**MSc Person-Centred and Experiential Psychotherapy**

**Deputy Programme Leader - Job Description and specification**

**Job Title:**  Deputy Programme Leader, MSc Person-Centred & Experiential Psychotherapy

**Location:** This post is based at the Sherwood Psychotherapy Training Institute, Nottingham.

**Employment status:** Employed

**Hours:** Part-time – two days per week *plus* 24 days of training delivery per annum

**Fees:** £38,000- £44,000 per annum pro rata

**Accountability:** Managerially accountable to Programme Leader

**Liaises with:** Primarily Programme Leaders, Tutors and Administrators

**What does the role entail?**

As Deputy Programme Leader, you will work closely with the Programme Leader, tutor team and administrative staff to ensure all aspects of the MSc Person-centred and Experiential Psychotherapy are successfully managed, implemented, assessed, and enhanced. There is an expectation that you will work in accordance with the ethical frameworks of UKCP and of SPTI as well as the requirements of the Programme’s validating partner to ensure the professional, academic and research success of students. This role requires you to work flexibly within core office time and incorporates both in premises and remote working. The key responsibilities of the role fall within several categories as follows:

**Programme management**

* Working collaboratively with the Programme Leader to oversee Programme delivery (including workshop activities, assessments, marking deadlines, etc.) to ensure alignment with the Learning, Teaching and Assessment Strategy
* Contributing to the development of Programme documentation including marketing and learning materials
* Liaising with and supporting workshop tutors, observed practice/supervisory debrief tutors and Programme-based research supervisors as delegated by the Programme Leader
* Contributing to staff development and training where appropriate
* Supporting the Programme Leader with aspects of recruitment including interviewing and ensuring appropriate admissions standards are applied
* Engaging in report preparation as required by SPTI and the Programme’s validating and accrediting bodies

**Quality assurance, enhancement, and standards**

* Supporting the Programme Leader in maintaining standards of relevance to the professional field as well as the academic and research endeavours associated with the Programme, its modality, associated Professional Bodies and validating partners
* Working with colleagues to monitor and enhance the quality of the student experience with attention to relevant quality codes and SPTI’s cycles of quality assurance
* Contributing to the development and implementation of Programme and Module action plans/modifications
* Assisting the Programme Leader to manage, monitor, and ensure success for internal moderation and external examination and/or verification
* Modelling and promoting best practice in equality, diversity, and inclusion
* Representing the Programme on relevant committees (e.g. Combined Programme Committee, Research Ethics, Exceptional Circumstances Panel, Examination Boards, Quality Assurance reviews)

**Student experience**

* Contributing to Programme recruitment and the pre-course experience of students including the organisation/delivery of programme representation during Postgraduate Information Days
* Leading and facilitating aspects of Programme induction workshops, Module workshops, tutorials (pastoral, academic, research), and progression reviews as agreed with the Programme Leader
* Providing reserve cover of training sessions as agreed with the Programme Leader
* Supporting the Programme Leader in ensuring students are appropriately supported and guided through the tutorial curriculum and other student support mechanisms
* Monitoring student attendance and experience through engagement with Student Voice mechanisms, analysis of the relevant feedback and data, and responding to feedback as appropriate
* Aiding the Programme Leader in monitoring recognised training supervision and placement experience to ensure adherence to appropriate ethical and professional standards, and that appropriate learning is being offered and received

**Curriculum development**

* Identifying and working with the team to build on aspects of best curriculum practice to ensure an inclusive and vibrant learning environment/community
* Contributing to the ongoing process of ensuring that curriculum content is up to date, fit for purpose, and meeting the needs of students and the profession
* Encouraging colleagues in, and providing a focus for, innovations in learning, teaching and assessment strategies and curriculum content within the Programme

**Assessment and Awards**

* Working collaboratively with the Programme Leader to allocate and undertake marking and/or moderation of assessments across the Programme cohorts to ensure adherence to academic regulations, consistency, and relevance of feedback to students and their stage of development
* As directed by the Programme Leader, engage with student profiles before the award boards and pre-publication of awards
* Deputising, as necessary, for the Programme Leader at Assessment and/or Award Boards
* Holding post-board student advice and guidance as directed
* Attending SPTI and Programme validating partner Awards ceremonies/events

**Other duties**

* Attending Bi-monthly Programme team meetings, Annual Team Development Day, marking meetings and SPTI ‘All Tutor’ Days
* Undertaking appropriate Continuing Professional Development, research, and/or scholarly activity that enhances the operation of the role and contributes to the student experience
* Undertaking and maintaining the currency of any training deemed necessary by SPTI (for example, First Aid, PREVENT)
* Liaising with professional bodies and other external organisations as required by the Programme Leader
* Representing SPTI at external events of relevance to the Programme (e.g. UKCP research conference or working committees)

*Please note, the above information provides a framework for the Deputy Programme Leader duties and responsibilities. However, this should not be regarded as a definitive list and other reasonable duties consistent with the post may be required.*

**What qualifications and experience do I need to be eligible to apply?**

In addition to evidencing your capacity for the above you will:

* Be qualified at post-graduate level within the Person-Centred and Experiential Psychotherapies framework and ideally have been practising as a psychotherapist for a minimum of five years
* Be maintaining a current caseload as a psychotherapist registered with the UKCP (or accredited via an equivalent professional body)
* Have completed a formal supervision training and ideally have been practising as a supervisor for a minimum of two years
* Preferably hold a relevant teaching qualification (e.g. PgCert in Higher Education (PGCHE) or a Fellowship of the Higher Education Academy (FHEA))
* Hold leadership qualities and experience of relevance to working both independently and within a team
* Have practical understanding of the needs of diverse learners together with recent experience of effective work in supporting students to develop attitudinal qualities and skills essential to Person-centred and Experiential Psychotherapies training
* Possess highly developed interpersonal skills as the basis for establishing and maintaining effective working relationships with both students and professional colleagues from diverse backgrounds
* Have proven skills in making effective use of technology to enhance learning
* Be committed to your own professional development and/or relevant research
* Not to be subject to any unresolved ethical complaints or to have been found guilty of serious professional misconduct or ethical misconduct

**About the Programme:**

For more information about the MSc Person-Centred and Experiential Psychotherapy and the current tutor team, please visit:

<http://spti.net/courses/personcentred.shtml>

**Person Specification – Deputy Programme Leader, MSc Person-Centred & Experiential Psychotherapy**

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| **CRITERIA** | **ESSENTIAL** | **DESIRABLE** |
| **QUALIFICATIONS/PROFESSIONAL STATUS** |  |  |
| Qualified at post-graduate level within the Person-Centred and Experiential Psychotherapies (PCEP) framework | **√** |  |
| Have been practising as a psychotherapist for a minimum of five years |  | **√** |
| Maintaining a current caseload and have UKCP registration (or equivalent professional body status) as an individual psychotherapist | **√** |  |
| Completed a relevant teaching qualification (e.g. PgCert in Higher Education (PGCHE) or a Fellowship of the Higher Education Academy (FHEA)) |  | **√** |
| Hold leadership qualities and experience of relevance to working both independently and within a team | **√** |  |
| Have experience facilitating learning in group contexts of relevance to the PCEP training context | **√** |  |
| Completed a formal supervision training | **√** |  |
| Have been practising as a supervisor for a minimum of two years |  | **√** |
| Not subject to any unresolved ethical complaints or who have been found guilty of serious professional misconduct or ethical misconduct. | **√** |  |
| **EXPERIENCE AND KNOWLEDGE** |  |  |
| Depth and breadth of specialist PCEP knowledge to facilitate student learning regarding preparation for and maintenance of supervised clinical work | **√** |  |
| Knowledge of higher education and ability to utilise a range of delivery techniques to enthuse and engage trainees | **√** |  |
| Knowledge of UKCP requirements regarding training and registration | **√** |  |
| Capacity to hold to the ‘responsibility dynamic’ when facilitating groups and experiential learning (face-to-face, in premises and remote) | **√** |  |
| Experience of linking philosophy, theory and practice and reversing the process to demonstrate values and ideas through practical examples | **√** |  |
| Experience and knowledge of assessment and provision of feedback in relation to written and presentation work for professional registration and qualification at postgraduate level | **√** |  |
| Knowledge and experience of the complexities of working face-to-face in premises and remotely | **√** |  |
| **SKILLS** |  |  |
| Able to demonstrate independent and self-managing work styles | **√** |  |
| Ability to work within a diverse team to fulfil the demands of the role | **√** |  |
| Excellent interpersonal skills, communication style and team working including facilitation and demonstration skills when working in face-to-face premises or remotely (e.g. via Zoom) | **√** |  |
| Excellent written and verbal communication skills including presentation skills (face-to-face, in premises and remote) | **√** |  |
| Excellent administrative skills including familiarity with IT packages such as Word, PowerPoint, Outlook | **√** |  |
| **ATTRIBUTES** |  |  |
| Commitment to PCEP philosophy and theory and to translating these into leadership and training practices | **√** |  |
| Demonstrate strong trainee-centric approach to ways of working and commitment to high quality standards and experience for students | **√** |  |
| Commitment to Equality, Diversity, and Inclusion (EDI) within the PCEP framework specifically and the wider professional context generally | **√** |  |
| Commitment to excellence as a PCE practitioner-researcher | **√** |  |
| Commitment to working within relevant professional, ethical, and legal frameworks | **√** |  |