**Knowledge**

1. Have knowledge of the context (including professional, ethical and legal) within which supervision is provided and an understanding of the inherent responsibility.
2. Have knowledge of developmental models of learning which may have an impact on supervision.
3. Have knowledge of a number of supervision frameworks that could be used for understanding and managing the supervisory process.
4. Have knowledge of the structure of supervised professional experience including assessment procedures at different levels of qualification up to Chartered Status level, and the changing expectations regarding the supervisor’s role.
5. Have knowledge of the various methods to gain information and give feedback (e.g. self report, audio and video tapes, colleague and client reports).
6. Have knowledge of ethical issues in supervision and an understanding of how this may affect the supervisory process, including power differentials.
7. Have knowledge of techniques and processes to evaluate supervision, including eliciting feedback.

**Understanding**

1. Have an understanding of the importance of modelling the professional role, e.g. managing boundaries, (including protecting time), confidentiality, accountability.
2. Have an understanding of the transferability of professional skills into supervision and the similarities and differences.
3. Have an understanding of the transferability of professional skills into supervision and the similarities and differences.
4. Have an understanding of the process of assessment and failure, and skills and experience in evaluating supervisees.
5. Have an understanding of the issues around difference and diversity in supervision.
6. Have an awareness of the on-going development of supervisory skills and the need for further reflection/supervision training.

**Skills**

1. Have skills and experience in developing and maintaining a supervisory alliance.
2. Have skills and experience in contracting and negotiating with supervisees.
3. Have skills and experience in the art of constructive criticism, on-going positive feedback and critical feedback where necessary.
4. Have skills and experience of using a range of supervisory approaches and methods.