



**Job Title:** Associate Professor Cognitive Behavioural Therapy

**Grade:** 9

**Salary:** £59,966 to £67,468 pro rata

**Department:** School of Psychology and Vision Sciences

**Hours/Contract:** 22.5 hours, 0.6FTE, open-ended

**Job Family:**

**Reference:** 13205

## Role Purpose

This is an academic post to contribute to the DClInPsy program as the Cognitive Behavioural Therapy (CBT) Lead. The role involves review, support and enhance the delivery of the Leicester Doctorate in Clinical Psychology in its CBT training and pathway. Main duties are to benchmark and review its current CBT provision (placements, supervision, assessments, and teaching) against Level 1 and Level 2 Course Accreditation with the British Association of Behavioural and Cognitive Psychotherapy (BABCP). The postholder will supervise DClInPsy theses on their area of interest, coordinate the existing CBT module, contributing to teaching and assessment associated with CBT practice. They will support local supervisors engaging in their BABCP ‘top-up’ training at Oxford. They will link to a national working group of Clinical Psychologists and CBT Therapists, who share ideas and support each other in the process. As such we expect applicants to be holding doctoral qualification and BABCP Level 2 accreditation themselves.

## Resources Managed

You will have co-responsibility for managing funding allocated to developing the CBT training pathway and top-up training, with oversight from the Programme Director. You will coordinate existing CBT module and lead on exploration of the feasibility of Level 1 or Level 2 BABCP accreditation, working towards implementing these programmes if deemed appropriate.

## Main Duties and Responsibilities

### Research Inspired Education

- To be responsible for the organisation, development and planning of the content and delivery of the CBT curriculum including: to arrange for external speakers to input into the DClInPsy; engaging in direct teaching of trainees; updating reading lists and module descriptors.
- To adapt and develop assessments of trainees’ CBT skills. New/modified assessments and marking rubrics should be developed in conjunction with all relevant stake-holders, ensuring new assignments are approved via the Course’s Assessment Committee and meet the University’s assessment standards.
- To contribute and have delegated responsibility for the direct assessment/marketing of trainees’ CBT related competencies (e.g. Therapeutic Skills Assessments, Case Reports, relevant placement logs).
- To benchmark against Level 1 and Level 2 BABCP accredited course within the Leicester Clinical Psychology course, considering factors such as: availability of placements/supervisors; changes required to the curriculum, changes required to assessments; staffing.
- Dependent upon the above, to lead on application for BABCP Level 1 or 2 course status including: accreditation; curriculum planning; designing assessments; considering





administrative and accreditation issues; developing capacity for trainees to complete the Minimum Training Standards.

- To be the local link and support for local supervisors engaging in BABCP “top-up” training at Oxford
- To support the selection/recruitment of trainees within any CBT pathways.
- To work autonomously within professional guidelines and relevant policies.
- To supervise DClInPsy theses on their area of interest.
- To participate in relevant DClInPsy meetings and committees (e.g. Course Training Committee, Board of Examiners, Staff Meetings, Assessment Committee, Placement Committee).
- To participate in relevant national CBT meetings through the National Group of Trainers in Clinical Psychology (GTiCP).
- To report regularly to line manager and members of the DClInPsy on progress towards developing CBT training.

### World Changing Research

- To initiate and implement project management, including complex audit, service evaluation and research, with colleagues and trainees within and across training programmes to help develop and improve the CBT element of the programme for trainees and colleagues, and disseminate such findings.

### Our Citizens

- Engage in professional development that ensures that Continuing Professional Development (CPD) requirements are met in accordance with BABCP CPD guidelines, and that BABCP Level 2 registration requirements are maintained.
- Participate in annual personal development reviews with line manager.
- To participate in relevant DClInPsy meetings and committees (e.g. Course Training Committee, Board of Examiners, Staff Meetings, Assessment Committee, Placement Committee).
- To undertake required mandatory training that meets the requirements of the University

### Internal and External Relationships

- Academic Programme Director, DClInPsy
- Clinical Programme Director, DClInPsy
- Other members of the DClInPsy staff team
- DClInPsy students
- Group of Trainers in Clinical Psychology
- NHS supervisors for DClInPsy trainees
- Local qualified CBT therapists
- Service User Reference Panel

### Planning and Organising

The postholder will be required to plan and manage their own work, whilst reporting to the Programme Director with regards progress. The postholder will be required to plan and undertake work relating to a) modifying existing elements of CBT training provision such that delivery is more aligned with BABCP requirements; b) benchmarking against Level 1 and Level 2 BABCP accredited training within the DClInPsy; c) working towards establishing Level 1 and possibly Level 2 BABCP accredited CBT training or equivalence; and d) providing research supervision





## Qualifications, Knowledge and Experience

### Essential

- Post-graduate doctoral level training in clinical psychology (or its equivalent for those trained prior to 1996) as accredited by the BPS. \*
- CBT qualification accredited by the BABCP.\*
- BABCP accreditation maintained.\*
- Highly developed knowledge and skills in a wide variety of CBT theories, literature and interventions, and the ability to use these appropriately in relation to client need. \*
- Knowledge of CBT accreditation requirements for embedded CBT courses \*
- Evidence of continuing professional development meeting BABCP requirements \*
- Understanding of 'whiteness' within clinical and CBT training and the importance of decolonisation of curriculums and training environments. \*
- Experience of working as a qualified CBT Therapist for a minimum of 2 years or newly qualified CBT therapist with both substantial and significant previous relevant clinical experience and CBT experience (e.g. dual qualified)\*
- Experience of specialist CBT assessment, formulation and intervention with clients \*
- Experience of teaching, training and CBT supervision. \*

### Desirable

- CBT Supervisory Training \*
- A teaching qualification or Fellowship with the Higher Education Academy \*
- Familiarity with the profession of clinical psychology and clinical psychology training \*
- Experience teaching in higher education, preferably within a BABCP accredited CBT course\*
- Experience assessing coursework in higher education \*
- Experience and ability to contribute to the authorship of research papers \*
- Experience working with Clinical psychologists as colleagues \*

## Skills, Abilities and Competencies

### Essential

- Highly developed skills in the ability to communicate effectively, orally and in writing, including developing and delivering teaching materials and providing constructive feedback to trainees on assessment performance. \*
- Ability to organise own workload independently, reporting to line-manager/other members of staff as appropriate
- Excellent interpersonal skills
- Ability to recognise and challenge discrimination
- IT skills; to be competent utilising programmes such as Microsoft Word; Teams, Excel and other software relevant to roles and responsibilities.

***\*Criteria to be used in shortlisting candidates for interview***

## Supporting University Activities





As a University of Leicester citizen, you are encouraged to support key university activities such as clearing, graduation ceremonies, student registration and recruitment open days. We encourage all staff as citizens to work flexibly across the University if required. If supporting these activities is likely to affect your workload, please speak to your line manager in the first instance

### University Values

**Inclusive** - We are diverse in our makeup and united in ambition. Our diversity is our strength and makes our community stronger.

**Inspiring** - We are passionate about inspiring individuals to succeed and realise their ambitions. We challenge our community to think differently, to get involved, and to constantly embrace new ideas.

**Impactful** - As Citizens of Change we will generate new ideas which deliver impact and empower our community

### Freedom of Speech

The University is committed to upholding freedom of speech and academic freedom within the law throughout our recruitment processes. We ensure that all candidates are considered based on merit and suitability for the role, without regard to their lawful viewpoints or the expression of challenging or controversial ideas. Our recruitment policies and practices are designed to protect applicants from discrimination or adverse treatment on the basis of their opinions, and to foster an environment where open debate and diverse perspectives are valued as essential to our academic mission.

### Equity and Diversity

We believe that equity, diversity and inclusion is integral to a successful modern workplace. By developing and implementing policies and systems that challenge stereotypes across all aspects of our work, we have a culture that recognises and values the diverse contributions of our staff which benefits everyone. Our strong values of inclusivity and equality support our efforts to attract a diverse range of high quality staff and students, and identify our University as a progressive and innovative workplace that mainstreams equality, diversity and inclusion.

