

## Ability to gauge the supervisee's level of competence

### Ability to develop criteria for gauging competence

An ability to develop criteria for appraising competence which are reliable and which are adapted to take account of the supervisee's level of experience, usually in the domains of the supervisee's:

factual knowledge

generic clinical skills

model-specific clinical skills

ability to implement interventions in a way which demonstrates an understanding of the rationale for the intervention (i.e. to be able to make links between theory and practice)

capacity to reflect accurately on progress

interpersonal skills

ability to work effectively with professional colleagues

ability to apply ethical and professional standards in practice

An ability to relate criteria for competence to relevant standards (e.g. those set by professional accreditation bodies, by relevant course curricula, the competence frameworks for psychological therapy and/or National Occupational Standards)

### Ability to use a range of methods to gauge competence

An ability to use and draw together multiple methods of evaluation in order to gauge competence, including:

observation

supervisee self-report

feedback from standardised ('objective') measures and client self-report

feedback from professional colleagues who have worked with/ observed the supervisee

## Evaluation Bias

### Ability to be aware of and act on potential sources of evaluation bias

An ability to draw on knowledge that judgments of competence may be influenced by the difficulty of the supervisee's caseload (i.e. supervisees with more difficult clients may be judged as working less competently than those with more straightforward caseloads)

An ability to draw on knowledge that supervisors tend to evaluate supervisees they like more positively than supervisees they dislike

An ability for the supervisor to identify and act on any consistent evaluation biases they display (i.e. a tendency to rate more leniently or severely than is warranted)
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An ability to draw on knowledge that a tendency towards more lenient evaluation than is warranted can reflect:
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a lack of clear criteria for assessing competence
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difficulty in 'benchmarking' criteria for competence due to a lack of supervision experience
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a fear of the interpersonal impact of negative evaluation (i.e. its potential to have an adverse impact on the supervisor-supervisee relationship, to 'upset' the supervisee, or concern over any implications for the supervisee's career prospects)
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anxiety about grievance procedures and about defending evaluation decisions
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anxiety about lack of institutional support for difficult decisions
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An ability to draw on knowledge that a tendency towards more severe evaluation than is warranted can reflect:
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unrealistically high expectations
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displaced personal frustration
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