



Anna Freud

Job Profile

Job title	Module Lead - Clinical Practice in Context
Reporting to	Programme Director - MSc Developmental Psychology and Clinical Practice
Employer	Anna Freud
Salary	£43,000 FTE per annum, plus 6% contributory pension scheme
Location	Hybrid (a mixture of home/onsite working): teaching is in person and flexible/home working is possible for other duties such as marking and module planning. Teaching will take place at our London site (4-8 Rodney Street, London N1 9JH).
Working hours	Part-time: 130 hours per annum (equivalent to 2.5 hours per week). Teaching is on Fridays during Term 1 of the academic year (October-December).
Holidays	27 days plus Bank Holidays FTE
Term of contract	Permanent

About Anna Freud

We are a world-leading mental health charity for children, young people and their families. Our purpose is to take everything that we have learned over the last 70 years, and to transform the mental health of current and future generations of children and young people, to close the gap between mental illness and mental wellness - and to create a more compassionate society for everyone. Our vision is a world where all children and young people are supported effectively to enable them to develop their emotional and mental health, build on their strengths and achieve their goals in life. Our mission is to close the gap in wellbeing and mental health by advancing, translating, delivering, and sharing the best science and practice with everyone who impacts the lives of children, young people and their families.

Purpose and overview of the role

The Module Lead will ensure the successful delivery of the 'Clinical Practice in Context' (CPIC) module in the first term of Year 2 (October-December). The module consists of 2.5 hours of weekly lectures/seminars throughout the term (usually 10 weeks). This module forms part of the curriculum for our two-year full-time MSc programme in Developmental Psychology and Clinical Practice: a course aimed at drawing together theory, research and clinical interventions from multiple perspectives, including cognitive behavioural therapy (CBT), systemic psychotherapy, psychodynamic theory and neuroscience. In Year 2, students have an opportunity to apply their clinical skills by undertaking a placement within a child and adolescent mental health setting, while continuing to attend lectures and seminars as well as conducting a clinically based research project. The programme has an intake of around 18-20 students per year. More information about the programme can be found [here](#).

The Module Lead will develop the module curriculum in line with the specification approved by University College London (UCL) and under the direction of the Programme Director. They will deliver weekly lectures and seminars, as well as invite guest lecturers, in relation to the relevant topics. They will facilitate weekly teaching, which can include lectures and seminars. The aims of these teaching sessions are to develop theoretical knowledge, critical thinking, clinical and reflective skills in relation to clinical work with children, adolescents and families.

Clinical Practice in Context Module

'A module' is a UCL 15 credit teaching unit, representing 150 hours of student learning. *Clinical Practice in Context (CPIC)* encourages students to consider the contexts in which they meet children, young people and families. Students will learn about the development and structure of Child and Adolescent Mental Health Services (CAMHS), as well as relevant agencies and services in the UK. Other topics include multi-disciplinary and inter-agency working, safeguarding and child protection, conceptions of culture and class in relation to development and mental health, and legal frameworks for practice. The module is both theoretical and practical, with students learning skills related to culturally and ethically sensitive interventions taking into account the multiple contexts around the child. Teaching includes whole-group seminars, small-group discussion and exercises, skills modelling and practice, appraisal of relevant literature and case study analysis. Students will also be invited to reflect on the shared and unique contexts for their own practice.

Learning Outcomes:

- Learn more about the historical, social and political backgrounds to contemporary child mental health practice in the UK and internationally;
- Understand how difference and discrimination influence children's mental health and outcomes;
- Adapt interventions to the cultural and social contexts of clients and services;

- Develop and strengthen self-reflexive practice in this area.

Assessment Format:

Group presentation (70%) and written reflective commentary (30%).

Main responsibilities of the role

- Ensure the effective and efficient delivery, assessment, and on-going development of the module, in compliance with UCL procedures and regulations;
- Bring to the attention of the Programme Director any concerns relating to the students' academic work or general welfare;
- Be familiar with UCL and Anna Freud's guidelines, particularly those pertaining to staff and student welfare and the UCL requirements for assessment and accreditation of the module.

Syllabus:

In consultation with Programme Director, develop the module syllabus so that it contains:

- an overall description of the module outlining its aims and objectives as well as learning outcomes;
- a title for each lecture;
- a short paragraph providing a description of each lecture;
- a reading list comprising essential reading and additional readings in standard reference format;
- a PowerPoint presentation for each lecture;
- a clear plan of teaching methods (e.g. any small group working, role plays, formal lectures etc.) to be employed and a rationale as to how these relate to the teaching objectives.

The Programme Officer must be sent a finalised description of the syllabus, revised each year as necessary, normally by the end of the second week in July to be included in the course handbook.

Anna Freud's Librarians should be provided by the end of the second week in July with the list of all required readings. For unusual or difficult to access papers, providing a photocopy or pdf would be helpful.

The post-holder will ensure that all material concerning the module is up to date - this includes descriptions in the Student Handbook, Staff Handbook, Anna Freud and UCL webpages, Anna Freud intranet, student Moodle pages and all publicity materials. Timetable for these updates to be decided in conjunction with the Programme Director and Programme Officer.

Delivery:

For lectures presented by the Module Lead:

- Provide a title and brief description of the lecture content (for use in the Student Handbook, Moodle pages and websites etc.);

- Compile a reading list of essential /required readings and additional reading and submit these to the Librarian and the Programme Officer (to enable Reading Packs to be produced), to be updated annually by mid-July;
- Produce PowerPoint presentations or other delivery methods as appropriate and upload these on Moodle at least 48 hours prior to lectures in line with UCL guidelines;
- Forward material to be given as student handouts in sufficient time to Programme Officer for copying;
- Ensure all teaching materials, student exercises etc. are forwarded to Programme Officer for filing.

For lectures delivered by Guest Speakers:

Make all the arrangements for external speakers who may teach on the module, including:

- Making initial contact and agreeing a date for the teaching and the content of the lecture. Providing the speaker with details of what is required (duration, content etc.);
- Obtaining copies of the guest speakers' slides/teaching plan, prior to the lecture and distributing to students at least 48 hours in advance in line with UCL requirements;
- Greeting and introducing the speaker and attending the lecture. It is important to be familiar with the material covered as this will inform the assessment to be set (see below) and may change from year to year;
- Providing the speaker with an invoice form to complete.

Assessment and feedback:

- Collate module feedback from students and review this information to inform the development of the module;
- Be responsible for the organisation, planning and communication related to the module assessment;
- Any changes to the module assessment should be in line with UCL MSc guidelines and in consultation with the Programme Director;
- All assessment questions should be emailed to the Programme Director and the Programme Officer at least six weeks prior to the date agreed in the Student Handbook for the work to be distributed to the students. Time is required for the External Examiner to provide feedback and for this to be used to inform any amendments;
- Devise or update marking criteria as appropriate;
- Act as the first marker on the module assessment and coordinate with the Course Tutors regarding the marking process, organising a calibration meeting to mark and discuss a small sample of the assessments and review marks given;
- Ensure feedback written to the students correctly synthesises comments from markers and provides clear and constructive feedback directed at students about their work highlighting both strengths and areas for development;

- Ensure mark sheets and feedback forms are completed and distributed to students at the agreed date. ALL mark sheets should be completed electronically.

Liaison with programme team:

- Meet annually with Programme Director to discuss student feedback and review the module;
- Meet at least once per term with programme team and any relevant teaching staff to discuss any developments, concerns, feedback and dissemination any new information;
- Attend MSc staff meetings as required;
- Contribute to annual staff evaluation if required;
- Take part in staff interviews if required.

Other duties:

- Act as second marker/sample marker for other modules in Term 2/Term 3;
- Attend the Exam Board each year (usually in November, the date is usually agreed one year in advance). This is a mandatory requirement of the job;
- Undertake such other duties and responsibilities, appropriate to the grade of the post, as may be agreed with the Programme Director.

All employee responsibilities:

- Maintain an awareness of and actively follow and promote Anna Freud's policies, including Equal Opportunities, Health and Safety, Safeguarding and Information Governance;
- Complete all Anna Freud mandatory training, including but not limited to Safeguarding, Health and Safety, Equality and Diversity and Information Governance, within the required timescales;
- The welfare of the children, young people and vulnerable adults who come into contact with our services either directly or indirectly is paramount and all staff have a responsibility to ensure that best practice is followed, including compliance with statutory requirements.

To be noted

This is not an exhaustive list of tasks; the employee will be asked to undertake other ad hoc tasks relevant with the scope and purpose of this role. This job description reflects the present requirements of the role, and as duties and responsibilities change/develop, the job description will be reviewed and be subject to amendment in consultation with the post-holder.

Person Specification

Before starting your application, please read the below in full to understand the requirements of this role. The key criteria which will help us to assess candidates are listed below. There is guidance to highlight at which stage the criteria will be assessed. **Please ensure all criteria listed to be assessed at application stage are evidenced in your supporting statement.**

Criteria	Assessment Method (Application/Interview)
Qualification/training, experience and/or knowledge	
Doctorate such as DClinPsych or PhD in an area related to child mental health or developmental psychology	Application
Clinical experience in child and adolescent mental health settings	Application/Interview
Experience of teaching or providing training to adults	Application/Interview
Knowledge and understanding of the contexts within which child and adolescent mental health practice takes place, including legislation, policy and practice	Application/Interview
Skills and/or abilities	
Effective written and verbal communication skills	Application/Interview
Ability to work well under pressure, manage own workload and prioritise conflicting deadlines with minimal supervision	Application/Interview
Other requirements	
Commitment to high quality teaching and fostering a positive and inclusive learning environment for students	Application/Interview
Willingness to work flexibly and take a proactive approach to problem solving	Application/Interview

During the interview(s), candidates will be asked at least one question regarding our values, and one question regarding equity, diversity and inclusion (EDI). We expect everyone to actively demonstrate our values and inclusive behaviours in all areas of their work. **Our values and EDI statement can be viewed [here](#).**

Equal opportunity

We ask our people to share their diversity dimensions with us as it helps us to identify, tackle and prevent any bias appearing across the employee lifecycle at Anna Freud. Monitoring this information allows us to understand how well our efforts to improve diversity, equity and inclusion are working. Your responses will be held securely by our HR team in accordance with our privacy policy and will not be seen by recruiting managers or the interview panel at any stage of recruitment, therefore your responses will not form part of our selection process.

Further support

We want to ensure all candidates can access and apply for our vacancies equitably, if you require any additional assistance to apply or would like to find out more about the role, please contact us on recruitment@annafreud.org. We aim to provide reasonable adjustments where operationally possible for the work that we do.

Post-interview

If successful after interviewing, you will be notified verbally with a job offer and pre-employment checks will be initiated.