North Thames DClinPsy Courses (RHUL, UEL and UCL)
Timelines and data points for placement sourcing and allocations for each academic year

This document outlines the process of placement sourcing and allocation for the three North Thames DClinpsy programmes, with key timepoints and data that is collected from or shared with supervisors and Trusts as part of the process.

Across the North Thames courses (RHUL, UEL and UCL) we hold 8 different placement lists grouped by speciality. To help share the administrative load of gathering and managing all these details, each course is responsible for several placement lists, with a nominated "list holder" acting as the point of contact for each placement list. This allows the list holder to get to know supervisors and placement coordinators well, supporting them with any queries or issues related to their placement. Although the placement lists are held by the different courses, trainees from all three courses have equal access to all placements in the region, regardless of which list they sit on. The placement lists are:

Placement lists held by RHUL:

- Physical health placements (adult) – any physical health service for adults. If there is a mixture of child and adult work, they would sit on this list
- Neuropsychology placements – any neuropsychology focused placements e.g., rehab, stroke
- Forensic placements – any forensic service, community, prison, low, medium, high secure
- People with learning disabilities placements (adult) – services for adults with learning disabilities, including Autism assessment services

Placement lists held by UEL:

- Older adult placements – any older adult specific services e.g., memory services, OA CMHT etc.
- Child (2nd yr and 3rd year specialist) placements – any child placement (for second or third years), including child disability and paediatric placements

Placement lists held by UCL:

- First year adult mental health placements – adult mental health placements suitable for first years
- Specialist adult placements including leadership only placements – adult specialist placements, clinical academic placements, leadership placements suitable for second or third years. Perinatal placements sit on our specialist list, even if there is some direct work with babies / young children included in the work. Additionally, this list also holds all staff wellbeing services regardless of which Trust they are in.

February 2026

Timeline and key data collected / shared across each academic year

Note the following colour codes for the boxes in the diagram below

Time of year	Data sent **to Trusts**	Data collected **from Trusts**	Data collected **from trainees**	Course activity

February

Courses collate data from all the placement lists into one spreadsheet, i.e., a list of all the supervisors we have on all our lists for that academic year. Courses then splits this by the supervisors employing Trust / organisation so that there is an individual spreadsheet for each organisation, allowing them to see who we have on our records as offering placements that academic year. Courses share the individual spreadsheets with the relevant Trust psychology lead and Trust link person for placements. A full list of what information is shared can be found here. NOTE: what supervisors list as their employing Trust / organisation is important for two reasons: it is what we use to create this list that we share with you as Trusts, and it is what we use to inform where the placement tariff should be paid to for any allocations made. Please make sure that your placement supervisors are careful to list the correct employing Trust / organisation – this can get confusing for them if they work into a team in one Trust but are employed by another Trust for example. Please liaise with your supervisors to make it clear what organisation they should list on this question when they submit their placement information to us via the placement sourcing survey.

February – late March

Trust leads / link people liaise back with courses to advise on which supervisors need to come off the placement lists (e.g., left / leaving the Trust, on maternity leave), and which new supervisors (or supervisors that are not new but are just not on the lists) should be added to the lists.

Courses liaise with the relevant list holders to share the above information with them, and they prepare a list of all the supervisors they will contact in April (i.e., supervisors that are to remain on the lists, and those that are new to be added to the lists).

April to June

Early April, the list holders send out "retake links" to each placement supervisor that was on the list sent to Trust leads (bar those that they said to take off the list) to gather information on how many slots they will offer for their placement for the next academic year. Their retake link will have all their previously submitted information pre-populated on it so that all they need to do is update the relevant information e.g., how many slots. The list holders also send out blank links to the supervisors who need to come onto the list (as per the information shared by the Trust leads / link people, and any other new supervisors that have been in touch with the courses directly in the interim). Supervisors to complete their retake links / blank link in line with deadlines set by the list holders (usually around early June) so that their placement information can be submitted to the courses ahead of the allocation's meetings. A full list of what information is gathered from supervisors can be found here.

May to June

Year allocators on each course ask their trainees to complete a placement allocation questionnaire. This questionnaire gathers a range of information e.g., home address, information about the placements the have had to date (for incoming first years it would be the jobs they have had prior to joining training), where they are up to with meeting essential competencies, their interests etc. This is used to inform placement allocations. A full list of the information gathered from trainees can be found here.

June

Placement list holders download the information submitted by the supervisors and prepare their placement lists for the allocation meetings – only supervisors who submit their completed retake link or a completed blank link will be added to the placement list to be considered by the allocators. We are still very happy to receive completed questionnaires from supervisors past the deadline we set for them, they are added as they come through but, if possible, it is helpful to have the information submitted by the deadline given by the list holder when they provide the supervisor with either a retake link or a blank link.

Placement allocators on each course download the data they receive from their trainees into a spreadsheet. The year allocators then review the information submitted by trainees and supervisors and identify placements they would like to allocate the trainees to. **NB – trainees are not provided with a list of placements / information submitted by the supervisors.** Instead, the allocators carefully match trainees to placements based on the information supervisors and trainees have submitted. Therefore, any important information that allocators need to be aware of to make an appropriate match to a supervisor's placement must be added to their placement entry – if we don't have the information we cannot take it into account. Allocators make "pre-allocations" to the placement lists.

July to August

Allocators for each year group across the three courses then meet for a placement allocation meeting to confirm which trainees will be allocated to which placement. There are three meetings – one for each year group. In total we are allocating around 600 trainees across all three meetings, across all the lists. In the allocation meeting, we resolve any clashes in pre-allocations and share placements equally between the three courses. A day or two after the meeting, placement list holders contact supervisors who have had a trainee allocated to them to give them the trainee's name and which course and year they are in. We will **at this point have about 20% of allocations fall through** e.g., supervisors noting they are no longer able to offer a placement / leaving the service. The allocators then work to reallocate trainees / make any internal swaps that need to be made. A couple of weeks after this, the courses then send placement letters to each supervisor that has been allocated a trainee from their course. Again, we will receive some placements fall throughs at this time and will work to reallocate those trainees to new placements.

August

In about mid-August (about two weeks after supervisors got their placement letters), we then share with trainees the details of which placement(s) they have been allocated to – NB this is for incoming second and third year trainees only, second years are only allocated an Oct 6mth placement in the July meeting so only receive P3 information, third year trainees have their whole year allocated so receive information about both P5 and P6 (some are 2x6mth and others are yearlong). Incoming first years will get their placement allocation information in their second week on the course (usually end of September). If for any reason, we have made a misallocation e.g., we have allocated a trainee to a client group that they cannot work with / there have been changes in the trainee's personal circumstances that require a reallocation, we will then reallocate the trainee and inform the supervisors of the change. Trainees get in touch with supervisors for a pre-placement meeting.

September

Mid-September we have an out of area allocation meeting with DClinPsy courses that border our region to release to them placements they would like to use in the North Thames which we have not been able to allocate to. The courses that attend are: Essex, Herts, Surrey, Salomon's and IoPPN. Any allocations that are agreed, the list holder will put the relevant courses clinical tutor in touch with the supervisor so that they can arrange the out of area allocation to go ahead.

Late September we will contact supervisors who have not had a trainee allocated to let them know. Supervisors who wish to release their October 6mth placement slot to trainees from non-clinical psychology courses should contact the list holder to discuss this first. We will be unable to release any April 6mth placements as we need to keep them open for our January allocation meeting where we allocate second years their P4 placements and any outstanding third year allocations for April for P6.

November / December

List holders of the Health, Neuro, PLD, OA, Forensic, Specialist adult and Child lists will write to all supervisors re the April placement slot. In the email they will confirm any allocations that have already been made to the April slot during our July meeting and ask them to confirm they are still able to take the trainee / offer the unallocated slots that they had offered (including whether they can increase their offer for April). At this stage we will have some placement fall throughs for trainees that were allocated for April, and we will work to reallocate these trainees (usually third years). List holders will update their placement lists accordingly so that the April placement information is accurate ahead of the January allocation meeting.

January / February

Second year trainees complete another placement allocation questionnaire for the allocators to help inform allocations that will be made for April for their P4. Again, allocators will carefully review information submitted from trainees and supervisors and make pre-allocations for the April placement slot. The second-year allocators across the three courses will then meet for an allocation meeting to confirm which trainees will be allocated to which placements.

A day or two after the meeting, placement list holders contact supervisors who have had a trainee allocated to them to give them the trainee's name and which course and year they are in. We will at this point have **about 20% of allocations fall through** e.g., supervisors noting they are no longer able to offer a placement / leaving the service. The allocators then work to reallocate trainees / make any internal swaps that need to be made. A couple of weeks after this, the courses then send placement letters to each supervisor that has been allocated a trainee from their course. Again, we will receive some placements fall throughs at this time, and will work to reallocate those trainees to new placements.

March

A further two weeks later, we then share with trainees the details of the allocation for P4. If for any reason, we have made a misallocation e.g., we have allocated a trainee to a client group that they said they cannot work with / there have been changes in the trainee's personal circumstances that require a reallocation, we will then reallocate the trainee and inform the supervisors of the change. Trainees get in touch with supervisors for a pre-placement meeting.

March

Late March we will let out of area DClinPsy courses that border our region know if any placements they wished to have for April are available. Any allocations that are agreed, the list holder will put the relevant courses clinical tutor in touch with the supervisor so that they can arrange the out of area allocation to go ahead.

Late March will contact supervisors who have not had a trainee allocated to let them know. Supervisors who wish to release their April 6mth placement slot to trainees from non-clinical psychology courses should contact the list holder to discuss this first.

NB – The process of preparing for the following year's allocations will start again in the February (so the tasks listed at the start of this flow diagram) and run concurrently to those listed above for February and March. In effect, we are navigating current allocations and sourcing placements for the next academic year at the same time in February and March time.

Information sent to Trust leads / Trust link people in February each year:

Please click here to go back to the flow diagram.

One Excel spreadsheet listing all supervisors that were on our placement lists for that academic year e.g., if sent in February 2025, it would be all supervisors that were listed on our lists for placement for academic year 2024-2025. Each row on the table represents individual placement offers that were on our lists. The table includes this data:

- Placement list name
- Placement focus (clinical OR mixed clinical & leadership OR leadership only)
- Placement type (different options for each placement list e.g., on the health list supervisors would choose the clinical area of focus of the placement such as diabetes or sexual health)
- Placement coordinator name
- Placement supervisor name
- Placement service name and address
- Placement supervisor employing Trust / organisation
- Is the placement split / shared with another supervisor or service
- Second supervisor's name
- Number of 6-month placement slots for October that were offered for that academic year
- Number of 6-month placement slots for April that were offered for that academic year
- Number of 12-month placement slots that were offered for that academic year
- Total number of placements on offer at any one time for that academic year e.g., if someone was open to having either 2 x 6mth (one Oct and one Apr) or one yearlong trainee, they would record 1 in this slot
- If the supervisor would consider 6mth placements if we could not allocate a trainee for a year
- Will they take 1st years
- Will they take 2nd years
- Will they take 3rd years
- Any comments about the year groups they would accept or not

Information that is collected from supervisors via the “placement sourcing questionnaire”

Click here to go back to the flow diagram.

Supervisors need to provide us with information about the placement they are offering for the allocators to make a good match between trainees and supervisors. Each completed placement sourcing questionnaire represents one placement offer (even if it is a split / shared placement) and will represent one row on our placement list. We do ask supervisors for quite a bit of information, but they only complete the survey in full once, and then in subsequent years, they get a “retake link” which will have the information pre-populated on it and they just update it for us. The following information is gathered from supervisors through this questionnaire:

- Placement focus (clinical OR mixed clinical & leadership OR leadership only)
- Placement type (different options for each placement list e.g., on the health list supervisors would choose the clinical area of focus of the placement such as diabetes or sexual health)
- Placement coordinator name, service they work in, their email address and their phone number
- (Primary) Placement supervisor name, service they work in, their email address, their phone number, their employing Trust / organisation, are they HCPC registered, HCPC reg number, what they are professionally registered as, if they have attended our introductory supervisor workshop and any of our other supervisor workshops, date they attended the most recent supervisor workshop, whether they have supervised TCPs before, are they BABCP accredited, whether they have attended systemic therapy training, any other accreditation they have
- If the placement is split / shared, we ask for the same above details about the second supervisor
- Information about the placement: whether it can offer work for the BABCP CBT pathway (supervised hours and cases), whether it can offer systemic pathway work (supervision and hours of practice), days trainees must and must not be on placement and why, placement base postcode (we use this to calculate commute times for trainees), number of placements available for Oct (6mths), Apr (6mths) and yearlong, total number of trainees that can be on placement during any one placement period, whether they would consider a 6mth placement if we can’t allocate for a year, the primary theoretical orientation of the placement, if it offers CBT / psychodynamic / systemic experience, any other models available on placement, client group and presenting difficulties (this should include the sort of work done on the placement with the client group to help us get a full sense of what the placement is offering), whether specific competencies are available: older adults, inpatient, psychosis, severe and enduring mental health difficulties, compromised cognitive functioning, neuropsychological assessments and formulation, service development, leadership.
- Any information that is important for allocators to know – e.g., if there is certain prior experience that is important for trainees to make the most of the placement, whether there are particular aspects to the work (such as death and dying) that will be part of the placement so careful allocation is needed etc. If supervisors do not give us the details, we will not be able to take it into account, so do include any relevant information here (trainees do not see this information)
- A brief summary of the placement to be shared with trainees when they are allocated to the placement
- Whether the placement will accept first, second and third years and any comments – here if supervisors have a preference for say third year but would accept second years with X experience, they should note this as if we are not able to allocate to their preferred year group, we would still be keen to allocate another trainee with relevant experience / skills.
- Whether a car is essential for the placement
- Whether there is wheelchair access
- Whether there are gender neutral toilets available
- If the placement is in primary car
- Whether remote working is possible (full / part / none)

Information gathered from trainees via the “placement allocation questionnaire”

Click here to go back to the flow diagram.

We ask trainees to complete allocation questionnaires at these time points:

- At the point of accepting their place onto the course to plan their P1 and P2 for year 1 of training
- In May of the first year to plan their P3 for year 2 of training
- In January of the second year to plan their P4 for year 2 of training
- In May of the second year to plan their P5 and P6 for year 3 of training

This allows us to carefully monitor their competencies across the three years and ensure they meet the minimum essential competencies via the placements we allocate them. As competency-based training courses, our trainees do not do 4 core placements and then elective placements in year 3. Instead, trainees complete a range of placements across the three years to meet all the essential competency requirements. Therefore, identifying placements that will meet these competencies are the priority and will come above trainee interest. That said, allocators will always endeavour to combine interests and competency needs, and for third years are often able to allocate them at least 6 months of something they are very interested in. The below information is gathered from trainees via the allocation questionnaires:

- Personal details such as home postcode, whether they have use of car / motorbike, and additional needs or reasonable adjustments agreed with OH that need to be taken into account for allocations (including out of hours clinics if needed)
- Whether they are able to work remotely if needed (e.g., if they have a private space, laptop/computer, webcam
- Placements (or jobs for incoming first years) completed to date, summary of work undertaken on them
- Whether they have prior experience with: OA, Child, Adolescent, PLD, forensics, Severe and enduring mental health difficulties (on placements or prior to training) – as some placements want trainees with prior experience in certain areas,
- A brief resume of their experience to date to share with supervisors – note, this resume is deliberately brief, it does not focus on the trainee’s interests and instead is just to summarise their experience to date.
- Review of the essential competencies completed on training to date (NB – experience gained prior to starting training does not count, we can only count experience gained on placements on training). Please see the minimum essential competencies document from the three courses for full details of what the minimum essential competency standards are.
- Review of their progress on the BABCP CBT pathway (if they are on it)
- Their interests and hopes for placements
- Any client groups / settings that they would not be able to work in due to significant personal difficulty
- Any other information allocators should consider e.g., if allocation to a certain service would support their thesis recruitment
- How much remote working they have done on training to date (NB trainees need to be on face-to-face placements for at least 50% of their training)
- Review of whether their mandatory training with NLFT is up to date