

**University of Surrey
PsychD Clinical Psychology Training Programme**

Associate Tutor (Clinical)

Information about the role

The Associate Tutor (Clinical) is a crucial role contributing to the University of Surrey PsychD Clinical Psychology Training Programme, forming an integral part of the team. The role involves monitoring the clinical and professional development of a small group of trainees for their three years on the programme. This includes completing four meetings a year to assess trainees' competencies and progress through the programme: two placement meetings are held across the year with the trainees and supervisors, with two additional end of placement meetings being held with the trainees. In addition, the Associate Tutors are expected to provide regular feedback to the programme team about placement and supervision quality and trainee progress. Associate Tutors are also required to attend meetings with the programme team at least twice a year. The vast majority of meetings will be held remotely.

This is an exciting time to join the PsychD Clinical Programme, with the expansion in training places offering opportunities to contribute towards important aspects of programme development.

Associate Tutors are accountable to the Clinical Director, and through them to the Programme Director.

Responsibilities:

1. Holding the responsibility for monitoring the clinical and professional competency-development of a small group of trainees across their time on the PsychD programme. This involves identifying their strengths on placement, alongside their learning needs and any gaps in competency-development. Trainees' competencies need to be monitored over time, and guidance provided to both trainees and supervisors to enable the trainees to continue to develop their knowledge, skills and competencies across the programme. This monitoring is completed via:
 - a. Reviewing all placement paperwork submitted by the trainee (including the placement logbook, placement evaluation form, placement summary form, observations of clinical work, and any other required paperwork);
 - b. Holding placement meetings with trainees approximately every 3 months, and with placement supervisors approximately every 6 months.
 - c. Alerting the programme team to any concerns raised by trainees or supervisors, developing an action plan with the trainees' Clinical Tutor, and following up as appropriate.

- Associate tutors are required to meet with trainees and placement supervisors approximately three months into each 6-month period on placement, to undertake a mid-placement meeting. This involves reviewing all placement paperwork, and then meeting with the trainee and supervisor/s. This meeting is typically held at the latter end of the week (Wednesday – Friday) to coincide with placement days but provision is made in the timetable so that some Mondays and Tuesdays are available for these meetings. At this meeting the trainee's progress is considered, alongside monitoring the quality of opportunities and supervision provided on the placement. The meeting provides a forum to consider whether the trainee is performing as expected, whether additional opportunities need to be provided for further learning and development, if any additional support is needed, or if a plan is needed if there are concerns about placement failure. The Associate Tutor must be able to consider the perspective of both the trainee and supervisor/s, and provide guidance as needed.
- Associate Tutors meet with trainees at the end of every 6-month placement for end of placement meetings (or mid-placement meetings for trainees on year-long placements). These meetings are likely to be held on Mondays or Tuesdays. Prior to the meeting all placement paperwork will need to be reviewed. These meetings offer opportunities to consider if all expected competencies have been met on the placement and what further opportunities trainees need to seek across their time on the programme to ensure they meet any gaps in their training or personal development. These discussions also need to consider the quality of the placement experience to provide feedback to the clinical programme team.
- At all placement meetings the trainees' placement progress needs to be considered alongside discussions about their progress on the academic and research elements of the Programme.
- Following all placement meetings, the Associate Tutor is expected to provide prompt feedback to the clinical programme team regarding the trainee's performance on the placement (competency-development and learning needs), and the quality of the placement provided. If there is an urgent concern or enquiry, the Associate Tutor is required to make contact with the trainee's Clinical Tutor (or the Clinical Director if the Clinical Tutor is not available), to develop an action-plan going forwards.
- Occasionally a placement meeting may highlight that a trainee is struggling for various reasons, or that there are concerns about a placement. In these instances, it may be appropriate for an additional follow-up to be arranged with the trainee and/ or the placement supervisor (i.e. telephone call, email conversation, online or face-to-face meeting). This needs to be discussed with the trainee's Clinical Tutor as part of the follow-up action plan, to decide whether it is appropriate for the Associate Tutor to complete this task or whether the trainee's Clinical Tutor should undertake this task.

2. There will be an Associate Tutor Meeting held with all the Associate Tutors and members of the PsychD Clinical Programme three times a year. Associate Tutors are expected to attend *at least* two of these Associate Tutor meetings each year. These meetings are usually held remotely. These meetings are held to:

- Discuss any issues relevant to the development and monitoring of trainees' clinical experience with the other Associate Tutors and the Clinical Director/ other members of the programme team.
- Provide information to the Associate Tutors on any updates or developments on the PsychD Clinical Psychology Programme.
- Provide an opportunity to discuss aspects of the placement meetings and supporting trainees with other Associate Tutors and members of the programme team.
- Deliver training specific to the Associate Tutor role.

3. Associate Tutors will be expected to maintain their fitness to undertake the role. This includes:

- Communicating with the Clinical Director about any learning needs relating to the role, concerns about the trainees or placements, or any difficulties carrying out the role or its tasks
- Keeping up to date with CPD requirements & clinical training.
- Ensuring that the post holder maintains their clinical expertise through both indirect & direct patient contact. This can be across a broad range of areas, including clinical or consultative work within the NHS, roles within third sector, voluntary or social care organisations, or clinically-related research or policy roles.

The table below shows how the role currently breaks down and how it is organised over the year.

Associate Tutor Job Responsibilities and Time Allocated		
Responsibility	Time Required	Time of Academic Year
Overall To monitor the placement experience and development of clinical competencies of trainees	Total Time allocated: <ul style="list-style-type: none"> • 1st year in post: <ul style="list-style-type: none"> - Induction: 8 hours - Meeting trainees: 1 hour - Programme meetings: 9 - Roles per trainee: 12 - Additional time for urgent concerns: up to 5 hours per year • Remainder of the years in post: <ul style="list-style-type: none"> - Programme meetings: 9 (or 11 if having bi-annual review) - Roles per trainee: 12 (plus 1 hour if meeting trainees for first time) - Additional time for urgent concerns: up to 5 hours per year 	See below
Specific		
1. To conduct two mid-placement meetings per trainee per year (typically held on Wednesday – Friday). These may be held at the University or remotely, under the direction of the Clinical Director.	3.5 hours per meeting (x2 a year): <ul style="list-style-type: none"> - 30 minutes per trainee to arrange the meeting & review all paperwork prior to meeting - 2.5 hours to conduct the meeting - 30 minutes per trainee to review any changes to paperwork, complete post-meeting feedback form for programme & liaise with Clinical Tutor or Clinical Director if required Total = 7 hours per trainee per year	1 st meeting: December – February 2 nd meeting: June - July

2. To complete end of placement meetings twice per academic year (typically held on a Monday or Tuesday). These may be held at the University or remotely, under the direction of the Clinical Director.	2.5 hours per meeting (x2 a year): - 30 minutes to arrange the meeting & review paperwork prior to meeting - 1.5 hours to conduct the meeting - 30 minutes to review any changes to paperwork & complete post-meeting feedback form for programme Total = 5 hours per trainee per year	September – October March – April
3. To attend three meetings with the Programme team each academic year	3 hours per meeting Total = 9 hours per year	September/ October March/April June/July
4. To attend a bi-annual performance review with the Clinical Director	2 hours (including preparation time)	September/ October
5. First year in post: to observe two placement meetings conducted by Clinical Tutors, and attend an Induction with a member of the clinical programme team.	2.5 hours per meeting observed = 5 hours 2 hours induction with programme team 1 hour reading documentation Total = 8 hours	December/ January
6. Either first year in post or each time allocated a new group of trainees: to arrange a brief hour-long introductory group meeting	1 hour	September, or when starting in role
7. Time required for managing urgent placement concerns	Up to 5 hours per year	Across the year

Length of Contract

There is an expectation that Associate Tutors will be able to commit themselves to working with the trainees assigned to them for the duration of their training (usually three years) in order to provide continuity to trainees throughout the Programme. The contract is renewed annually throughout the three years, and there is an option to continue for a further three years with another cohort (subject to sufficient student enrolment).

Payment

Information about the salary can be obtained from the HR department. Payment will be made directly to the Associate Tutor via payroll (and is subject to tax and NI). Travel expenses for placement visits are paid.

Support and Training

The Associate Tutors are supported in a number of ways:

- Induction is provided at the start of the role. This includes information on the organisation of placements at Surrey; the process for monitoring trainees' progress and clinical competencies, including placement reviews and placement paperwork; and the observation of two placement visits.
- Three Associate Tutor meetings held each year, to be attended by all Associate Tutors and the Clinical Director/ members of the Clinical programme team. These meetings provide a forum for Associate Tutors to learn about any developments on the programme, consider placement quality and monitoring issues, and discuss any issues of concern.
- Ongoing training sessions relevant to the role will be provided when required.
- Associate Tutors are able to attend free supervisory CPD workshops organised by the programme team. The focus of these changes each year, providing contextually-relevant training and learning opportunities for qualified Psychologists and supervisors. In addition, optional CPD events may be provided by the Programme team if any needs are identified relating to the role.
- Individual meetings are held with the Clinical Director bi-annually, to monitor the progress and learning needs of the Associate Tutor.
- Associate Tutors are welcome to join the Programme Team meetings or other programme events, if appropriate, to integrate with the team and learn about updates on the programme.
- The Programme team are available to provide information or advice.

Opportunities for Professional Development

These posts offer an opportunity for Clinical or Counselling Psychologists to become involved with the training Programme in a clearly defined role, and to influence the development of trainees' clinical competencies and placement experiences. They also offer opportunities to develop interests, skills and knowledge in:

- The range of clinical and professional skills used by psychologists across the entire practice of Clinical Psychology
- Models of skills development and their application in training
- Clinical supervision
- Review of trainee progress
- Teaching of clinical skills (Associate Tutors would have the opportunity, if they wished, to contribute to skills teaching on the Programme; this would be paid separately)
- Library facilities, with the exception of inter library loans, will be available

Person Specification

Applicants need to meet the following criteria:

- Be a qualified Clinical or Counselling Psychologist with at least two years post-qualification experience, and currently registered with the HCPC or the appropriate professional body
- Meet BPS requirements for eligibility to supervise Clinical Psychology trainees
- Have experience of supervising Psychology trainees
- Have relevant work experience, post-qualification
- Have experience of working in an NHS Trust
- Have excellent interpersonal and communication skills

Process of Application

Application is online. Suitable applicants will be invited for interview with the Clinical Director and Programme team staff.

What Associate Tutors would not be expected to do

Associate Tutors would not be expected to resolve difficult placement problems or any problems that arise between trainees and the Programme or their supervisors. These will remain the responsibility of the Programme team, although the Associate Tutors would take the responsibility for informing the Clinical Tutor should any such difficulties arise. Associate Tutors will be actively supported by the Programme team in the event of any specific placement difficulties arising.

Dr Jen Mance
Clinical Director
August 2025