

Ability to apply standards

Knowledge of expected standards of professional conduct

An ability to draw on knowledge of relevant professional and statutory codes of conduct which set out expected standards for pre- and postqualification practice
An ability to draw on knowledge of standards of clinical practice as defined both by relevant training organisations and local arrangements for clinical governance

Gatekeeping with supervisees who are at prequalification level*

Knowledge

Knowledge of relevant criteria for passing or failing the work being undertaken by the supervisee, including the degree to which the supervisor has authority to comment on whether the supervisee meets these criteria

Establishing a context for gatekeeping

An ability to ensure (from the outset) that the supervisee is aware of any relevant gatekeeping roles held by the supervisor
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Identifying the significance of areas of poor performance

An ability to distinguish between different forms of unsatisfactory performance:
clinical errors which reflect the supervisee's current level of experience
poor practice (e.g. a failure to apply learning)
reduced capacity to practice consequent on personal distress or mental health issues
negligence or malpractice (i.e. practice which breaches acceptable standards)
Where there are serious concerns about a supervisee's practice, an ability to ensure that these are specified in writing
an ability to ensure that serious concerns are shared with the supervisee and any relevant third parties to training

Giving feedback about areas of concern

An ability to ensure that comments about areas of concern can be verified by specific information (i.e. that the evidence on which concerns are based can be made shared with the supervisee)
An ability to express concerns with the supervisee in a manner which is direct but non-confrontational, and which also clearly specifies areas of concern
An ability to give feedback about areas of concern in a timely manner (i.e. reasonably contingent on their appearance)
An ability to give feedback about areas of concern which includes clear (usually behaviourally specific) information about the adaptations the supervisee needs to make in order to address these concerns

* The notion of prequalification status, as applied here could refer either to:

- an individual who has not yet obtained a formal qualification which entitles them to practise clinically
- an individual who is entitled to practise clinically, but who is learning a specific therapeutic approach and whose training is being formally evaluated

Failing the supervisee

An ability to ensure that the supervisee has been alerted to areas which are likely to lead to failure, and been given an opportunity to rectify any relevant problems
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An ability to apply knowledge of any relevant criteria for failure, and to ensure that there is evidence which can be adduced to support such a judgment
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Where it is clear that failure is the appropriate option, an ability to hold to this judgment despite the personal and interpersonal difficulties that arise in such circumstances
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Maintenance of standards with supervisees who are qualified practitioners

An ability to identify practice which fall below the standards expected of a qualified practitioner, in particular unethical or incompetent practice, or poor practice which reflects personal difficulties impinging on the supervisee's capacity to work effectively
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An ability to generate and negotiate a suitable plan of action to respond to deficiencies in practice (which reflects and responds to the nature of the supervisee's difficulties)
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An ability (where justified by serious concerns about the supervisee's practice) to take action independent of the supervisee's consent
