**MSc Person-Centred and Experiential Psychotherapy**

**(Accredited by UKCP,** **degree awarded by University of Staffordshire)**

**Job Description**

**Job Title: Facilitator – MSc Person-Centred & Experiential Psychotherapy**

**Location:**This Post is based at the Sherwood Psychotherapy Training Institute, 2 Castle Quay, Castle Boulevard, Nottingham, NG7 1FW. Training delivery will take place at this location and at our nearby building in Nottingham City Centre.

**Hours:** Part-time; individually negotiated with the Programme Leader/Director of Training on an annual basis.

**Fees:** The Facilitator will receive a fee of £360.00 (inclusive of VAT, if any) per day of training provided including providing training sessions for emergency cover. Where the Facilitator provides additional support to a workshop on request the fee shall be £39.40 (inclusive of VAT, if any) per hour.

A fee of £173.25 (inclusive of VAT, if any) for attendance at each three 5-hour Programme Team Meetings and one Programme Development Meeting per academic year.

A fee of £100 (inclusive of VAT, if any) payment for being available and providing cover as required on the emergency cover rota.

In addition, a fee of £173.25 (inclusive of VAT, if any) for attendance by the Facilitator at the three All Facilitator Meetings.

**Employment status:** Self-employed

**Accountability:** Managerially accountable to Programme Leader.

**Liaises with:** Programme Leader andTeam colleagues; course administrators.

 **What does the role entail?**

As a Facilitator your involvement across the modules and years of the course can include facilitating content and critical examination of:

* key elements of client-centred, experiential, existentially informed, focusing-oriented, emotion-focused and pluralistic therapies with specific attention to underpinning philosophical, ethical, and theoretical foundations
* supporting the development of preparing students for clinical practice, including considerations of ethics related to the profession, and building confidence through a feedback-led process of observed practice
* therapeutic relating and change; human development and psychopathology across the lifespan.
* the relational, ethical, legal, and socio-political dimensions of Person-Centred and Experiential Psychotherapies.
* Understanding research, development of contemporary research, understanding of design, methodology and ethical research, providing research support and supervision

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 effectively communicate the qualities and expertise necessary for qualification and readiness for UKCP professional registration as autonomous and self-directing Person-Centred/Experiential practitioners
* Ability to take initiative, personal responsibility, be self-directing and demonstrate originality together with the transferable qualities and skills necessary for continuing professional development and the maintenance of professional body membership/s and registration/accreditation.

This will include:

* Delivering training that is firmly grounded within a thorough knowledge of relevant scholarship, theory, and educational practice, based on principles of person-centred education.
* Facilitation of group process, showing care and attention to group dynamics, supporting growth and embodying principles of person-centred being in relating
* Delivering and/or preparing high quality resources to enhance learning relevant to person-centred and experiential psychotherapies framework within the given module descriptors.
* Ensuring students have appropriate levels of support and challenge to enhance their therapeutic style with attention to relational ethics, therapist attitudinal qualities and specific skills regarding relating, listening, and responding when working in premises, via the telephone or video-conferencing platforms.
* Supporting students to identify and explore intrapersonal and interpersonal phenomena requiring attention from an equality, diversity, and inclusion perspective.
* Working with students to identify and evaluate key aspects of personal philosophy in relation to the central philosophical assumptions of person-centred and experiential approaches.
* Facilitating processes of giving and receiving feedback which enable students to develop their integration of philosophy, theory, and practice within the person-centred and experiential psychotherapies framework.
* Preparing students to make effective use of practice-based evidence such as recordings and process and outcome measures as a means of exploring efficacy and areas for development.
* Undertaking tutorials (pastoral, academic and progression related), where applicable, to support students’ acquisition of knowledge and understanding.
* Instilling the necessity of attending to and maintaining wellbeing as person-centred practitioners
* Setting assessment tasks according to module descriptors; providing appropriate guidelines, briefing, opportunities for formative assessment and support in preparation of summative assignments; grading work and providing affirmative as well as constructive feedback; moderating assessments marked by other facilitators.
* Maintaining an accurate register of attendance; ensuring accurate record-keeping in relation to assessments; completing and returning to deadline any documentation required by Programme Leader and/or validating bodies.
* Collaborating with students and tutor team to assess personal, professional, and academic development as central to learning and progression within postgraduate training.

You will also be required to attend:

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

Please note, the above information provides a framework for the 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?**

In addition to evidencing your capacity for the role described above 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 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) or relevant teaching/training experience.
* 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.

**Trainee Facilitators** We also welcome applications from accredited psychotherapists and counsellors who meet most, but not all, of the essential criteria. Applicants will need to be qualified practitioners with supervision experience. The trainee facilitator position is a fully supported option which through induction, training and assessment leads to full facilitator status.

**About the Programme:**

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

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

or email the MPCA Program Leader: carys.jones@spti.net

**Please note:**

The Facilitator is expected to comply with all relevant policies, procedures and guidelines including to those relating to the Equality Act 2010, Health and Safety and General Data Protection Regulation approved by SPTI and its validating partners.

The Facilitator is expected to remain in practice and is responsible for their own clinical supervision to meet the requirements of BACP/UKCP and SPTI. They will become a graduate member of SPTI.

This is not an exhaustive list of duties and responsibilities and the facilitator may be required to undertake other duties which fall within the remit of their role, in discussion with the Programme Leader and/or Institute Director/s.

**Person Specification - BSc Facilitator**

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| **CRITERIA** | **ESSENTIAL** | **DESIRABLE** |
| **QUALIFICATIONS/PROFESSIONAL STATUS** |
| Qualified at least to graduate level within the Humanistic and integrative framework  | **√** |  |
| Have been practising as an accredited/registered psychotherapist for a minimum of three years | **√** |  |
| Maintaining a current caseload and have BACP/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 in teaching/facilitating group learning  | **√** |  |
| To have 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 knowledge to facilitate student learning  | **√** |  |
| Knowledge and experience of higher education and ability to utilise a range of delivery techniques to enthuse and engage trainees  |  | **√** |
| Knowledge of BACP requirements regarding training and registration |  | **√** |
| Experience of linking philosophy, theory and practice  | **√** |  |
| Experience and knowledge of assessment and provision of feedback in relation to written, presentation work and therapeutic practice  |  | **√** |
| Knowledge and experience of working face-to-face in premises and remotely | **√** |  |
| **SKILLS** |
| Ability to work independently and on own initiative  | **√** |  |
| Ability to work within a diverse team to fulfil the demands of the role | **√** |  |
| Excellent interpersonal skills, communication style and team working  | **√** |  |
| Excellent written and verbal communication skills including presentation skills (face-to-face, in premises and remote) | **√** |  |
| Proven skills in making effective use of technology to enhance learning , including familiarity with IT packages such as Word, PowerPoint, Outlook | **√** |  |
| **ATTRIBUTES** |
| Commitment to Humanistic and Integrative philosophy and theory and to translating these into practice as a trainer | **√** |  |
| Commitment to Equality, Diversity, and Inclusion (EDI) within training and the wider professional context generally  | **√** |  |
| Commitment to your own professional development  | **√** |  |
| Commitment to working within relevant professional, ethical, and legal frameworks | **√** |  |
| A warm relational and creative approach to work and to team working | **√** |  |
| To be a committed member of the team who will work flexibly and responsively  | **√** |  |