



UNIVERSITY OF PLYMOUTH

JOB DESCRIPTION AND PERSON SPECIFICATION

Role:	Lecturer/Clinical Tutor
Faculty and School:	Faculty of Health and Human Sciences, School of Psychology
Career Pathway:	Education
Grade:	7/8
Reports to:	Programme Director

Role Purpose:

To be Clinical Tutor on the Doctorate Programme in Clinical Psychology course, responsible for the oversight of clinical placements for a specified group of Trainees within each cohort and for those Trainees' pastoral care.

To contribute to the support and training of Supervisors in the Region. To contribute to the planning and delivery of clinical training as appropriate. It is expected that this post will cover the geographic region of South Devon.

DUTIES SPECIFIC TO CLINICAL TUTOR ROLE:

- In liaison with the Clinical Director, to work flexibly to monitor the clinical experience of, and offer support to, a specified and (as much as possible) geographically coherent, group of Trainees from each cohort.
- In liaison with the Clinical Director, to enable trainees, assisted by their supervisors, to tailor their clinical placements to meet the general training requirements and their specific learning needs.
- To undertake an *initial placement visit* and a *mid-placement review* for each Trainee allocated. (Where deemed necessary, an *end of placement visit* may be required).
- To report to the Clinical Director on the progress and quality of each Trainee's placements, and to raise any concerns in a timely fashion.
- To liaise as necessary with the Academic Tutors, Research Tutors and Programme Director of the Trainees allocated to them.
- To organise and facilitate group meetings for the allocated Trainees during clinical placements, as requested by the Clinical Director.
- To attend meetings of the Supervisors' Committee, Programme Committee, Examination Board and other relevant committees as required.
- To contribute to convening and delivering teaching for the Doctorate Programme in Clinical Psychology.
- Subject to experience and interest the Clinical Tutor will be expected to undertake teaching in line with University/School's strategy and to carry out leadership, management and engagement activities. The Clinical Tutor will be encouraged to engage with research although this is not a core part of the Clinical Tutor role.

- *This job description provides a general reflection of the key accountabilities associated with the post, and you may be expected to take on other reasonable activities to assist in efficient service delivery.*
- *Emphasis on specific accountabilities and indicators of success aligned with your career pathway will be agreed at recruitment and as part of your PDR.*
- *Grade 7 and 8 represent points on a continuum. Individuals on Grade 7 roles will have the opportunity to progress to Grade 8 once they are sufficiently experienced in all elements of the role and upon achievement of any necessary formal qualifications/training agreed upon appointment (such as achieving PGCAP).*

The teaching and research responsibilities for a generic lecturer role are outlined below. The post holder may be required to undertake any of the generic responsibilities.

All activities undertaken within this role will be compliant with the University's policies, including Health & Safety, Equality and Diversity, Ethics, Data Protection etc.,

Key Accountabilities/Primary Responsibilities:	Indicators of Success:
<p>Research and Enterprise:</p> <ul style="list-style-type: none"> • Engage in the development of research objectives, projects and proposals, conducting research individually or collaboratively and ensuring that the outputs of research are used to enhance teaching where relevant. • Identify suitable sources of funding and contribute to the process of securing funds. • Develop a national and international reputation for research, including thorough and regular dissemination and explanation of high quality findings through internationally-leading peer reviewed publications. • Represent the School/Faculty/University externally in relevant research communities contributing to the field and the University's profile within it. • Develop and sustain links with relevant industries and organisations to grow collaborations, employability and funding support. • Where relevant, contribute to enterprise in the University, drawing on internal and external partnerships. Develop ideas for generating income and promoting a subject area and contribute to the process of securing. • Participate in research supervision and pastoral support for undergraduate and postgraduate students. 	<ul style="list-style-type: none"> • Research group, Faculty, School and University reputation • Individual contribution to the REF and external review of outputs • High quality research outputs as judged by accepted standards of excellence in relevant discipline • Levels of external funding secured that include a proportion of PI level funding • Peer review • External profile and reputation including external invitations • Personal Development Review (PDR) feedback • Research student satisfaction survey outputs • Research student studentship completion rates • Staff turnover and satisfaction rates
<p>Education/Teaching:</p> <ul style="list-style-type: none"> • Deliver teaching of the highest quality across a range of modules and to all levels, through lectures, tutorials, practicals and seminars and participate in field trips. • Contribute to delivery nationally and internationally as appropriate and in line with University policies and guidelines. • Provide pastoral care (through the role of personal tutor where appropriate). • Supervise students on projects, field trips, placements, including where appropriate in clinical or professional practice Ensuring that a high quality learning and research environment is provided. • Set and mark coursework and exams within required timescales, and provide constructive feedback to students in line with University guidelines/policy. • Engage with relevant professional bodies, organisations and industries to support their work and inform teaching to enhance the student experience and student employability. 	<ul style="list-style-type: none"> • Student satisfaction survey outputs • Student recruitment outcomes • Student completion rates • Student learning outcomes • Module evaluations • Teaching observation and peer review • Compliance of courses with regulation • PDR feedback

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<ul style="list-style-type: none"> • Contribute to the development of new programmes of study. • Monitor, evaluate and review course and programme design ensuring suitable for on-campus and distance learning delivery, and revise as necessary to ensure excellence and coherence. Identify areas of existing provision in need of revision or improvement and take forward as appropriate. • Develop and promote innovative teaching and learning approaches, media and material, which create interest, understanding and enthusiasm amongst students. 	
<p>Leadership, Management and Engagement:</p> <ul style="list-style-type: none"> • Work as a team member, developing productive relationships with colleagues and leading modules, programmes and activities where appropriate. • Manage administrative tasks as appropriate relating to research, enterprise, education and teaching, including risk assessment of activities and contribute to project meetings and report writing. • Actively participate in national/international recruitment and marketing activities in the School and other student events as appropriate. • Participate in and develop external networks and build the reputation of the organisation through disseminating learning through appropriate fora. 	<ul style="list-style-type: none"> • Staff satisfaction surveys • Staff turnover • Student learning outcomes • Student satisfaction survey outputs • PDR feedback • Research group, Faculty, School and University reputation • Teaching observation and peer review • Profile in the practice area • Participation in relevant Institutes and Societies • Collaboration with industry partners

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PERSON SPECIFICATION

Criteria	Essential	Desirable	Point at which information used in recruitment process
<p>Knowledge, Education and Training:</p> <ul style="list-style-type: none"> • Eligible for registration with the HCPC as a Clinical psychologist • PhD or equivalent international qualification or commensurate level of recognition/international profile in a relevant discipline such as a professional doctorate.. • In depth knowledge of a specific area of clinical practice sufficient to enable innovation and new understanding in the field. • Recognised HE teaching qualification or Fellowship of HEA or interest in gaining such a qualification in post. • Knowledge of BPS professional standards and HCPC Standards of Education and Training. 	<p>X</p> <p>X</p> <p>X</p> <p>X</p>	<p>x</p>	<p><i>Shortlisting</i></p>
<p>Experience:</p> <ul style="list-style-type: none"> • Experience of supervising trainees in Clinical Placements. • Experience of working as a Clinical Psychologist. • Experience of working for the NHS and non-NHS service providers. • Ability to deliver teaching and training to trainees undertaking a Doctorate in Clinical psychology. • Experience in assessing and marking academic work. • Ability to demonstrate enhancement to the learning experience through flexible delivery, and pedagogic innovation including the use of digital media, as appropriate to meet the diverse needs of students. 	<p>X</p> <p>X</p> <p>X</p>	<p>X</p> <p>X</p>	<p><i>Shortlisting and interview</i></p>

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<p>Skills and Attributes:</p> <p>Drives innovation and action:</p> <ul style="list-style-type: none"> • Ability to deliver high-quality innovative teaching and learning. • Ability to develop innovative research proposals and attract research proposals. • Intellectual agility for the solving of problems. <p>Demonstrates self-leadership, balancing personal needs with the University's strategic objectives:</p> <ul style="list-style-type: none"> • Self-aware with the ability to accept different views and self-regulate approach appropriately. • Skilled approach to planning, managing, organising and objectively assessing own teaching and research contributions. <p>Develops self and others to deliver:</p> <ul style="list-style-type: none"> • Ability to plan, manage, organise and assess own teaching contributions. • Ability to mentor and support students/tutorial groups • Ability to undertake co-ordinating role at programme/school level. • Proactively participates in scholarly activity. <p>Leads and operates amidst change and ambiguity:</p> <ul style="list-style-type: none"> • Ability to take a long-term holistic view and remain focussed during times of change and uncertainty. • Ability to remain resilient, flexible and work with conflicting priorities. <p>Builds and secures value from relationships:</p> <ul style="list-style-type: none"> • Is proactive in approach to seeking and managing research collaborations and opportunities for joint research projects. • Works effectively and collegiately as a part of an interdisciplinary team. • Fosters and develops good relationships between own School and the wider University, and with external partners. <p>Creates and contributes to a shared vision, inspiring others:</p> <ul style="list-style-type: none"> • Has strong written, verbal and presentation skills. • Ability to communicate new and complex information effectively, both verbal and written, engaging the interest and enthusiasm of the target audience. <p>Uses sound business judgement:</p> <ul style="list-style-type: none"> • Ability to monitor and manage resources and budgets where appropriate. • Identifies ways to diversify income and improve revenue. • Make evidence informed decisions in a transparent way whilst remaining accountable to self, the University and students. 			<p><i>This section is used by the panel to inform interview questions for formal interview</i></p>
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