

Jason Saw – Clinical Supervision Competency Framework

Adapted for Complex, High-Risk, Non-Therapy Practice Contexts

This framework draws on established supervision competency standards developed within counselling and psychotherapy professions (e.g. BACP). It does not replace those standards, but adapts them for complex, high-risk, non-therapy practice contexts including advocacy, community mental health, wellbeing and trauma-exposed frontline work. It reflects the realities of roles where emotional impact, ethical complexity, and organisational pressures are part of everyday practice.

1. Theoretical Foundation

My supervision approach is grounded in recognised supervision theory, adapted to reflect frontline and community roles.

- consistent, transparent supervision approach grounded in theory
- integrating trauma-informed, relational and reflective practice
- recognising how background and values shape supervision
- engaging with current research and sector developments
- understanding emotional labour and system pressures

2. Ethical and Professional Practice

Ethical practice sits at the centre of my work, supporting safe and accountable supervision.

- clear agreements, boundaries and expectations
- maintaining confidentiality with clarity on limits
- managing dual roles and conflicts of interest
- supporting ethical decision making
- responding to wellbeing or fitness-to-practise concerns
- understanding safeguarding and duty of care

3. The Supervisory Relationship

The supervisory relationship provides a safe, reflective space for learning and challenge.

- building psychological safety and trust
- balancing support with appropriate challenge
- supporting reflective learning and confidence
- working with power dynamics
- addressing relational tension or rupture

4. Equality, Diversity and Inclusion

I work in ways that are culturally responsive and identity-aware.

- working in culturally responsive ways
- understanding intersectionality and inequality
- supporting identity-aware reflection
- modelling inclusive communication
- exploring power and lived experience

5. Individual Needs of the Supervisee

Supervision is shaped around the individual and their context.

- adapting to experience and role
- supporting wellbeing and sustainability
- supporting development and confidence
- offering clear, constructive feedback

6. Facilitation of Supervision

Supervision is structured while responsive to what emerges.

- maintaining purpose and boundaries
- holding focus while allowing reflection
- using questioning and challenge
- drawing on reflective tools
- exploring unspoken material

7. Professional Development of the Supervisor

I am committed to ongoing learning and accountability.

- engaging in my own supervision
- recognising limits of competence
- ongoing CPD
- learning from practice experience

8. Supervisor Self-Awareness

Self-awareness supports safe and effective supervision.

- awareness of emotional responses
- ability to regulate responses
- reflecting on identity and values
- using in-the-moment awareness

SPECIFIC COMPETENCES

9. Modes and Methods of Providing Supervision

I work flexibly across different supervision formats.

- using creative and reflective methods
- facilitating group supervision
- providing safe online supervision
- understanding risks of delivery modes

10. Organisational Supervision

Supervision takes place within organisational systems.

- understanding culture and power dynamics
- balancing support and accountability
- supporting ethical practice in systems
- developing supervision cultures

11. Supervision for Specific Practice Contexts

Children, Young People and Vulnerable Adults

- safeguarding legislation and systems
- consent and information sharing
- multi-agency working
- professional boundaries

Trauma-Exposed Practice

- understanding trauma impact
- recognising vicarious trauma
- supporting self-care
- processing emotional impact

Interpreters and Cross-Cultural Work

- understanding power and communication dynamics
- supporting trust across cultures
- recognising role confusion risks
- supporting complex communication