

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

Ability to create a context for giving feedback

An ability to ensure that the 'supervisory alliance' is good enough to allow summative and formative feedback ¹ to be accepted (and reflected on) by the supervisee
An ability to detect whether the supervisee is able to engage with feedback, and (if relevant) to identify and explore any factors which make this difficult for the supervisee
An ability to ensure that the supervisee is in a position to understand the feedback (i.e. that the feedback is congruent with their current level of understanding/ learning)
An ability to detect when feedback may have a negative impact on the supervisee (e.g. supervisee withdrawal, shame, increased anxiety), and to manage any consequences in a supportive manner

Ability to give feedback in an appropriate manner

An ability to give feedback which:
is balanced (i.e. identifies what the supervisee did well, as well as what was done less well)
clear and appropriately direct
focuses on specific aspects of the supervisee's work (rather than making general or global observations)
When commenting on perceived problems in clinical work, an ability to suggest alternative actions the supervisee could take
An ability to phrase feedback in a manner which avoids the imputation of personal failure:
by focusing on examples of behaviour (as opposed to attributing problems to the supervisee's personal qualities)
by phrasing comments in a manner which directs attention to the issues rather than to characteristics of the supervisee
An ability to give feedback in a manner which makes it clear when this reflects the supervisor's opinion rather than a fact, or the 'truth'
An ability, after giving feedback, to be receptive to (and to engage with) feedback from the supervisee

¹ 'Summative feedback' is feedback about an outcome (such as passing or failing an aspect of clinical work).

'Formative feedback' is feedback about *how* something has been done, and is intended to modify the supervisee's thinking or behaviour for the purpose of improving learning