions to working creatively and an understanding of how these might influence the creative process in supervision
- vi. Ability to make appropriate resources available (such as objects or art materials)

- vii. Ability to keep a creative activity proportionate so that it does not overwhelm the supervisee or the process
- viii. Ability to sit with the creative process, maintaining a curious and observational stance
- ix. Ability to give feedback on what is observed, avoiding interpretation
- x. Ability to facilitate exploration and processing of the creative activity, including de-briefing once concluded
- xi. Ability to facilitate the supervisee to develop a range and repertoire of creative interventions and strategies consistent with their theoretical orientation.

1.2 Group supervision

1.2.1 Methods of supervising groups

- i. Knowledge of different methods of group supervision, including their respective benefits and limitations
- ii. Ability to communicate and implement different methods of group supervision.


1.2.2 Develop and maintain relationships in the group

- i. Ability to contract clearly with the group to ensure clarity on:
 - roles, responsibilities, expectations and confidentiality
 - evaluation and feedback processes
 - reviewing the group process
- ii. Ability to create a safe and inclusive environment in which supervisees' disclosures are welcomed and explored constructively

- iii. Ability to develop and foster egalitarian and authentic relationships within the group
- iv. Ability to monitor and review the relationships within the group and group processes
- v. Ability to enable supervisees to provide feedback to the supervisor.

1.2.3 Develop and manage the group process

- i. Knowledge and understanding of the processes of group development and group dynamics
- ii. Ability to help supervisees prepare for group supervision by identifying issues which enhance their capacity to be effective participants, such as:
 - identification of what they would like from the group
 - agreement on time allocation and format for presentations
 - clear feedback offered in a respectful and supportive manner
- iii. Ability to manage the time effectively to ensure all members of the group have equal opportunity to get their supervision needs met
- iv. Ability to take an active, assertive but non-authoritarian leadership role
- v. Ability to demonstrate skill and effectiveness in managing group processes and dynamics
- vi. Ability to attend to the 'unconscious communication' within the group to prevent unhelpful dynamics emerging
- vii. Ability to demonstrate engagement in, and enthusiasm for, the group's process and its potential for the personal and professional development of all participants

- viii.** Ability to attend to the different needs of individuals within the group owing to, for example, levels of experience and/or training, case load, vulnerability and/or complexity of clients
 - ix.** Ability to address any problematic aspects of group process which reflect issues of difference and/or power (e.g. in relation to different levels of experience, or in relation to cultural issues)
 - x.** Ability to identify and manage obstructive behaviours in group supervisees e.g. individual insecurities, defensive reactions, perfectionist or competitive behaviours
 - xi.** Ability to manage the heightened potential for shame and comparison within the group
 - xii.** Ability to recognise and facilitate meta-communication to help address/ resolve conflictual issues within the group
 - xiii.** Ability to recognise and manage situations in which a group member may be projecting onto the supervisor (e.g. consistently relating to them as the expert, as an authority figure or an ally)
 - xiv.** Ability to develop and negotiate structures for case presentations, for example creative methods, psychodrama, sculpting or role play
 - xv.** Ability to manage change within the group when group members leave, or new members join.
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1.2.4 Giving feedback in the group

- i. Knowledge of, and ability to distinguish between what can be raised in the group, and what should be raised one-to-one with individual supervisees
- ii. Ability to discuss personal and professional issues with individual group supervisees in a one-to-one forum without hampering the group process e.g. relationship problems, passivity, unwillingness to experiment
- iii. Ability to determine when individuals are ready to receive feedback within the group forum, for example when trust has developed between group members.

1.2.5 Use of self in the group process

- iv. Ability to withhold personal reactions (e.g. irritation, discomfort, sympathy or attraction) to individual supervisees in the group who are oppositional, passive or particularly attractive to the supervisor
- v. Ability to model in the group professional and personal openness to listening, learning and to own development
- vi. Ability to share own experiences with the group, where relevant to the group and/or supervision process.

(See also Core competences 3 and 8)



1.3 Online and phone supervision

1.3.1 Establishing and maintaining online and/or phone supervisory relationships

- i. Knowledge and understanding of working online and/or over the phone
- ii. Knowledge of how to offer blended approaches in supervision to meet the needs of the supervisee and the context of the work
- iii. Ability to establish clear contracts with supervisees for supervision sessions conducted online, over the phone or adopting a blended approach, to include:
 - scheduling
 - managing technological issues
 - dealing with threats to confidentiality (e.g. how client material/data will be shared)
- iv. Ability to create clear contracts with supervisees regarding contact in-between scheduled sessions, to include supervisor availability and appropriate times and methods of communication
- v. Ability to establish the supervisory relationship either online or over the phone to mirror the medium by which the supervisee is working with their clients
- vi. Ability to establish an online and/or phone relationship with clear and appropriate boundaries
- vii. Ability to actively seek out, and invite reflection upon, the 'here and now' reactions which are occurring in the online or phone supervision session

- viii. Ability to monitor and review own online and/or phone communication style (for instance use of language, tone and silence) to support the supervisory relationship and process
- ix. Ability to reflect on any impact the provision of online and/or phone supervision may be having on the supervisee, supervisor and the supervisory relationship, and to discuss this in supervision.

1.3.2 Specific ethical and professional considerations

- i. Ability to monitor the safety, security and confidentiality of online and/or phone platforms and to work only with those which satisfy legal requirements e.g. GDPR (2018)
- ii. Ability and commitment to research legislative frameworks local to the supervisee when working across national boundaries
- iii. Ability to assess own and supervisees' suitability for working online and/or over the phone, with specific reference to technological anxiety and interactional style
- iv. Ability to tailor the use of online and/or phone supervision to the individual needs and abilities of the supervisee
- v. Ability to make adjustments for supervisees who have difficulty engaging with online or phone supervision for extended periods of time e.g. due to a physical impairment
- vi. Ability to enable and facilitate the supervisee to access supervision via the chosen medium
- vii. A commitment to keeping up to date with online and/or phone developments and trends.

1.3.3 The practicalities of online and phone supervision

- i. Knowledge of the technology being employed for supervision
- ii. Ability to troubleshoot immediate issues arising from the technology and to employ alternative methods of communication when needed
- iii. Ability to negotiate and agree the contract for telephone or online supervision, for example:
 - the frequency and/or quantity of text-based supervisory contact
 - a procedure for re-establishing contact in case of technical failure
 - a procedure for making emergency contact
 - the methods by which each party ensures data security.

1.3.4 Supervising the work of online/phone counsellors

- i. Ability to offer supervision that reflects the medium or media used by the supervisee in the conduct of therapy
- ii. Knowledge and understanding of how to support the supervisee to assess a client for suitability for online and/or phone counselling, including:
 - psychological suitability
 - psychological and physical factors and/or presenting problems that may make it harder to assess whether a client can make effective use of online and/or phone counselling
 - the geographical location of the client and the legislative requirements when working internationally
- iii. Ability to consider the application of legal and ethical frameworks/codes when working in a remote context (See also Core competences 2)
- iv. Knowledge and understanding of how to support the supervisee to establish and record informed consent from clients when the consent is verbal rather than written

- v. Knowledge of the procedures supervisees need in place for assessing and monitoring risk, and of how to act on issues of risk and safeguarding when working remotely
- vi. Ability to help the supervisee explore how they can adapt and develop their theoretical approach when working online and/or over the phone, and to keep up to date with developments in the field
- vii. Ability and willingness to share knowledge and information with supervisees who have limitations in their knowledge and experience of the technological medium
- viii. Ability to facilitate the supervisee to reflect on and manage any relational dynamics that may emerge as a particular feature of remote working
- ix. Ability to facilitate the supervisee to consider the ethical and practical implications of moving between media and/or providing blended therapy i.e. a mix of online/phone and face to face therapy.

See also: Online and phone therapy competence framework: www.bacp.co.uk/events-and-resources/ethics-and-standards/competences-and-curricula


2 Organisational supervision

2.1 Knowledge and understanding

- i. Knowledge and understanding of different power and authority structures in organisations and the potential impact on the supervisee and the counselling service being offered
- ii. Knowledge and understanding of how organisational culture and/or unconscious organisational processes can influence the work of counsellors and supervisors
- iii. Knowledge and understanding of common dilemmas in organisation-based supervision, including but not restricted to manager/supervisee conflict, dual roles, and issues relating to boundaries, competency, client referral, confidentiality and lines of responsibility and accountability.

2.2 Responsibilities of the organisational supervisor

- i. Ability to balance professional responsibilities with those held towards the organisation, respecting legal and organisational barriers to confidentiality
- ii. Ability to mediate and support supervisees in providing constructive feedback to organisations
- iii. Ability to offer general feedback to organisations, within the agreed limits of confidentiality, about issues affecting supervisee wellbeing, efficacy and/or ethical issues or developmental themes


- iv.** Ability to understand and work effectively within the context in which supervision is offered, paying due regard to channels of communication with organisational management
 - v.** Ability to recognise, acknowledge and deal sensitively with dual relationships in organisations where these impinge on the supervision relationship
 - vi.** Ability to support the supervisee to access other forms of supervision in situations where the dual manager-supervisor role cannot be avoided
 - vii.** Ability to uphold organisational policy and procedural requirements for example, where the supervisee is required to use specific counselling interventions
 - viii.** Ability to maintain counselling values and identity especially when support for supervision and counselling is lacking from the organisation
 - ix.** Ability to adapt supervision to the uniqueness of each organisation, client population, and service delivery requirements
 - x.** Ability to work with the supervisee and/or organisational management to ensure:
 - sufficient frequency and/or quality of supervision
 - specific and ongoing training
 - maintenance of therapist wellbeing.
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2.3 Enabling the supervisee to work in organisations

- i.** Ability to support and empower supervisees working within organisations to:
 - enable them to manage the delivery of counselling
 - help them to preserve the confidentiality of the counselling service

 - ii.** Ability to combine a supportive-collaborative stance in supervision with challenge and holding the supervisee accountable to the needs and protocols of stakeholders

 - iii.** Ability to enable the supervisee to 'step outside' of the organisation to help them gain perspective on any organisational dynamics at play

 - iv.** Ability to enable the supervisee to take care of themselves while working within an organisational setting
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3 Supervision for specific client groups

3.1 Supervising work with children and young people

- i. Knowledge and experience of how to work therapeutically with children and/or young people
- ii. Knowledge and understanding of theories of child and adolescent development
- iii. Knowledge and understanding of the relationship between the care environment and child and adolescent development e.g. attachment theory
- iv. Knowledge of the legislation relevant to working with children and/or young people and application in practice
- v. Knowledge of local and national policies and procedures relevant to working with children and/or young people and application in practice
- vi. Knowledge and understanding of the organisational systems in which counselling for children and young people takes place
- vii. Ability to facilitate the supervisee to make informed judgments about issues relating to capacity, consent, safeguarding, managing risk and information sharing in the organisational context in which counselling takes place
- viii. Ability to facilitate the supervisee in making ethical and professional judgments involving child protection, safeguarding and client confidentiality
- ix. Ability to facilitate exploration of the management of relationships between the supervisee and others involved in the child's/young person's care.

Supervising work in schools

- x. Ability to support the supervisee's capacity to manage the context of their work in the school, for example, by:
- exploring the organisational culture, its impact on the supervisee and the counselling provision
 - developing effective professional relationships with parents/carers and school and external colleagues which also respect clients' right to confidentiality
 - recognising and understanding unconscious processes and dynamics in the organisation
 - developing understanding of the client's wider (e.g. familial, cultural) systems and their implications for the counselling work.

Boundaries and dual roles

- xi. Knowledge of the differences between counselling supervision and case management supervision, and an understanding that these two activities need to be conducted separately
- xii. Ability to communicate and manage the boundaries between counselling supervision and case management supervision
- xiii. Ability to enable the supervisee to work through and manage challenges to the boundaries of the counselling relationship.

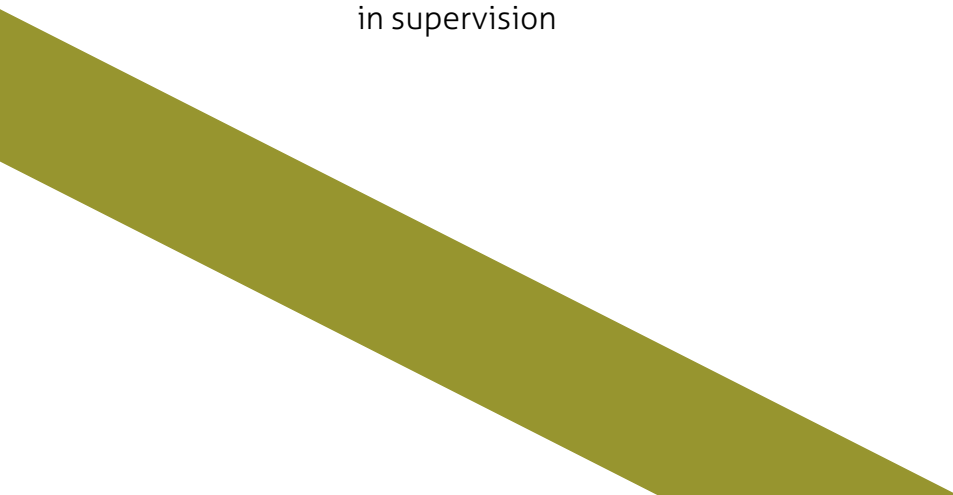
See also: Competence framework for work with children and young people (4–18 years): www.bacp.co.uk/events-and-resources/ethics-and-standards/competences-and-curricula/children-and-young-people

3.2 Supervision of trauma therapy

3.2.1 Knowledge and understanding

- i. Knowledge and understanding of the complexity of issues faced by the practitioner in trauma counselling
- ii. Knowledge and understanding of the theory and mechanisms involved in vicarious traumatisation
- iii. Knowledge and understanding of the significance of supervision and the primacy of the supervisory relationship in the provision of supervision for trauma counsellors.

3.2.2 Facilitation skills in the supervision of trauma therapy

- i. Ability to facilitate the supervisee's understanding of trauma and the application of theories or concepts into practice
 - ii. Ability to recognise, acknowledge and, where appropriate, focus on the impact of trauma counselling and to normalise these effects on the supervisee
 - iii. Ability to identify own responses when supervising traumatic material, and employ self-care strategies to manage vicarious trauma
 - iv. Ability to emphasise the role of supervisees' personal issues, self-monitoring, self-care and personal growth
 - v. Ability to offer a collaborative, calm, supportive and nurturing environment in supervision
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- vi. Ability to respond effectively to unconscious dynamics that lead to over- or under-involvement when supervising therapists working with trauma, for example through rescuing or minimising
- vii. Ability to work productively with the dynamics of the therapeutic relationship that may be mirrored in the supervision process.

3.3 Supervising therapists working with interpreters (e.g. language, BSL, Makaton)

- i. Knowledge of the benefits and pitfalls of working with interpreters
 - ii. Ability to support supervisees working triadically with interpreters to manage boundary and relational issues giving particular consideration to:
 - selecting a suitable interpreter
 - contracting and establishing roles and boundaries
 - confidentiality
 - issues of power and control
 - the development of trust between all parties
 - sharing working methods
 - ensuring the process meets the client's needs
 - avoiding and managing exclusions and collusions
 - pre-briefing and de-briefing with the interpreter
 - iii. Ability to support the supervisee to resolve any difficulties that may arise in relation to the work of the interpreter
 - iv. Ability to support the supervisee in enabling the interpreter to gain access to alternative support where there is a risk of vicarious trauma.
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