



<b>Job title</b>	Clinical Tutor, Doctorate in Clinical Psychology	<b>Job family and level</b>	Research and Teaching – Extended Level 5
<b>School/ Department</b>	School of Medicine/Mental Health and Clinical Neurosciences	<b>Location</b>	Jubilee Campus, Nottingham

### Purpose of role

The Clinical Tutor role provides essential support to the clinical placement strand of Doctoral Training in Clinical Psychology. The postholder will support the coordination and allocation of placement opportunities and support both supervisors and trainees in managing any challenges that arise. Working closely with the Clinical Tutor team, in particular the Senior Clinical Tutor at University of Nottingham, the Clinical Tutor will take delegated responsibility for managing the clinical practice component of the programme for an allocated number of trainees. This role involves key contributions to clinical teaching and the opportunity for involvement in research activity. The postholder will build positive relationship with trainees through personal tutoring and appraisal processes, with the wider programme team and with key stakeholders in clinical services.

	<b>Main responsibilities (Primary accountabilities and responsibilities expected to fulfil the role)</b>	<b>% time per year</b>
1	<p><b>Teaching and Training</b></p> <ul style="list-style-type: none"> <li>Supervision and evaluation of clinical placements in consultation with Senior Clinical Tutor, Programme Co-Director (Clinical Practice), supervisors and trainees.</li> <li>Contribution to the coordination of programme stakeholders (placement providers) in Nottinghamshire and Derbyshire.</li> <li>Planning, managing and monitoring trainee experience within the framework of individually focused programmes of training.</li> <li>Assuming delegated responsibility for providing central teaching and training to trainees as part of an integrated scheme of competence development.</li> <li>Assessing and marking Practice Based Learning Exercises, presentations, clinical case studies and written assignments, as well as examining doctoral theses.</li> </ul>	50%

	<ul style="list-style-type: none"> <li>Be responsible for the pastoral care of students within a specified area, dealing with sensitive issues by acting as Personal Tutor to designated groups of trainees, monitoring trainee experience to ensure that academic and professional development is achieved effectively within the framework of individually focused programmes of training.</li> </ul>	
2	<b>Administration</b> <ul style="list-style-type: none"> <li>Ensuring all appropriate record forms, logbooks and placement reviews are completed punctually.</li> <li>Taking and transcribing formal minutes of placement review meetings, and producing formal reports to evaluate placements and trainees.</li> </ul>	30 %
3	<b>Research and Audit:</b> <ul style="list-style-type: none"> <li>Supervise and support clinical psychology trainees in undertaking doctoral level research under the guidance of the Programme Co-Director (Research).</li> <li>Undertake formal audits of trainee competences, knowledge and skills and their progress towards the achievement of proficiencies and core competences for training as set out by the HPC and British Psychological Society.</li> <li>Undertake clinically relevant research as appropriate.</li> <li>Produce research output which will be considered to be excellent in Research Excellence Frameworks(REF)</li> </ul>	20 %
4.	<p>Any other duties appropriate to the grade and level of the role.</p> <p>We recognise the importance of continuous professional development and therefore the importance of providing opportunities, structured support and encouragement to engage in professional development each year.</p>	

### Person specification

	Essential	Desirable
<b>Qualifications/ Education</b>	<ul style="list-style-type: none"> <li>Honours degree in Psychology conferring Graduate Basis for Chartering.</li> <li>Doctorate in Clinical Psychology (or equivalent) conferring eligibility for HPC registration and BPS Chartered Psychologist status.</li> </ul>	Specialist post-registration qualification.
<b>Skills/ Training</b>	<ul style="list-style-type: none"> <li>Doctoral level knowledge of clinically relevant research design and methodology.</li> </ul>	<ul style="list-style-type: none"> <li>EST training (or equivalent) as supervisor of clinical psychologists.</li> </ul>

	<ul style="list-style-type: none"> <li>• Knowledge of, and ability to apply, current legislation and guidance for psychological clinical practice and professional management.</li> <li>• Substantial/specialist continuing professional development and training enabling candidate to function as a clinical psychologist in the NHS, as evidenced through CPD log etc.</li> <li>• High level of interpersonal and communication skills enabling written, oral, and visual presentation, and receipt of complex and sensitive information, to facilitate acceptance and relate effectively.</li> <li>• Demonstrable substantial contribution to high quality publications, considered to be within Research Excellence Frameworks (REF)</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to process text and to set up and use databases and spreadsheets.</li> <li>• Ability to plan and implement R &amp; D projects.</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Post-qualification experience as a clinical psychologist.</li> <li>• Experience of teaching clinical psychology topics.</li> <li>• Experience of teamwork.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working as a Clinical Tutor and/or experience as line manager of clinical psychology staff.</li> <li>• Experience of providing clinical placements for doctoral level clinical psychology trainees.</li> <li>• Experience of teaching on Clinical Psychology Doctorate.</li> </ul>
<b>Statutory/Legal</b>	<ul style="list-style-type: none"> <li>• HCPC Registered Practitioner Psychologist (Clinical).</li> </ul>	
<b>Other</b>	<ul style="list-style-type: none"> <li>• Willingness to adopt the <a href="#">vision and values</a> of the School of Medicine.</li> </ul>	



The University of Nottingham is focused on embedding equality, diversity and inclusion in all that we do. As part of this, we welcome a diverse population to join our work force and therefore encourage applicants from all communities, particularly those with protected characteristics under the Equality Act 2010.

The School of Medicine holds a Silver Athena SWAN award in recognition of our achievements in promoting and advancing these principles.

Please see

<https://www.nottingham.ac.uk/medicine/about/athena-swan.aspx>



The University is a signatory of the Declaration on Research Assessment (DORA). As such we commit to focus on the scientific content of publications (where requested or provided as part of the recruitment and selection process) as a basis for review of quality, and consideration of value and impact of research conducted, rather than any proxy measures such as Journal Impact Factor.

## Expectations and behaviours

The University has developed a clear set of core expectations and behaviours that our people should be demonstrating in their work, and as ambassadors of the University's strategy, vision and values. The following are essential to the role:

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|---------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Valuing people</b>     | Is always equitable and fair and works with integrity. Proactively looks for ways to develop the team and is comfortable providing clarity by explaining the rationale behind decisions.                                           |
| <b>Taking ownership</b>   | Is highly self-aware, looking for ways to improve, both taking on board and offering constructive feedback. Inspires others to take accountability for their own areas.                                                            |
| <b>Forward thinking</b>   | Driven to question the status quo and explore new ideas, supporting the team to "lead the way" in terms of know-how and learning.                                                                                                  |
| <b>Professional pride</b> | Sets the bar high with quality systems and control measures in place. Demands high standards of others identifying and addressing any gaps to enhance the overall performance.                                                     |
| <b>Always inclusive</b>   | Ensures accessibility to the wider community, actively encouraging inclusion and seeking to involve others. Ensures others always consider the wider context when sharing information making full use of networks and connections. |

**Key relationships with others**

