**MSc Person-Centred and Experiential Psychotherapy**

**Job Description**

**Job Title:**  Research Supervisor/Tutor, MSc Person-Centred & Experiential Psychotherapy

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

**Employment status:** Self-employed

**Hours:** Part-time (see overleaf for details)

**Fees:** Details of remuneration are available separately please contact PA@spti.net

**Accountability:** Managerially accountable to Programme Leader

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

**What does the role entail?**

This role requires you to engage with students individually as well as within small and large group training settings to support the development of their:

* Capacity to take initiative and act autonomously to design ethically sound research projects of relevance to person-centred and experiential psychotherapies
* Development of qualities and transferable skills necessary to establish and maintain high standards of professional practitioner-research

This will include:

* Imparting knowledge of relevance to selecting, designing, executing, and evaluating research activities
* Working with students to identify and evaluate key aspects of personal philosophy in relation to the central philosophical assumptions of person-centred approaches to research
* Ensuring students have appropriate levels of support and challenge to develop the reflexivity central to critical reflection on areas such as topic rationale, research approach (worldview, design, and methods) and relational ethics
* Supporting students to identify and explore intrapersonal and interpersonal phenomena requiring attention from an equality, diversity, and inclusion perspective as practitioner-researchers
* Facilitating processes of giving and receiving feedback which enable students to develop their integration of philosophy, theory, and practice within the person-centred research framework
* Preparing students to make effective use of practice-based evidence (e.g. recordings and transcribed data or process and outcome measures) as a means of evidencing, analysing, and exploring efficacy as well as identifying areas for development
* Instilling the necessity of attending to and maintaining wellbeing as reflexive, person-centred practitioner-researchers
* Working collaboratively to assess research project viability and ethical approval

Commitment includes:

* Year 3 – Workshop/training days: training delivery and research-based supervisory input usually the equivalent of 8 -12 training days
* Year 4 – Study Days: research-based supervisory input linked to study days usually the equivalent of 6 - 8 training days
* Reserve tutor cover: for year 3 and 4 research modules only *(dates to be agreed)*
* Marking and associated meetings: – presentations, research proposals, project viability and ethical approval (*total number of presentations/scripts and meeting time commitments vary according to cohort size)*
* Research Ethics Committee Membership: being an active member of the Programme Research Ethics Committee *(time commitment varies according to cohort sizes)*

You will also be required to attend:

* Bi-monthly Programme team meetings (*usually* *15 hours in total across the academic year*)
* Annual Team Development day (*usually 5 hours in total*)
* Three SPTI ‘All tutor’ days (*usually 15 hours in total*)
* Quality Assurance reviews (*where applicable*)

Please note, the above information provides a framework for the research supervisor/tutor role. 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?**

As a Research Supervisor/Tutor you will:

* Be qualified at post-graduate level within the Person-Centred and Experiential Psychotherapies framework and have been practising as a psychotherapist for a minimum of three years
* Be registered as a psychotherapist with the UKCP or accredited via an equivalent professional body
* Have completed a formal supervision training and ideally 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)
* 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 research practise within the person-centred and experiential psychotherapies framework
* 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

If you are interested in this role but do not meet all the above criteria, please contact us to explore the possibility of becoming a trainee research supervisor/tutor. We offer a comprehensive package that provides an exciting opportunity to enhance your person-centred practice by developing each of the key components essential to becoming a research supervisor/tutor within the field.

**About the Programme:**

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

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

**Person Specification - Research Supervisor/Tutor, MSc Person-Centred & Experiential Psychotherapy**

|  |  |  |
| --- | --- | --- |
| **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 three 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) |  | **√** |
| 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 selecting, designing, executing, and evaluating research activities | **√** |  |
| Knowledge and experience 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 related to research | **√** |  |
| 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 practice as a trainer | **√** |  |
| 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 | **√** |  |