THE POLITICISATION OF CLINICAL PSYCHOLOGY TRAINING COURSES IN THE UK

THE EVIDENCE

IDENTITY POLITICS ACTIVISM EQUITY DIVERSITY & INCLUSION DECOLONISE WHITE PRIVILEGE CRITICAL SOCIAL JUSTICE

Freedom Of Information requests

Freedom of Information Requests (FOIs) were sent to the 30 clinical doctorate courses in the UK.

21 out of 30 responded positively to our request, providing information about the role of ***social justice*** in their training, how they had addressed issues of ***Equality, Diversity and Inclusion*** and what steps they were taking to ***decolonise*** their curricula.

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FOI Request

Please can you provide information* on the following:

- The role of Social Justice in your course teaching & research
- How you have addressed issues of Equality, Diversity & Inclusion
- What steps you have taken to decolonise the curriculum
- Any other steps/commitments you've taken to ensure the inclusivity of your course

**For example: training materials, slides, handouts, trainee projects, research, surveys, working- groups etc.*

Clinical Psychology Training Courses in the UK

21/30 positive responses; 6 declined; 3 no response.

COURSE	*ABBREVIATION*	*RECEIVED*	*DECLINED*	*NO RESPONSE*
BANGOR UNIVERSITY, NORTH WALES	Bangor	✓		
UNIVERSITY OF BATH			✓	
UNIVERSITY OF BIRMINGHAM			✓	
COVENTRY & WARWICK	C&W	✓		
UNIVERSITY OF EAST ANGLIA			✓	
UNIVERSITY OF EAST LONDON	UEL	✓		
UNIVERSITY OF EDINBURGH	Edinburgh	✓		
UNIVERSITY OF ESSEX	Essex	✓		
UNIVERSITY OF EXETER	Exeter	✓		
UNIVERSITY OF GLASGOW	Glasgow	✓		
UNIVERSITY OF HERTFORDSHIRE	Hertfordshire	✓		
INSTITUTE OF PSYCHIATRY, KINGS COLLEGE LONDON	IOP	✓		
UNIVERSITY OF LANCASTER	Lancaster	✓		
UNIVERSITY OF LEEDS	Leeds	✓		
UNIVERSITY OF LEICESTER	Leicester	✓		
UNIVERSITY OF LIVERPOOL	Liverpool	✓		
UNIVERSITY OF MANCHESTER	Manchester	✓		
NEWCASTLE UNIVERSITY	Newcastle	✓		
NORTH THAMES (UNIVERSITY COLLEGE, LONDON)	UCL	✓		
OXFORD				✓
UNIVERSITY OF PLYMOUTH			✓	
ROYAL HOLLOWAY				✓
SALOMONS, CANTERBURY CHRIST CHURCH UNIVERSITY	Salomons	✓		
UNIVERSITY OF SHEFFIELD	Sheffield	✓		
UNIVERSITY OF SOUTHAMPTON			✓	
SOUTH WALES, CARDIFF UNIVERSITY	South Wales	✓		
STAFFORDSHIRE UNIVERSITY				✓
UNIVERSITY OF SURREY	Surrey	✓		
TEESSIDE UNIVERSITY	Teesside	✓		
TRENT (LINCOLN & NOTTINGHAM)			✓	

Bangor University of North Wales

Our Ref. FOI2505

Dear [redacted]

Further to your request for information, the University's response is below.

Our colleagues in the North Wales Clinical Psychology Programme (NWCPP) have provided the following:

The NWCPP established in late 2020 the Anti-Racism, Anti-Discrimination and Promotion of Cultural Competence Committee (TOR attached). The brief of this Committee which is chaired by the Programme Director, is to oversee all elements of the Programme from an equality, diversity and inclusion perspective. We have formed workstreams to examine these issues in the following areas:

- **Academic workstream – with an explicit focus on decolonising the curriculum. This has included extensive new teaching for trainees which has been positively evaluated and a workshop for external teachers.**
- **Assessment workstream – examining how we assess cultural competence and awareness of difference within our clinical work. Changes to our assessment criteria have been made in the light of this.**
- **Clinical workstream – focusing on issues as they arise in placements and supervision. Changes to supervisor training have already been implemented and further training is planned.**
- **Selection workstream – with a focus on broadening applicants to the profession. We have introduced contextual selection this year and also have started a mentorship scheme (jointly with South Wales) to provide mentorship to potential candidates from racialised groups.**
- **Research workstream – focusing on diversifying our methods in research and the people that we work with in research. We are supporting a broader range of topics in research to increase involvement from disenfranchised groups. We are also partnering up with colleagues in Lesotho to engage in research.**
- **Policies and procedures – focusing on ensuring that all policies and practices attend to issues of equality, diversity and inclusion. Currently we are taking a new procedure through the committee to systematise the reporting of racist and discriminatory incidents.**

To support the programme team in this work we have initiated our own training sessions on whiteness in clinical psychology and have also brought in external consultants to support us in this work.

NWCPP has been leading on work with staff and students from a wide range of faculties at Bangor University to discuss, review and write recommendations regarding decolonizing all aspects of the university: selection and recruitment, curriculum, assessment, research, policies and procedures.

Work is also underway with trainees to explore further ways to value their lived experiences.

We have initiated and sustained all of this work without any additional funding as this work has not been explicitly funded in Wales.

ANTI-RACISM, ANTI-DISCRIMINATION AND PROMOTION OF CULTURAL COMPETENCE SUBCOMMITTEE

TERMS OF REFERENCE

Purpose

The core purpose of the Anti-racism, Anti-discrimination and Promotion of Cultural Competence Subcommittee is to ensure that the programme adopts an ethos and actions that are anti-racist and anti-discriminatory towards all minority groups. We are actively working to create a culturally competent clinical psychology workforce. As part of this endeavour, it is crucial to examine all of our processes for practice that is racist or discriminatory and to eradicate any such practices. The Committee has a responsibility to address issues within our local Welsh context as well as to contribute to the mission of the profession to make changes at national and global levels.

We recognise that many different groups of people will experience discrimination and prejudice on the basis of characteristics such as gender, disability and sexual orientation. We are also aware of the powerful impact of intersectionality when a person has two or more of these protected characteristics. Although our initial focus will be on identifying and addressing racism, we are also committed to understanding and addressing these broader areas of concern.

Objectives

- Development of a policy and guidance for challenging racism and other discriminatory practice
- Education of programme team staff, supervisors, experts by experience and trainees regarding the deconstruction of whiteness in clinical psychology and the promotion of anti-racist and anti-discriminatory practice
- Work to decolonise the curriculum such that there is a commitment to understanding and teaching non-Eurocentric psychological theories, models and interventions which is embedded throughout all elements of the programme
- Developing formal and informal systems of support for BAME trainees
- Modification and development of current assignments to include cultural competency and anti-racist meta-competency
- Development of the research component of the programme to highlight racial injustice and discrimination as a valuable area for research and for research teaching to include critical appraisal of the Euro-centric and white-centricity of research culture.

Dear [redacted],

REF: FOIA1781

Please find below and attached responses in red to the Freedom of Information request you made to Coventry University in respect of the Doctorate in Clinical Psychology.

Request
Please can you provide information* on the following:
*For example: training materials, slides, handouts, trainee projects, research, surveys, working-groups etc

1. The role of Social Justice in your course teaching & research

The Doctorate in Clinical Psychology Programme aims to ensure that Trainee Clinical Psychologists on the course understand the influence of factors such as race and culture, social class and social inequality, gender, sexual orientation, and power and to apply this understanding to their clinical practice. Social justice principles inform a number of the topics taught on the course, such as Ethics, Community Psychology, Critical Approaches to Clinical Psychology and teaching topics on aspects of Diversity (please see attached documents: D51PY MID; D58PY MID; D51PY_PROFESSIONAL PRACTICE IN CLINICAL PSYCHOLOGY 1_Teaching Schedule_2021-22; and D58PY_PROFESSIONAL PRACTICE IN CLINICAL PSYCHOLOGY 2_Teaching Schedule_2021-22).

Research (via empirical research projects and research literature reviews) within the training programme covers a very broad spectrum of clinical issues, which includes aspects of social justice in the context of clinical psychology and mental health. Examples of trainee research topics with relevance to social justice have included: refugee mental health, the impact of immigration detention on asylum seekers' mental health, understanding patients' experiences of restrictive interventions in inpatient psychiatric services, aspects of the role of Faith and Religiousness in Mental Health, support systems for people with developmental disabilities, experiences of seeking help and barriers to accessing and using mental health services in the United Kingdom, from the perspectives of South Asian service users, psychological support for people who are homeless, challenges for family carers of a person with dementia, support needs and service provision for family carers from black and minority ethnic communities. Completed doctoral thesis research by Trainee Clinical Psychologists on the Coventry and Warwick programme is available at: http://wrap.warwick.ac.uk/95589/

2. How you have addressed issues of Equality, Diversity & Inclusion

Within the training programme, we have worked to revise our approach to teaching to ensure that it addresses issues of Equality, Diversity and Inclusion. Trainees are introduced to models of Cultural Humility (Tervalon and Murray-Garcia, 1998), Social GRACES (Burnham, 1993) and Intersectionality (Crenshaw, 1989) at an early stage in the programme and we expect course staff, external ('guest') lecturers, and trainees to use these models to critically engage with taught content and learning experiences throughout the course.
Much of our teaching is provided by Guest Lecturers (mainly Clinical Psychologists providing teaching on specialist clinical topics).
Teaching guidance in relation to addressing issues of Equality, Diversity and Inclusion is attached (please see attached document: Teaching Guidance for Guest Lecturers_Doctorate in Clinical Psychology 2021-22).

3. What steps you have taken to decolonise the curriculum (please include any University-wide policies, documents or initiatives)

A key goal of Coventry University's 'Curriculum 2025' strategy is for every course within the Coventry University Group to be able to demonstrate that they are inclusive and decolonised, in addition to professional body, accreditation and other course quality enhancement and monitoring requirements. The Doctorate in Clinical Psychology programme has begun this work and it is ongoing.
In addition to our curriculum coverage of topics central to demonstrating professional and regulatory body standards and meeting accreditation requirements, we are working to develop the curriculum to support trainees in understanding the social and cultural underpinnings of the discipline and curriculum content and to encourage trainees on the programme to think critically about this. Some of this already has been outlined in the response to Question 2 (above).

4. Any other steps/commitments you've taken to ensure the inclusivity of your course.

Coventry University is committed to "equity in education, ensuring that our student body is socially diverse and fully inclusive for all groups and individuals" – Group Strategy 2030 (p.11), available at: https://www.coventry.ac.uk/the-university/about-coventry-university/2030-group-strategy/

The Doctorate in Clinical Psychology programme has established an Equality, Diversity and Inclusion Working Group which meets 6-weekly to focus on addressing course-level issues and enhancing practice in relation to Equality, Diversity and Inclusion.

In relation to inclusivity, the course is part of a regional Mentoring Scheme (run jointly with two other West Midlands Clinical Psychology training programmes) which aims to provide mentoring support and advice to aspiring clinical psychologists from Black, Asian and minority ethnic backgrounds, to support with navigating the journey towards applying for Clinical Psychology Training.

The Coventry and Warwick Doctorate in Clinical Psychology Programme also has a mentoring scheme for Trainee Clinical Psychologists from minority ethnic backgrounds to provide support throughout the period of training.

The content of our supervisor training has been reviewed and updated to strengthen content on diversity and we are developing this further in terms of training focussing on diversity and anti-racism.

Within our trainee recruitment/selection processes, we have reviewed recruitment processes to ensure that they are anti-racist.

Professional Practice in Clinical Psychology 1

D51PY

1. MODULE SUMMARY

Aims and Summary

This module aims to provide a general foundation in personal and professional issues relevant to clinical psychology practice. Within this module trainees are provided with opportunity to develop foundational therapeutic skills relevant to clinical practice. In addition the module aims to develop knowledge and understanding of core professional practice issues.

Module Size and credits

Module size	Single
CATS points	10.0
ECTS credits	5.0
Open/Restricted	Restricted
Availability on/off campus	On Campus only
Total student study hours	100
Number of weeks	43
School responsible	School of Psychological, Social and Behavioural Sciences
Academic Year	2016/17

Entry Requirements (pre-requisites and co-requisites)

Enrolment on Doctorate in Clinical Psychology Course

Excluded Combinations

None

Composition of module mark (including weighting of components)

Assessment Type	KIS Activity Type	Percentage
CISCO Online Test	WR	
Case Study	CW	
Clinical Reasoning Assessment	PR	
Continual Assessment	CW	
Coursework	CW	100
Design	PR	
Dissertation	CW	
Employment Learning Programme	PR	
Exam	WR	
Group Work	CW	
Journal	CW	
Objective Structured Clinical Exam	PR	
Objective Structured Practical Exam	PR	
Oral	PR	
Peer and Self Evaluation	CW	
Placement	PR	
Portfolio	CW	
Practical	PR	

Presentation	PR	
Project	CW	
RIPHH Exam	WR	
Seminar	CW	
Teaching	PR	
Test	WR	
Thesis	CW	
Viva	PR	

Pass requirements

A mark of 50% on all module coursework

Final Component Assessed

CW

Special Features

Digitally recorded role play of therapeutic skills session - with feedback from peers and Experts by Experience

Course stages for which this module is mandatory

New Course Code: DClinPsych Stage 1 Clinical Psychology

Course stages for which this module is a core option

None

2. TEACHING, LEARNING AND ASSESSMENT

Intended Module Learning Outcomes

On successful completion of this module, trainees will be able to demonstrate that they can:

1. Critically appreciate statutory responsibilities and work within professional, legal and ethical guidelines and codes of practice
2. Apply core therapeutic skills
3. Critically reflect on their evolving clinical skills within a reflective practice model
4. Work with diversity by applying knowledge of culturally competent practice
5. Formulate their own personal development programme and activities

In addition, this module provides opportunities for trainees to develop knowledge of NHS and professional history and values and ability to integrate these into their professional practice.

Indicative Content

The module provides trainees with an introduction to core professional issues such as:

- Core therapeutic skills
- NHS values, history and direction including NHS context and leadership
- Understanding and working with diversity
- Personal development and reflective practice including strategies to manage the emotional and physical impact of clinical practice
- Knowledge of relevant codes of conduct, professional guidelines and regulations

The taught component of this module is intended as an introduction and trainees' knowledge and understanding will be further developed through a range of activities including:

- placement experiences
- reflective placement summaries
- peer led groups
- appraisal system
- engagement in personal development activities

Teaching and Learning

Student activity and time spent on each activity comprises:

Activity Type	Time Spent	Proportion
Demonstration		
External Visits		
Fieldwork		
Guided	15	
Laboratory		
Lecture	40	
Placement		
Practice	8	
Project Supervision		
Self-guided	35	
Seminar	2	
Studio		
Tutorial		
Work Based Learning		
Workshop		
Year Abroad		
Total	100	

Method Of Assessment (normally assessed as follows)

Learning outcomes 1-5 will normally be assessed by a 2,500 word Reflective Report on Therapeutic Skills.

Reassessment Method:

Re-sit coursework

Date of last amendment

TBA

3. MODULE RESOURCES

Essential Reading

An annually updated essential reading list can be found in the University's Resource Lists system (Talis) via the Module Information Directory.

Recommended Reading

An annually updated full recommended reading list and list of other resources to support this module can be found in the University's Resource Lists system (Talis) via the Module Information Directory.

Required Equipment

None

Disability Support

If you have a disability you may be entitled to support, for example:

- sheltered exam arrangements such as extra time, a reader or use of a computer
- specialist 1:1 study skills tuition to improve reading/writing/proof reading skills
- weekly mentoring to help you stay on track
- 2 week equipment loan (laptops/back rests/Dictaphones/assistive software)

To enquire, please phone 02477658029 or call in to Health and Wellbeing (2nd floor of TheHub – use the Jordan Well Entrance)

Additional Support

Health, Wellbeing and Welfare - Provides emotional and practical support, guidance and signposting regarding personal health issues, family upheaval or bereavement, problems with workload, e.g. short or long deferrals
Tel: 0247765802
Health and Wellbeing Email: disoff.ss@coventry.ac.uk
Welfare Email: welfare.ss@coventry.ac.uk

Mental health and Counselling – Offering 1:1 support for students with a wide range of mental health issues (e.g. severe depression and anxiety, suicidal tendencies), short- term counselling support for relationship difficulties, stress, emotional distress, anxiety, depression and exam anxiety
Email: counsell.ss@coventry.ac.uk

Spirituality & Faith - Offering a confidential pastoral service
Tel: 024 7765 1300
Email: faith.ss@coventry.ac.uk

4. MODULE ORGANISATION

Module leader

XXXXXXXXXX

Length and month of examination

None

Common Exam(s)

None

Exam Equipment Required

None

Expected teaching timetable slots

To be confirmed. Note that some tutorials/seminars may be provided at times other than those shown below. Timetable information should be verified with the School responsible for the module.

Subject Quality and Approval information

Board of Study Clinical Psychology
Subject Assessment Board Clinical Psychology Doctorate
Date of approval by BoS – 8th January 2016

CLINICAL PSYCHOLOGY DOCTORATE (HLST151)
D51PY: PROFESSIONAL PRACTICE IN CLINICAL PSYCHOLOGY 1
Year 1 (2021 Cohort)
Module Leader XXXXXXXXXX

Date	Time	Subject	Facilitator(s)
Monday 20/09/21	**9.00 – 12.00**	Induction	
	2.00 - 4.00	Warwick Induction	
Wednesday 22/09/21	**9.00 4.00**	Placement Preparation	
Thursday 23/09/21	**9.00 4.00**	Placement Preparation	
Friday 24/09/21	**9.00 – 12.00**	Introduction to D51PY Expectations and contracting	
	1.00 – 4.00	Acknowledging the importance of self-care	
Monday 27/09/21	**9.00 4.00**	Therapeutic Skills	
Tuesday 28/09/21	**9.00 4.00**	Therapeutic Skills	
Friday 22/10/21	**9.00 – 12.00**	Personal Development and the role of Reflective Development Groups (RDG) on the Doctorate	
	1.00 – 3.15	Video Skills Session	
	3.15 – 4.30*	RDG 1	
Friday 29/10/21	**1.00 – 4.00**	PBL Presentations	

Friday 03/12/21	**9.00 – 12.00**	Introduction to Diversity: Context and the Self	
	1.00 – 2.15	Introduction to Diversity: Context and the Self continued	
	2.45 – 4.00	RDG 2	
Friday 28/01/22	**PM**	Therapeutic Use of Self and Personal Development	
Friday 11/03/22	***PM***	Ethnic Difference	
Friday 13/05/22	**PM**	Working with Service Users and Carers	
Monday 16/05/22	**9.00 – 10.15**	RDG 3	
	10.45 – 4.00	NHS, Leadership	
Friday 10/06/22	**1.00 – 4.00**	TBA	
Friday 17/06/22	**AM**	Working with Refugees and Trauma	
	PM	Inter-professional Learning	
Friday 24/06/22	**PM**	RDG 4	
		Review of RDGs	

Professional Practice in Clinical Psychology 2

D58PY

1. MODULE SUMMARY

Aims and Summary

This module aims to build upon the foundation in personal and professional issues from Stage 1 addressing issues relevant to clinical psychology practice. Within this the module trainees are provided with teaching on leadership, including service evaluation, influencing service development and service improvement and understanding models and processes of organisational change, In addition, trainees are provided with teaching on consultation, reflective practice, diversity and working with teams.

Module Size and credits

Module size	Single
CATS points	10.0
ECTS credits	5.0
Open/Restricted	Restricted
Availability on/off campus	On Campus only
Total student study hours	100
Number of weeks	43
School responsible	School of Psychological, Social and Behavioural Sciences
Academic Year	2017/18

Entry Requirements (pre-requisites and co-requisites)

Stage 1 Doctorate in Clinical Psychology Course

Excluded Combinations

None

Composition of module mark (including weighting of components)

Assessment Type	KIS Activity Type	Percentage
CISCO Online Test	WR	
Case Study	CW	
Clinical Reasoning Assessment	PR	
Continual Assessment	CW	
Coursework	CW	100
Design	PR	
Dissertation	CW	
Employment Learning Programme	PR	
Exam	WR	
Group Work	CW	
Journal	CW	
Objective Structured Clinical Exam	PR	
Objective Structured Practical Exam	PR	

Oral	PR	
Peer and Self Evaluation	CW	
Placement	PR	
Portfolio	CW	
Practical	PR	
Presentation	PR	
Project	CW	
RIPHH Exam	WR	
Seminar	CW	
Teaching	PR	
Test	WR	
Thesis	CW	
Viva	PR	

Pass requirements

A mark of 50% on all module coursework

Final Component Assessed

CW

Special Features

- A portfolio demonstrating trainee's contribution to service improvement and innovative practice throughout their four core placements

Course stages for which this module is mandatory

New Course Code DClinPsych Stage 2 Clinical Psychology

Course stages for which this module is a core option

None

2. TEACHING, LEARNING AND ASSESSMENT

Intended Module Learning Outcomes

On successful completion of this module, trainees will be able to demonstrate that they can:

1. Identify and report on examples of own contribution to innovative practice and service development/improvement issues in clinical contexts including critical appraisal of a clinical provision/service-level/organisational issue, formulation of solutions and evaluation of outcomes.
2. Illustrate the application of consultation and leadership models and competencies to professional practice.
3. Work with diversity by applying knowledge of culturally competent practice
4. Formulate their own personal development programme and activities

Indicative Content

The module provides trainees with further training on core professional issues such as:

- Leadership, covering areas such as service evaluation, service development and service improvement as well as models and processes of organisational change.
- Consultation
- Personal development and reflective practice

The taught component of this module is intended as an introduction and trainees' knowledge and understanding will be further developed through a range of activities including:

- placement experiences
- reflective placement summaries
- peer led groups
- appraisal system
- engagement in personal development activities

Teaching and Learning

Student activity and time spent on each activity comprises:

Activity Type	Time Spent	Proportion
Demonstration		
External Visits		
Fieldwork		
Guided	15	
Laboratory		
Lecture	50	
Placement		
Practice		
Project Supervision		
Self-guided	35	
Seminar		
Studio		
Tutorial		
Work Based Learning		
Workshop		
Year Abroad		
Total	100	

Method Of Assessment (normally assessed as follows)

Learning outcomes 1-4 will normally be assessed by a 2,500 word Clinical Leadership Portfolio reporting and critically reflecting on the trainee's substantive contributions during the core clinical placements in areas relevant to leadership in clinical psychology, such as: service evaluation, service development, service improvement, innovative practice and influencing organisational change.

Reassessment Method:

Re-sit coursework

Date of last amendment

TBA

3. MODULE RESOURCES

d58py mid_foi request, 03/05/2022 10:53

Essential Reading

An annually updated essential reading list can be found in the University's Resource Lists system (Talis) via the Module Information Directory.

Recommended Reading

An annually updated full recommended reading list and list of other resources to support this module can be found in the University's Resource Lists system (Talis) via the Module Information Directory.

Required Equipment

None

Disability Support

If you have a disability you may be entitled to support, for example:

- sheltered exam arrangements such as extra time, a reader or use of a computer
- specialist 1:1 study skills tuition to improve reading/writing/proof reading skills
- weekly mentoring to help you stay on track
- 2 week equipment loan (laptops/back rests/Dictaphones/assistive software)

To enquire, please phone 02477658029 or call in to Health and Wellbeing (2nd floor of TheHub – use the Jordan Well Entrance)

Additional Support

Health, Wellbeing and Welfare - Provides emotional and practical support, guidance and signposting regarding personal health issues, family upheaval or bereavement, problems with workload, e.g. short or long deferrals
Tel: 0247765802
Health and Wellbeing Email: disoff.ss@coventry.ac.uk
Welfare Email: welfare.ss@coventry.ac.uk

Mental health and Counselling – Offering 1:1 support for students with a wide range of mental health issues (e.g. severe depression and anxiety, suicidal tendencies), short- term counselling support for relationship difficulties, stress, emotional distress, anxiety, depression and exam anxiety
Email: counsell.ss@coventry.ac.uk

Spirituality & Faith - Offering a confidential pastoral service
Tel: 024 7765 1300

Email: faith.ss@coventry.ac.uk

4. MODULE ORGANISATION

Module leader

XXXXXXXXXX

Length and month of examination

None

Common Exam(s)

None

Exam Equipment Required

None

Expected teaching timetable slots

To be confirmed. Note that some tutorials/seminars may be provided at times other than those shown below. Timetable information should be verified with the School responsible for the module

Subject Quality and Approval information

Board of Study Clinical Psychology
Subject Assessment Board Clinical Psychology Doctorate
Date of approval by BoS – 8th January 2016

CLINICAL PSYCHOLOGY DOCTORATE (HLST151)
D58PY: PROFESSIONAL PRACTICE IN CLINICAL PSYCHOLOGY 2
Year 2 (2020 Cohort)
Module Leader XXXXXXXXXX

Date	Time	Subject	Facilitator(s)
Friday 22/10/21	**PM 1.00 - 4.00**	*Adaptations to Standard Practice*	
Friday 26/11/21	**9.00 - 12.00**	*Issues Impacting on Men's Psychological Wellbeing*	
	1.00 – 4.00	EBL	
Friday 03/12/21	**10.45-12.00**	*Reflective Development Groups*	
Friday 03/12/21	**1.00-4.00**	*Review and Reflection on Personal Development*	
Friday 10/12/21	**1.00-4.00**	EBL Small group work	
Friday 07/01/22	**9.00 - 12.00**	*Gender and Violence*	
Friday 07/01/22	**1.00-4.00**	*Sexual Diversity*	
Monday 10/01/22	**9.00 - 4.00**	*Critical Approaches to Clinical Psychology*	
Friday 04/02/22	**9.00 – 12.00 and 1.00-2.15**	*Cultural Competency*	
Friday 04/02/22	**2.45 - 4.00**	*Reflective Development Group (RDG)*	
Monday 07/03/22	**9.00-10.15** **10. 45 – 12.00**	*Reflective Development Group (RDG)* *Community Psychology*	
	1.00 – 4.00	*Community Psychology*	
Friday 18/03/22	**9.00 – 4.00**	*Leadership and Working with Teams - TBC*	

Friday 27/05/22	**10.45-12.00**	*Reflective Development Group*	
Friday 24/06/22	**1.00 –4.00**	*Working with Gender Identity in a Clinical Context*	
Friday 01/07/22	**9.00-10.15** **10.45 – 4.00**	Reflective Development Groups (EBL) Reporting back	

Doctorate in Clinical Psychology 2021-22: Teaching Information for Guest Lecturers

Diversity and Inclusion:

As you may be aware about the discussions that are happening within the training community and profession more broadly, there is a great deal of work around decolonising the curriculum. Some of the work will be happening outside of the programme at national and regional level with professional bodies and key stakeholders in clinical psychology training. We are part of that work and it will, in turn, inform the development of the curriculum. At the same time, we have been developing our own approach to the teaching with regard to power, privilege, diversity and inclusion and thought it might be helpful to share where we're up to. Whilst much of this work starts in the modules relating to Professional Practice in Clinical Psychology, we emphasise that the learning for all of us that occurs in formal teaching and training should be taken out onto placement/clinical work and into other teaching sessions, much as it would with, for example teaching on ethics or leadership. We're including this here and now as part of our work, as a programme, on making our teaching and learning more inclusive, and hope that this is the start of an ongoing conversation, reflection and meaningful action.

The starting point for us is cultural humility (Tervalon and Murray-Garcia, 1998). Other models explored in initial training sessions are Social GRACES (Burnham, 1993) and Intersectionality (Crenshaw, 1989).

General Principles

We recognise that:

• Any paradigm/model/theory/framework/piece of work has its strengths and limitations.

• We cannot know everything.

• We all come from diverse settings and backgrounds, and with our own wealth of experience. Bringing and sharing our knowledge (and lack of) benefits everyone – trainees, lecturers and clients.

• We learn by practice, receiving and listening to feedback, reading, reflecting and doing things differently next time (whilst retaining the stuff that works!)

• We acknowledge and note the importance of vulnerability in learning and change, and encourage both trainees and lecturers alike to make space for this: we are all 'work-in-progress'.

Therefore, guest lecturers and facilitators, please include what you can within your teaching, speaking from your own experience of working with difference (taking an intersectional approach to the understanding of difference), as well as consider where the gaps are, in anticipation that ideas can be shared in the teaching. Trainees, are asked to please bring prior learning and experience, as well as that from placement and the Professional Practice modules teaching (D51PY and D58PY) into the 'classroom'. Ask questions, consider how what you are learning applies to where you are on placement and where there are gaps, and think together with your peers and lecturers about how to develop services/practice in these areas.

RESPONSE

1. The role of Social Justice in your course teaching and research

It plays an important role. As is stated on our entry on the Clearing House website: "The programme's key orienting principles are: (a) that psychological problems are best understood in a social and cultural context, and (b) that trainees and those who teach and supervise them have a responsibility to be aware of and to be able to reflect upon, the social, professional and personal influences on their professional activities"

https://www.leeds.ac.uk/chpccp/Clin06EastLondon.html

It is woven through the whole programme. Some examples include the following modules:

- C1: Ethics and epistemology 1: Foundations
- C11: Ethics and Epistemology 2: Contexts (looking at a variety of protected characteristics)
- C17: Leadership, organisations and larger systems (which adopts a human rights perspective)

In addition, teaching in all the specialties cover social inequalities as a cause of distress, as linked to discrimination in access to and the accessibility of services as well as approaches (e.g. including community psychology) which seek to promote social justice.

As social justice is so integrated it is not feasible to send materials for relevant sessions: there are over 280 three-hour teaching sessions across the three years. Moreover, since many of our teachers are external NHS clinicians who taught in good faith and have not consented to publishing their teaching, we would need to contact them for their consent as this is good practice and essential to maintain good working relationships. We estimate that the work to identify relevant sessions, gather materials and obtain consent would exceed 18 hours of staff time.

In the circumstances, we claim an exemption under Section 12 of the Freedom of Information Act 2000:

12 Exemption where cost of compliance exceeds appropriate limit.

(1) Section 1(1) does not oblige a public authority to comply with a request for information if the authority estimates that the cost of complying with the request would exceed the appropriate limit.

(2) Subsection (1) does not exempt the public authority from its obligation to comply with paragraph (a) of section 1(1) unless the estimated cost of complying with that paragraph alone would exceed the appropriate limit.

(3) In subsections (1) and (2) "the appropriate limit" means such amount as may be prescribed, and different amounts may be prescribed in relation to different cases.

(4) The Secretary of State may by regulations provide that, in such circumstances as may be prescribed, where two or more requests for information are made to a public authority—

(a) by one person, or

(b) by different persons who appear to the public authority to be acting in concert or in pursuance of a campaign, the estimated cost of complying with any of the requests is to be taken to be the estimated total cost of complying with all of them.

(5) The Secretary of State may by regulations make provision for the purposes of this section as to the costs to be estimated and as to the manner in which they are to be estimated.

Many of our trainees' research topics related to social justice and they can be found on the university's institutional repository: https://repository.uel.ac.uk/

2. How you have addressed issues of Equality, Diversity & Inclusion

Over the last two decades UEL programme has sought to address racism during training (see, for example, Berg et al., 2019; Davidson et al., 2007; Patel et al., 2000). Staff member Professor Nimisha Patel (author of *Clinical Psychology, 'Racte' and Culture: A Training Manual*, Wiley, 2000) has recently developed, with funding from the BPS, a framework for examining all aspects of clinical psychology training through a lens which examines the influence of assumptions of 'whiteness.' It is to be published soon by the BPS. Led and facilitated by Professor Patel, the whole team have been involved in this project and have trialled the framework on our programme by holding a series of team meetings where we have examined the following areas and identifying next steps:

1. Curriculum & teaching

2. Placements and supervision

3. Selection

4. PPD & support

5. Team learning & professional development

6. Research

We have had a longstanding concern to reduce bias and increase under-represented groups in the profession during the selection process. We have adopted a transparent competence-based approach, utilising a trainee person specification (publicly available via the course's entry on the Clearing House website), online assessments which minimise bias, competence-

based interviews and a group task involving our People's Panel (group of service users and carers), evaluating data after every selection cycle to ensure we address biases and barriers. This year we introduced a contextual admissions element.

3. What steps you have taken to decolonise the curriculum (please include any University-wide policies, documents or initiatives)

Over recent years we have been reviewing sessions and encouraging internal and external teachers to do this. Last year, as noted in the response to Q2, we used the Whiteness framework to evaluate the curriculum. These discussions were organised around the following questions:

- What does Whiteness look like?
- How can teaching be adapted to acknowledge Whiteness, and discuss its implications?
- How can teaching be structured to ensure discussion on Whiteness can happen, and be integrated within whole group discussions?
- To what extent do our assessments (questions, tasks, structure, content, marking etc.) embody Whiteness?
- What learning do you need to do for yourself to enable you to do the above better?

We have continued a process of reviewing sessions with tutors meeting in pairs making suggestions about particular teaching sessions, for example drawing on a wider range of literature from a range of different ethnic and cultural groups.

In addition, the university library has a decolonisation section:

https://uel.primo.exlibrisgroup.com/discovery/collectionDiscovery?vid=44UEL_INST:UEL_VU1&inst=44UEL_INST&collectionId=81106065840001121

4. Any other steps/commitments you've taken to ensure the inclusivity of your course

Yes, we are aligned to Higher Education England's (HEE) recent EDI Action Plan and they have supported our programme like all other clinical psychology programmes in England to further this work. However our funding bid and report were in response to an invitation to tender by HEE which commissions our programme under contract. HEE have informed us that, as Section 43(2) is a qualified exemption and subject to the public interest test, they believe the public interest in allowing HEE to conduct a competitive and fair procurement process outweighs the public interest in disclosing the information at this time. Given this, we believe that releasing this information would be likely to prejudice our commercial interests to tender for future services from HEE and, as a result, we cannot release this information.

We therefore claim an exemption under Section 43 (2) of the Freedom of Information Act 2000 set out below:

(1) Information is exempt information if it constitutes a trade secret.
(2) Information is exempt information if its disclosure under this Act would, or would be likely to, prejudice the commercial interests of any person (including the public authority holding it).

(3) The duty to confirm or deny does not arise if, or to the extent that, compliance with section 1(1)(a) would, or would be likely to, prejudice the interests mentioned in subsection (2).

*For example: training materials, slides, handouts, trainee projects, research, surveys, working-groups etc

Some relevant publications by course staff members

Berg, K., Castro Romero, M., Harper, D., Patel, N., Patel, T., Rees, N. & Smith, R. (2019). Why we are still talking about race? *Clinical Psychology Forum*, 323, 8-12.

Davidson, S., Harper, D., Patel, N. & Byrne, A. (2007). Drawing back the curtain on clinical psychology training: Maintaining a critical approach. *Journal of Critical Psychology, Counselling & Psychotherapy,* **7**, 201-210.

Patel, N., Bennett, E., Dennis, M., Dosanjh, N., Miller, A., Mahtani, A. & Nadirshaw, Z. (eds.) (2000). *Clinical psychology, 'race & culture: A training manual*. Blackwell: Chichester.

Course modules and components

Component
Year 1
C1: Ethics and epistemology 1: Foundations
C2: Introduction to therapeutic approaches
C3: Generic clinical skills
C4: Personal and professional development 1
C5: Adult mental health
C6: Psychosis and severe/enduring presentations
C7: Neuropsychology
C8: Clinical Health Psychology
Year 2
C9: Evidence, research, evaluation and practice
C10: Working with families, groups and communities
C11: Ethics and Epistemology 2: Contexts
C12: Personal and professional development 2
C13: Working with children, young people and families
C14: Working with People who have Learning Disabilities
C15: Elders, families & carers
Year 3
C16: Supervision, consultation & advanced clinical skills
C17: Leadership, organisations and larger systems
C18: Personal and professional development 3

If you are dissatisfied with the way the University of East London has handled your request for information, you can request an internal review of this decision by contacting:

University Secretary

University of East London

4-6 University Way

London

E16 2RD

E-mail foi@uel.ac.uk

If the review does not address your concerns, you can exercise a right of appeal to the Information Commissioner at:

The Information Commissioner's Office

Wycliffe House

Water Lane

Wilmslow

Cheshire, SK9 5AF

Live Chat https://ico.org.uk/global/contact-us/live-chat/

Tel: 0303 123 1113

casework@ico.org.uk.

THE UNIVERSITY *of* EDINBURGH

Dear [redacted]

Freedom of Information request: FOI2022/00202

9 May 2022

File ref: FOI2022/00202

[redacted]

Sent by email: [redacted]

Records Management Section The University of Edinburgh
Old College
South Bridge
Edinburgh EH8 9YL

Direct Dial 0131 651 4099 **Switchboard** 0131 650 1000

recordsmanagement@ed.ac.uk **www.ed.ac.uk/records-management**

Thank you for your email of 13 April 2022 requesting information about Equality Diversity and Inclusion (EDI) measures in the Doctorate in Clinical Psychology programme.

The University of Edinburgh is a global university, rooted in Scotland. We are globally recognised for our research, development and innovation and we have provided world class teaching to our students for more than 430 years. We are the largest university in Scotland and in 2020/21 our annual revenue was £1.18 billion, of which £324 million was research income. We have over 45,000 students and over 16,000 staff. We are a founding member of the UK's Russell Group of leading research universities and a member of the League of European Research Universities.

Equality, Diversity and Inclusion

The University is committed to embedding equality, diversity and inclusion across all our work and to developing a positive culture where all staff and students are able to develop to their full potential. Our continuing commitment to equality and diversity plays a vital role to ensure the University's success as a great civic institution for both students and staff. The University has a single equality strategy to ensure that equality, diversity and inclusion are guiding principles in our pursuit of academic excellence.

To further the University's commitment to equality, diversity and inclusion and to meet the requirements of the Scottish regulations under the Equality Act 2010 and the Public Sector Equalities Duty, the University has set challenging equality outcomes, which are detailed in our published Equality Outcomes 2021-2025 and Mainstreaming Progress Report 2017-2021.

The University is also committed to the promotion of a positive culture for working and studying, in which all members of the University community treat each other with dignity and respect, and feel safe and fulfilled within our community. All members of the University community expect to be able to excel, and to be respected and valued. The University strives for an environment where bullying, harassment and discrimination in all their forms are known to be unacceptable. We regard any incident as a serious matter

and respond promptly and sensitively to formal complaints, and where appropriate take disciplinary action. The Dignity and Respect Policy sets out the responsibilities and expectations of each member of the University community.

You may also be interested to know that reports from the Equality Diversity Monitoring and Research Committee (EDMARC), which contain analyses of equality protected characteristics data about our students and staff, are published on our website.

Doctorate in Clinical Psychology

The Doctorate in Clinical Psychology is a professional training programme that is accredited by the British Psychological Society (BPS). The programme sits within the School of Health in Social Science (SHSS).

Social Justice

You asked for information about the role of social justice in teaching and research for the Doctorate in Clinical Psychology.

The overarching approach to social justice in Doctorate in Clinical Psychology is reflected in the British Psychological Society's standards for clinical psychology programmes. The programme content is therefore underpinned by a value driven commitment to reducing psychological distress and enhancing and promoting well-being, with the explicit acknowledgement that all people have the same human value and the right to be treated as unique individuals. Training is organised around the development of key competences. One overarching competency concerns 'personal and professional skills and values'. Specific examples include the development of an understanding of the inherent power imbalance between practitioners and clients and an understanding of the impact of differences, diversity and social inequalities on people's lives, and their implications for working practices.

This approach to social justice is promoted through all programme activity including teaching, academic assessment, research and placement activity. More detail about these activities can be found in the programme handbooks.

Equality, Diversity and Inclusion

You asked how the issues of Equality, Diversity and Inclusion (EDI) have been addressed in the Doctorate in Clinical Psychology.

The University's approach to EDI can be found on the Equality, Diversity and Inclusion section of the University website. The School of Health in Social Science's approach to Equality, Diversity & Inclusion is outlined on the Equality, Diversity and Inclusion pages of the School website.

The School of Health in Social Science holds a Silver Athena Swan award, recognising gender equality within higher education (HE) and research. The School's current Athena Swan Action Plan includes a commitment to gender equality across all activity in the school.

The SHSS Equality, Diversity & Inclusion Action Plan 2021-22 includes actions on

supporting University level work on developing an Anti-Racist curriculum. The School's

EDI Director is contributing to a short-life working group on decolonising the curriculums across the College of Arts, Humanities and Social Science. This is an active stream of work for the School of Health in Social Science's EDI committee, recognising that this is an ongoing process.

The Doctorate in Clinical Psychology's specific approach to EDI and Anti-racism, including their action plan, is outlined in the Anti-racism, Diversity and Inclusion statement on the programme's website.

The strategic management and development of the Programme is governed by a Joint Training Committee (JTC), comprising representatives of the programme stakeholders. It has been agreed that proposals for an EDI subcommittee that will sit within our formal governance structure will be taken to the next JTC.

Decolonising the curriculum

You also asked what steps have been taken to decolonise the curriculum, you asked that we include University-wide policies, documents or initiatives.

Information on the University's approach to decolonising the curriculum, including relevant training materials, is available on the University's Equality, Diversity and Inclusion website.

Work on decolonising the curriculum within the School of Health in Social Science is led by the School Director of Equalities, Diversity and Inclusion. All academic and programme staff have been encouraged to attend training, including a number of seminars "ConveRACEions" developed and led by Postgraduate Research students.

Ensuring the inclusivity of the programme

Finally, you asked for any other steps/commitments that have been taken to ensure the inclusivity of the Doctorate in Clinical Psychology programme.

As explained above, the steps taken and commitments made to ensure the inclusivity of the Doctorate in Clinical Psychology programme are outlined in the Anti-racism, Diversity and Inclusion statement on the programme's website.

The programme has recently offered safe listening spaces to trainees who identify as racially minoritised for them to share their experiences of all aspects of the training programme and also life outside it.

The programme has a long-standing commitment to Widening Participation. This work is led by the Clinical Practice Director who chairs the Selection Subcommittee which has a long-established dedication to increasing the diversity of the programme's trainee cohorts. The Equal Opportunities data provided from Clearing House is reviewed regularly to examine the diversity of the programme's applicants and also the progress of candidates from minoritised groups during the selection process. The programme is constantly striving for a fairer selection process, for example using anonymised application forms at shortlisting, using competence-based interviewing and using the Disability Confident Job Interview Guarantee scheme.

Specific recent actions are outlined in the action plan, including the use of positive action on race during selection, requiring all staff involved in selection to undertake unconscious

bias training and collecting data in relation to contextual admissions to evaluate whether this is a feasible step to include in future selection rounds. The programme continues to work with the Experts by Experience Advisory Panel ('APEX') to involve Experts by Experience in trainee selection.

Staff from the programme, often accompanied by trainees, have provided outreach presentations to undergraduates and aspiring clinical psychologists about the programme and the commitment to increasing the diversity of our trainee cohorts. In the past, we have also provided these to school pupils attending the Sutton Trust Summer School.

Within the last 12 months the JTC have approved a proposal put forward by APEX to include, as standard, a learning objective that promoted trainees working with Experts by Experience and local health board Patient and Public Involvement (PPI) initiatives while on placement.

Technical exemption

Please note that where information is available to you through the University website, it is technically exempt from the University's obligation to answer requests for information under the Freedom of Information (Scotland) Act 2002. The information is exempt under section 25(1) of this Act, because it is available to you by another route. This exemption is a technical matter only and does not affect your ability to obtain the information on-line.

If you do not have access to the Internet or would prefer to receive information in hard copy please let me know and I will arrange for printouts from the appropriate web pages to be sent to you.

Right to review

If you are dissatisfied with this response, you may ask the University to conduct a review of this decision by contacting the University's Records Management Section in writing (e.g. by letter or email) or in some other recorded form (e.g. audio or video tape). You should describe the original request, explain your grounds for dissatisfaction, and include an address for correspondence. You have 40 working days from receipt of this letter to submit a review request. The contact details for the Records Management Section are at the top of this letter. When the review process has been completed, if you are still dissatisfied, you may use the Scottish Information Commissioner's guidance on making an appeal to make an appeal to the Commissioner. If you do not have access to the Internet, please let me know and I will provide a copy of the relevant web pages.

Privacy notice for information request applicants

The University of Edinburgh's request privacy notice, which describes how we use the information you have supplied about yourself and your request, is published on the University website.

Yours sincerely

Jennifer Stewart
Records Management Section

If you require this letter in an alternative format, such as large print or a coloured background, please contact the Records Management Section on 0131 651 4099 or email recordsmanagement@ed.ac.uk

University of Essex – Freedom of Information Request - Doctorate in Clinical Psychology

1. ***The role of Social Justice in your course teaching & research***

The D Clin Essex course emphasises the importance of social justice by highlighting the importance of personhood from the first weeks on the programme. It is important for us to reinforce to trainees a sense that none of us can be detached from social and political processes. There is throughout the course, but most directly in the third-year, specific teaching on critical and community psychology which is designed to help trainees appraise routine practice and challenge assumptions that underpin all practice. We would like trainees to consider the role of activism and social change. There is a strand of teaching on "edge of care" services where we involve practitioners who have worked with populations who do not access standard services e.g. homelessness, parents involved in recurrent care proceedings.

We offer a Foundation level training in systemic teaching, in the 2nd year, which consistently takes a social perspective to practice and sessions including: power, privilege and diversity and applying a critical lens to understanding behaviour and conduct. The psychodynamic teaching, in the first year, includes sessions on organisational defences and the defensive function of racism. With regard to research there is a strong tradition of qualitative study and teaching about the involvement of participants (including co-production) the way research can be used and misused to help and hinder social justice. Members of the staff team have contributed to a series of papers on "edge of care" and recurrent care proceedings.

We seek to balance the pragmatic content-based approach to therapy teaching (reflecting services as they are) and a more critical values drive approach. This is work in progress and we are needing to continue to appraise, modify and adapt the approaches we are taking

2. *How you have addressed issues of Equality, Diversity & Inclusion*

We are addressing Equality, Diversity, and Inclusion issues on many different levels (see also document 3 a timeline about specific activities).

i. As part of the HEE initiative we have appointed an EDI lead who has set up a mentorship scheme for prospective and current trainees (see document 3 an EDI timeline and document 1 Aspire scheme).

ii. We continually review our admissions / interview processes and over the last ten years there has been evidence of increased diversity in our cohort (see document 2 Clinical Psychology Forum paper attached, by McCormack, McPherson and Blumenfeld which details these processes and results). This year we changed our process to include a service user involvement in the whole process from decision making to interview and a service user was included on every interview panel.

iii. There is an ongoing anti-racist and inclusion group that meets every 3 months chaired by one of the staff team that includes trainees, colleagues from local services and staff team (see document 4 a sample agenda which includes the remit of the group). This has helped to ensure issues of EDI on placement are progressed and reviewed.

iv Staff on the programme contribute to the EDI work in the school. The academic lead for the course, is also EDI lead for the School and therefore in good position to link the course to wider University approaches and policies. Other course team members have contributed to school-wide initiatives in this area, for example Frances Blumenfeld sat on the school-wide committee to address de-colonisation of the curriculum, whilst Rebecca Alegbo sat on the committee to address and improve the experience of minority students.

v. Staff on the programme are invited to participate in a reflective space aimed at reflecting and discussing challenges faced by the staff team linked to issues of diversity. This group meets monthly and has initially been commissioned to run for 12 sessions.

vi. Staff and trainees have come together over the course of the last 24 months to receive teaching as a whole course on topics related to anti-racism for example: a. 'Whiteness' by Anisha Patel, b. 'Racist States of Mind' by Naz Kavel, c. Roberta Baab delivered a lecture to all year groups on 'Racism and decolonisation of the curriculum' and then ran follow up reflective groups for trainees and staff over the

course of the last academic year and d. Prof Suman Fernando delivered a day on addressing racism in research.

V11. Staff are invited to take part in school wide activities addressing the anti-racism and diversity agendas

3. *What steps you have taken to decolonise the curriculum (please include any University-wide policies, documents or initiatives)*

See also answers to question 2.

We are continuing to develop the curriculum in ways that more effectively take an anti-racist and inclusive approach to marginalised groups and knowledges. This includes some of orientating sessions at the start of the course and directly relevant content throughout but particularly in the third year where critical and community psychology approaches are congruent with these ways of thinking. Examples of teaching in the 2nd year teaching indicative of a decolonising process include: power, privilege and diversity and applying a critical lens to understanding behaviour and conduct.

In module planning we are seeking to ensure that awareness of and promotion of an inclusive approach is taken across the curriculum and have run a workshop for supervisors involved with teaching on the course to increase confidence in taking a more inclusive approach to difference and diversity. As part of the ongoing process, we commissioned a staff reflective group and the staff team which is ongoing and participated in a “Talking Whiteness” in March 2022 for all three-year groups and staff group, facilitated by an external psychologist. This is an important stage in our shared development as a there has not been a course wide engagement the assumptions of neutrality and normality associated with Whiteness and the privileges this affords.

There are a number of examples of sessions involving service users including perspectives from older adults, parents, survivor research and an online session on working in prisons involving a prisoner.

To engage more closely with the content of the curriculum we are setting up an externally facilitated (through EDI programme) working group including staff (module lead) and trainee representation.

We are reviewing reflective spaces offered and what additional spaces are required, this includes a proposal that some peer led groups are set up specifically for trainees from minority groups.
Based on feedback from some trainees and staff we are seeking to view critically and reflectively the phrase “decolonising the curriculum” (as decolonisation is ongoing and based upon generations of systematic racialised violence and harm) within our context as an NHS funded university course.

Within the limits of the course task and context we seek to develop content that raises critical awareness of historical and current Euro-centricity in order to “help future generations of clinical psychologists to be better skilled to work with a multi-ethnic population and to help realise of a: “health service for all, and one which did not reproduce institutional racism”. (Wood and Patel, 2017).

4. ***Any other steps/commitments you’ve taken to ensure the inclusivity of your course.***

This year to adapt to changes in selection, we instigated an Expert by Experience (EbyE) on every recruitment panel across the three days of selection and in subsequent meetings. This required the recruitment of several new EbyE colleagues which has led to an increase of the diversity of this group of colleagues. Feedback from applicants was that the equal focus on EbyE priorities, ensconced in the NHS Values, was seen by them as evidence of the Essex approach to inclusivity. The programme will continue to work with these EbyEs to contribute to the learning of the newly recruited trainees for the 22-23 year, including upcoming teaching sessions and an EbyE mentoring scheme.

University of Essex – May 2022

Diversity in clinical psychology training at the University of Essex

Dr Chris McCormack

Prof Susan McPherson

Dr Frances Blumenfeld

School of Health and Social Care

University of Essex

Colchester

CO4 3SQ

Author accepted manuscript – Published in *Clinical Psychology Forum, 352 (April 2022): 29-38*

EDI TIMELINE of work completed by EDI lead - MAY 2021 to May 2022
Anti-racism working group created
- An anti-racism working group was created with membership consisting of clinicians from local services, trainees on the programme and staff on the programme.
EDI Lead and Administrator recruited
- The EDI lead and mentorship administration support were recruited to work on a supportive mentoring programme for aspiring and trainee psychologists and to update the curriculum. - Networking taking place with colleagues and other organisations and universities involved in racial equity work. - Meetings were set up between the EDI lead and administrator with other organisations and universities to discuss their EDI work and schemes.
Event for Aspiring Psychologists from ethnic minority backgrounds with over 100 attendees
- A zoom event was organised on eventbrite and widely advertised to aspiring psychologists. - Information provided on a number of careers in mental health, such as PWP and CAP posts, in addition to information about the Clinical Psychology doctoral programme. - The speakers were from many different backgrounds and there were over 100 attendees. - Feedback on the event was very positive.
Qualtrics survey set up following July event to ascertain support Aspiring Psychologists would like
- Following the event attendees were invited to apply for a place on the mentorship scheme.
Mentors contacted and recruited
- Mentors that were suitable for the scheme were recruited and matched to the mentees. - Mentoring scheme (Aspire) was created in line with aspiring psychologists needs and HEE KPI's.
Aspire might networks platform launched
- The Aspire mighty networks platform was launched. - All mentees and mentors were invited to join. - This is a community of polls, prompts, posts, and questions that can bring more people into conversation in a space that's all our own. Workshops, events, job vacancies and articles are shared on this platform.
Aspire group mentoring programme launched
- 12 mentors offering 4 sessions. - After matches were made using the three different stages the mentor/mentee groups were formed and introductions made. - Each mentee group was assigned a Trainee Clinical Psychologist and qualified psychologist as group mentors. - Mentoring training provided for mentors.
Mentoring/Pastoral support scheme for trainee clinical psychologists from ethnic minority backgrounds
- Listening sessions with trainees from ethnic minority backgrounds in each year to ascertain needs. - Qualtrics survey sent to trainees to confirm their place and hopes from the scheme. - All trainees from ethnic minority backgrounds who expressed interest in an independent advisor were matched with mentors based on their requirements (intersectional needs considered in addition to any requirements based on ethnicity). - Trainees are offered 5 sessions per academic year. - Scheme modelled around the Independent Advisor Scheme run by London doctoral

courses.
Workshops for aspiring psychologist
- Workshop schedule created to provide clinical and research professional development for mentees. Workshop schemes linked with other mentoring groups such as 'Breaking Through' by Exeter and Plymouth. - Workshops offered by Aspire scheme and breaking through scheme - one on each of the following topics: formulation, assessment skills, leadership and working with teams, working with trauma.
Events and support for staff and trainees
- Specialist support provided for staff to work on EDI matters. - Staff reflective space focused on anti-racism and racial equity. - Cross course staff and trainee day focused on Whiteness and anti-racism – understanding whiteness, understanding the work of anti-racism.
Aspire group mentoring scheme phase 2
- Mentees and mentors matched for phase 2 of the scheme.
Curriculum review
- Meetings set with some module leads and external lecturers to interrogate curriculum and marking procedures for structural discriminations. - Ongoing curriculum review aims to assist trainees to think critically about inequalities within the mental health system, models, and ways of practicing.

University of Essex May 2022.

School of Health and Social Care

Doctorate in Clinical Psychology

Working Group: Anti-racism & Decolonising the Curriculum - DClin Psychology Course

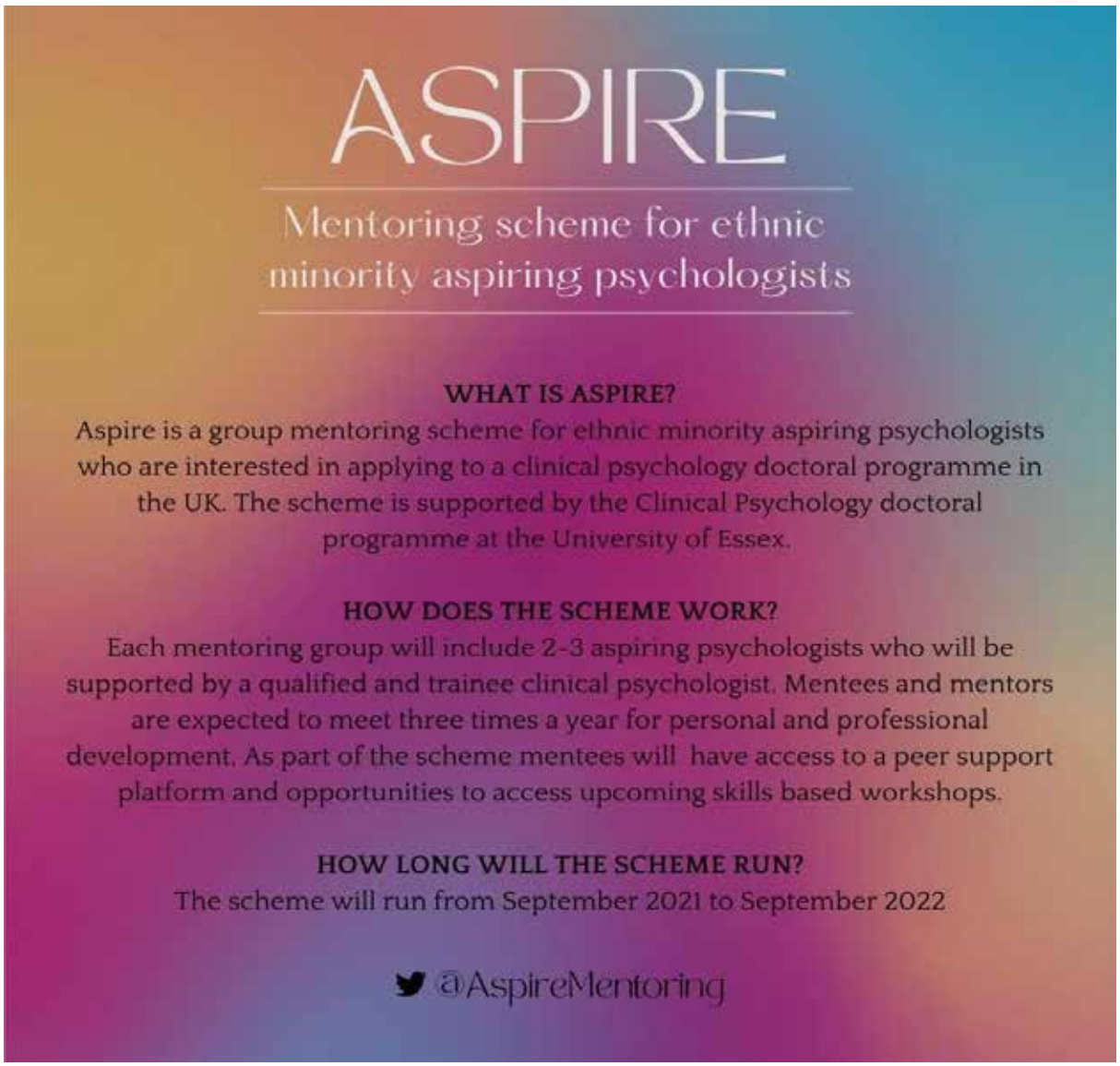
Wednesday 23 February 2022, 0930-1100 Via Zoom

Agenda

Scope of Group:

To review current anti-racist, anti-discriminatory practice for all aspects of the course and placements and identify gaps and areas for ongoing development to develop scope for working group to forward anti-racist, decolonising process. The **HEE Equity of Access and Inclusion Action** plan was used as focus for the meeting. Currently the DClinPsych course is developing an Equality, Diversity and inclusion programme following successful bid to HEE. This working group can help to promote and track this programme. The trainee presence of the group will help to ensure a "feedback loop" so that initiatives are reviewed and ongoing issues can be named.

1. Attendees
2. Apologies
3. Minutes of the last meeting and Matters Arising
4. Update regarding EDI recruitment
5. Recruitment to course
6. Mentorship scheme
7. Service links, updates / initiatives
8. Course Curriculum Review / updates
9. Any other business
10. Date of the next meeting



University of Essex May 2022.

Ref: FOI22 - 0149

Dear Requester,

INFORMATION GOVERNANCE Lafrowda House
St. German's Road
Exeter, UK
EX4 6TL
informationgovernance@exeter.ac.uk www.exeter.ac.uk/ig

10 May 2022

Thank you for your email of 12th April 2022 requesting information under the Freedom of Information Act 2000. Please see the responses to each of your questions below:

I would like to submit an FOI request to the Doctorate in Clinical Psychology course. Please can you provide information* on the following:

1. The role of Social Justice in your course teaching & research

Please see below the University of Exeter's responses

a. Social justice in teaching

In the teaching the University does not have lectures or workshops specifically called 'social justice', however, there is teaching and workshops that are about social justice but are called something else. For example, within Clinical Skills there is a full day's lecture on Racial Trauma and there is a lecture in the Adult strand on rough sleeping, providing examples of good practice to tackle inequality and discrimination. Trainees are expected to address inequality and power in their assignments, with marks awarded for addressing contextual factors e.g. patient context and culture/diversity.

b. Social justice in research

The Psychology department has a group for students doing their doctoral research in areas of anti-racism and when there is trainees doing this work for their thesis, we link them with this group.

2. How you have addressed issues of Equality, Diversity & Inclusion

The University of Exeter has developed successful bids for funding from HEE in 2020 and 2021 for EDI actions that demonstrate our sustained commitment and action to reduce inequalities and eliminate discrimination. This demonstrates a Leadership commitment and our focus for our EDI team was to create effective and sustainable initiatives at developing the DClinPsy programme.

In relation to selection and recruitment, the University conduct online open days annually to facilitate widening diversity amongst programme applicants and employed Contextual Admissions in our selection process and the University is reviewing annually. This work is ongoing and will be

reported to our Programme SMG and also work with our peers on other Programmes to ensure we are contemporary and comprehensive with regard to EDI actions. The University is currently taking advice from our legal department with regard to policies on applying positive discrimination in our selection process and report Student Recruitment and Retention Data by Ethnicity to HEE via an

annual performance process. This will be enhanced by scrutiny of the expected improved provision of applicant data from the Clearing House.

The University of Exeter also has a useful website on EDI with links and resources: The requested data is exempt from disclosure in accordance with Section 21 of the Freedom of Information Act 2000. Section 21 exempts information, which is already reasonably accessible through other means. This information is reasonably accessible on our webpages; therefore, we have provided the appropriate links below.

https://www.exeter.ac.uk/departments/inclusion/

3. **What steps you have taken to decolonise the curriculum**

(please include any University-wide policies, documents or initiatives)

This is an area of development that the University is currently working on. The University have 'decolonisation' as a permanent item in our Convenor Meetings and have an ongoing in-depth review of all teaching materials with regard to decolonisation. The University is designing training on decolonisation of curricula that we will be delivering to both internal and external teaching staff. The team is supported in this ongoing work by wider stakeholders such as the EDI subgroup of the GTiCP Academic group, the University of Exeter's Decolonising Network (http://exeterdecol.org/) and the Psychology Department Inclusion Team (who also run a decolonising reading group that the Academic Director and several of the teaching convenors are a member of). These groups have produced useful resources such as 'decolonising research' (https://www.exeter.ac.uk/research/doctoralcollege/events/decolonisingresearch/) and decolonising reading lists (resource included). The work the University is doing in this area extends beyond decolonisation in terms of racialised identities and are also using this opportunity to challenge other areas of privilege and dominance such as heterosexism.

4. Any other steps/commitments you've taken to ensure the inclusivity of your course

***For example: training materials, slides, handouts, trainee projects, research, surveys, working groups etc**

The University of Exeter is currently forming an Equalities Committee made up of trainees, experts by experience, NHS supervisors and Programme staff. This committee will support the Programme in ensuring all aspects of learning are accessible and inclusive, whether through the lens of anti-racism, long term health conditions, anti-heteronormativity, etc.

Anti-racism and inclusion is a key value of our Programme. In our interview process for those who wish to study at Exeter, it ensure this features as part of our selection process. In the composition of the selection panels for the DClinPsy insurance is made that one member of the interview panel is from a racialised minority, whether that is the programme staff member, the NHS clinician or the Expert by Experience. Interviewees from racialised minorities are offered a meeting with our trainees from racialised minorities to discuss experiences of training at Exeter and living in the South West.

This response has been prepared in accordance with a request received pursuant to the Freedom of Information Act 2000. The supply of documents under FOI does not give the person who receives the information an automatic right to re-use the documents without obtaining the consent of the copyright holder. If you are dissatisfied with the handling of your request, you have the right to ask for an internal review. You must submit this to the Information Governance Office in writing within 40 days of receipt of this notification. Please quote the reference number above.

If you are not content with the outcome of the internal review, you have the right to apply directly to the Information Commissioner for a decision. The Information Commissioner can be contacted at: Information Commissioner's Office, Wycliffe House, Water Lane, Wilmslow, Cheshire SK9 5AF. (https://ico.org.uk/)

Kind Regards,

Information Governance

University of Exeter

[redacted]

5 May 2022

Our Ref: FOI 2022/165 - F1210834

[redacted]

Re: Freedom of Information (Scotland) Act 2002 – Request for Information

Thank you for your email which was received by the University on 12 April 2022 timed 21:48 hours, requesting the following:

> **I would like to submit an FOI request to the Doctorate in Clinical Psychology course.**
>
> **Please can you provide information* on the following:**
>
> **1. The role of Social Justice in your course teaching & research**
>
> **2.How you have addressed issues of Equality, Diversity & Inclusion**
>
> **3.What steps you have taken to decolonise the curriculum**
>
> **(please include any University-wide policies, documents or initiatives) 4.Any other**
>
> **steps/commitments you've taken to ensure the inclusivity of your course**
>
> ***For example: training materials, slides, handouts, trainee projects, research, surveys, working-groups etc**

University's Response

Re: Doctorate in Clinical Psychology course

1. The role of Social Justice in your course teaching & research

Raising awareness of social justice issues as they manifest in clinical psychology training and practice is an ongoing area of development for the Glasgow DClinPsy Programme. Our

DATA PROTECTION AND FREEDOM OF INFORMATION
OFFICE University of Glasgow, Tay House, Glasgow G12 8QQ
Data Protection: Telephone: 0141-330-3111 *E-Mail: dp@gla.ac.uk*
Freedom of Information: Telephone: 0141-330-2523 *E-Mail: foi@gla*.ac.uk
The University of Glasgow, charity number SC004401

curriculum design standards and operational procedures include a commitment to address issues such as inequality, discrimination, unfairness, and marginalisation. Addressing social injustice is a core value of the Glasgow DClinPsy programme and plays an important role in guiding the work we do aimed at improving the profession and making graduates fit to meet the standards required of them by the communities they serve and the relevant professional and statutory regulators.

2. How you have addressed issues of Equality, Diversity & Inclusion

The programme response to issues of EDI is an ongoing task that continues to be refined and improved over time. Actions devoted to improving equality, diversity and inclusion affect a wide variety of programme activities such as selection, design and delivery of the academic programme,student support and pastoral provisions, research design and topic selection, and engagement with partners in the communities we intersect with (e.g. health boards, advocacy groups, charities,service user organisations). The programme leadership structure includes a Director-level role that holds the portfolio of Equality, Diversity and Inclusion issues and there is a programme EDI committee tasked with responding to EDI issues that affect the delivery and improvement of the DClinPsy programme.

3. What steps you have taken to decolonise the curriculum (please include any University-wide policies, documents or initiatives)

Decolonising the curriculum is an ongoing part of our quality improvement and development cycle for the whole programme. In support of this ongoing work we have held externally facilitated workshop activities, participated in UK wide decolonising initiatives (e.g. via the UK Group of Trainers in Clinical Psychology network), and we are committed to enacting the commitments and initiatives expressed by the wider University of Glasgow community (e.g. see:

https://www.gla.ac.uk/myglasgow/humanresources/equalitydiversity/understandingracism/#act ionplansummary

4. Any other steps/commitments you've taken to ensure the inclusivity of your course

We continue to make adjustments to the course that are as responsive as possible to the needs and challenges faced by people who are in under-represented or marginalised groups. These adjustments span a wide range of activities. A sample of recent steps taken include:

• providing additional targeted support for people with both hidden and visible disabilities to increase the accessibility of the academic programme
• refinement of our selection processes to encourage diversity in our trainee population • supporting staff access to British Sign Language training
• Expansion of our teaching offers provided by people with expertise acquired through lived experience

**For example: training materials, slides, handouts, trainee projects, research, surveys, workinggroups*
etc

The supply of documents under the terms of the Freedom of Information (Scotland) Act 2002 does not give the applicant or whoever receives the information any right to re-use it in such a way that might infringe the Copyright, Designs and Patents Act 1988 (for example, by making multiple copies, publishing or otherwise distributing the information to other individuals and the public). The Freedom of Information (Scotland) Act 2002 (Consequential Modifications) Order 2004 ensured that Section 50 of the Copyright, Designs and Patents Act 1988 ("CDPA") applies

to the Freedom of Information (Scotland) Act 2002 ("FOISA").

Breach of copyright law is an actionable offence and the University expressly reserves its rights and remedies available to it pursuant to the CDPA and common law. Further information on copyright is available at the following website:

http://www.ipo.gov.uk/copy.htm

Your right to seek a review

Should you be dissatisfied with the way in which the University has dealt with your request, you have the right to require us to review our actions and decisions. If you wish to request a review, please contact the Data Protection and Freedom of Information Office at foi@gla.ac.uk within 40 working days. Your request must be in a recordable format (letter, email, audio tape, etc). As the University of Glasgow is a Scottish Public Authority, your request is subject to the terms of the Freedom of Information (Scotland) Act 2002 ("FOISA"). You will receive a full response to your request for review within 20 working days of its receipt.

If you are dissatisfied with the way in which we have handled your request for review you may ask the Scottish Information Commissioner to review our decision. You must submit your complaint to the Commissioner within 6 months of receiving the response to review letter. The Commissioner's Office may be contacted as follows:

Online Appeal Service:
Website: www.itspublicknowledge.info/Appeal

By post:
The Scottish Information Commissioner
Kinburn Castle
Doubledykes Road
St Andrews
Fife
KY16 9DS

Telephone: 01334 464610
Fax: 01334 464611

E-mail: enquiries@itspublicknowledge.info

An appeal, on a point of law, to the Court of Session may be made against a decision by the Commissioner.

For further information on the review procedure please refer to (http://www.gla.ac.uk/services/dpfoioffice/policiesandprocedures/foisa-complaintsandreview/) All complaints regarding requests for information will be handled in accordance with this procedure.

Yours sincerely,

Data Protection and Freedom of Information Office

Freedom of Information request: UHRFI003245

I would like to submit an FOI request to the Doctorate in Clinical Psychology course.

Please can you provide information (For example: training materials, slides, handouts, trainee projects, research, surveys, working-groups etc) on the following:

1. **The role of Social Justice in your course teaching & research**

Academic

Social justice is an underpinning theme stressed throughout the course teaching, in all modules and small-group work (including problem-based learning topics).

Prior to starting training, expectations for trainees are set through material sent to new starters, with reading and personal development exercises on 'Contexts, critical reflection and our selves'. This includes work on White supremacy, anti-racist practice, intersectionality, gender, class / poverty, and stigmatisation of mental health. Critical epistemology (and recognising alternative epistemologies historically marginalised) is developed further in ten small group discussion groups.

The introductory module ('Understanding Distress across the Lifespan') replaces traditional teaching on 'psychopathology', explicitly focusing critical attention on social, contextual and inequality-related aspects of psychological distress across the lifespan. This continues developmentally across two years of the programme.

In the first weeks of the first induction, social justice underpins teaching on critical epistemology; historical and professional contexts for clinical psychology; and values-based reflective practice.

'Power, Difference and Social Justice' is a key module stretching across 2 years – including over sixty dedicated teaching hours, and ten further small-group discussion groups, facilitated by psychologists from minoritized and marginalised groups. Topics have included:

- Discomfort, Disembodiment & Deconstructing Whiteness in Clinical Psychology
- Intersectionality and black feminism in the therapy room
- Working with Racial Trauma' (Online: Nova Reid)
- Colonialism & Clinical Psychology
- Liberation Psychology
- Gifts from Queer Theory
- Social class in clinical psychology
- Workshop from 'May contain Nuts' (Experts by lived experience drama group)
- Community Therapeutics: Healing Justice
- Applying liberation psychology and social action projects in practice.

Social justice forms a key part of a Community Psychology module; initially an option offered to third year trainees, it will now become a core part of the curriculum. This includes introduction to community psychology, participatory action, and work with local community groups.

More broadly all materials and reading lists are reviewed annually for all modules (eg, generic clinical competencies, CBT, Systemic, Adult...), with specific attention now being drawn to whether these are in keeping with key aspects of social justice ethos (including decolonising / EDI aspects). This is overseen by EDI working groups (see below) and stakeholders who are Expert by Experience, as part of the programme governance structure; and these groups also provide input to guidelines for lecturers for developing their teaching in line with social justice values.

Module leads are also asked to review WHO is teaching in their modules, with attention to diversity of external guest speakers and the experience they bring (including those Expert by Experience).

Research

Social justice is attended to in research teaching from the outset. This includes attention to critical thinking and epistemology in research, with links to colonising and decolonisation of knowledges, and implications for (eg) literature reviewing and selection of research projects. It also includes practical methodology applications, such as teaching about participatory / action methods. Like other aspects of the programme, the research strand has received regular review and input from decolonisation and EDI working groups / committee.

Core research strands attend to social justice, leading to facilitation of trainee small-scale (SRP) and major (MRP) research projects. A small selection of relevant projects undertaken includes:

MRPs

- Experiences and understanding of psychological distress in the pre- and post-natal period among Punjabi women living in the UK
- Black mothers' experiences of childbirth and postnatal care during the COVID-19 pandemic: Understanding the psychological impact.
- Black Men's experiences of accessing psychological therapy
- Barriers to Engagement in therapeutic interventions for BAME Prisoners
- Life in prison: the experiences of young black males
- Intergenerational trauma in the context of ongoing traumatisation racism in the UK
- Experiences of survivors of human trafficking
- Co-production in Inpatient Services for Adults with a Learning Disability
- Autistic people's experiences of the benefits system
- Social Care Co-operatives: Doing Care Differently
- Experiences of black parents in the child protection system
- Single Mothers' Experiences of Temporary Accommodation
- Substance (mis)use as a barrier to accessing mental health support

SRPs

- INTEGRATE: practising co-production and influencing wider systems
- The impact of staff attributions on who they refer to the Offending Behaviour Intervention Service
- Access to Adult Learning Disabilities Services: Audit and service evaluation
- No conversation about us with us - evaluation of service user involvement in DClin programme
- Research into access to the profession – eg, Evaluation of the DClinPsy admissions database / diversity of DClinPsy selection panels / Selection Procedures: Contextual Admissions
- Projects on Decolonising research – eg, developing a tool to support researchers and clinicians, review of commitment across the profession
- Exploring non-binary, and agender adolescents' self-defined gender identities
- LGBTQ+ Inclusion and Support
- Referrals to Community mental health services pre and post pandemic
- Inclusion and Diversity in the Bedfordshire and Luton Adult Eating Disorder Service
- Understanding barriers to accessing the staff psychology service among Black and minoritized ethnic staff
- 'I hear you; I see you': building a CMHT service for those whose needs are not currently being met
- care leaver parents' access to non-professional sources of support
- Evaluation (and decolonisation) of therapeutic groups in CMHT services

2.How you have addressed issues of Equality, Diversity & Inclusion

An EDI action plan has been developed in association with key stakeholders and EDI working committee, covering all strands of the programme. Actions include work on the academic and research strands as noted above, and expand on exiting work, including:

- Improving access to clinical psychology training:
    - Development and implementation of mentoring scheme for 35 mentees.
    - Broadening our pool of selectors and use of demographic information to allocate panels.
    - Use of contextual information to break the tie in selection of applicants.

- Development of EDI work in relation to clinical placements, including:
    - Clinical placement documents (namely the placement monitoring and supervisor evaluation form, with additional guidance notes) have been reviewed and adapted.
    - Online training event was held in February 2022, open to all placement supervisors, to deconstruct whiteness in relation to the profession and to support supervisors to understand the relevance of this to their role and to trainees for whom anti-racism is a core competence.

- Other support for trainees and training:
    - 'Brave and Compassionate Spaces' introduced in 2021 to develop understanding and action of 'EDI' and Whiteness / Racism for trainees
    - Developments of previous Reflective Practice Groups for other trainees to allow more explicit attention to EDI within practice

- Developments to Power, Difference & Social Justice module (as above) and review of all curricular modules (content and process); now continuing as an annual process
- Year 2 small groups discussions with a focus on diversity and inclusion, facilitated by psychologists from minoritised or disadvantaged backgrounds.
- Reflective spaces and development for core staff group focused on EDI and its impact in training
- Research supervisor training.
- Work with our Expert by Experience committee to oversee all aspects of the programme (selection / recruitment, clinical, academic, research, support etc)

Planned and In-process

- Further developments to clinical practice reports.
- Further training to selection panels on selection bias.
- Formal programme team training (arranged this year, but cancelled twice due to external trainer sickness)
- Additional placement supervisor training.
- Additional guest lecturer training.
- Ongoing curriculum review
- Ongoing review of other aspects of training, to ensure that (eg) approaches do not disproportionately impact on different groups

3.What steps you have taken to decolonise the curriculum (please include any University-wide policies, documents or initiatives)

In 2017 the DClinPsy curriculum review began to develop alignment of the curriculum in line with social justice commitments (for curriculum beginning Oct 2018). Further work on 'decolonising the curriculum' specifically for this programme developed during 2019 and 2020. Steps included:

- Establishment of EDI / decolonising working groups (early 2020), comprising core staff, trainees and external stakeholders (with particular attention to input of those from the global majority). Separate groups provided input to selection, clinical and research strands of the programme, and to developing broader ethos and attitudes / values – as well as specifically to decolonising the curriculum. All groups met regularly and fed back to core governance structures.
- Development of EDI Action Plan in 2020 (see also above)
- Appointment of EDI lead with dedicated HEE temporary funding, including input to decolonising the curriculum. (This will now be continued in a new post from core ongoing budget, as a permanent senior member of the staff team - post due to be advertised shortly)

Examples of input to date include:

- Curriculum review & co-produced development of guidelines to lecturers & supervisors, on working towards decolonising, and managing learning and relational aspects in cohorts
- Development of feedback systems from trainees after lectures to ensure attention to decolonising, EDI and social justice and a feedback mechanism to module leads
- Annual reviews give specific attention to this, with members of EDI working groups invited to give specific input (2020 – current), including review of lectures, reading lists etc
- Co-produced change to pre-starting material given to trainees (eg, on anti-racist practice)

For information on University-wide steps, please visit:

- https://www.herts.ac.uk/about-us/equality-and-diversity
- https://www.studynet2.herts.ac.uk/ltic.nsf/Teaching+Documents?OpenView&count=9999&restricttocategory=Guidance%2c+Resources+and+Toolkits/Decolonising+the+Curriculum

4. Any other steps/commitments you've taken to ensure the inclusivity of your course

All aspects of selection to the programme have been reviewed with this in mind (mentoring, selection processes, training for selectors). In 2021, 52% of our trainee intake described themselves as from a minority ethnic or 'mixed' background – an area we see as reflecting the impact of work so far, but we continue to work on.

A further step now being planned is additional support for minoritized trainees *while in training*, to ensure that training is a positive experience.

We also now are actively trying to recruit a substantive member of the programme team to lead on EDI going forward, as a core, senior member of the team. Beyond this, a further priority is to improve the diversity across the core staff team, in line with the trainees we train. All current staff recruitment actively assesses candidates on areas relevant to EDI / decolonisation and social justice.

1st Floor
Somerset House East Wing
Strand
London
WC2R 2LS

Tel: 020 7848 7816
Email: info-compliance@kcl.ac.uk

Business Assurance
Information
Compliance

Dr [redacted]

By email only to [redacted]

12 May 2022

Dear [redacted]

Request for information under the Freedom of Information Act 2000 ("the Act")

Further to your recent request for information held by King's College London, I am writing to confirm that some of the requested information is held by the university.

Your request

We received your information request on 12 April 2022 and have treated it as a request for information made under section 1(1) of the Act.

You requested the following information:

I would like to submit an FOI request to the Doctorate in Clinical Psychology course.

Please can you provide information on the following:
1. The role of Social Justice in your course teaching & research
2.How you have addressed issues of Equality, Diversity & Inclusion
3.What steps you have taken to decolonise the curriculum
(please include any University-wide policies, documents or initiatives)
4.Any other steps/commitments you've taken to ensure the inclusivity of your course

Our response

1. The role of Social Justice in your course teaching & research

Social status, privileges, rights, equality are addressed within our Diversity and Inclusion teaching stream and D&I committee meetings, and throughout our programme delivery as a whole. The Diversity and Inclusion (D&I) Sub-Committee helps ensures that social factors and health inequalities are addressed across all programme areas including every teaching stream.
For example, trainees have workshops which incorporate awareness and sensitivity to the experiences of services-users from minoritized backgrounds. They attend reflective practice groups on power imbalances and social inequality. Trainees learn about culturally informed and competent models of psychological interventions as one way of addressing inequity of access/outcomes. They develop skills in assessment, formulation and intervention that incorporate an intersectional approach for service-users with protected characteristics and from marginalised backgrounds. Cultural competency development is supported and assessed throughout training. Supervisors are supported to continue to develop their skills to support all learning and development. Our strong D&I focus is reflected in trainee research projects, including investigations of ethnic and sexual orientation disparities in patient access/outcomes.

2. How you have addressed issues of Equality, Diversity & Inclusion

The Diversity and Inclusion Sub-Committee (D&I), which was identified as an area of good practice in our recent BPS accreditation visit, provides a governance structure to oversee the Equality, Diversity, and Inclusion initiatives and improvements across all areas of the course.

The actions taken to address issues of EDI across the course include:

- The course has provided anti-racism workshops for all programme staff and bespoke supervisor training. The course will require staff to evidence ongoing professional development relating to equality, diversity and inclusion (EDI) in annual appraisals.

- Extra support is offered to trainees from racial and ethnic minority backgrounds.

- We collaborate with placement providers and other stakeholders to improve reporting procedures and support pathways for trainees exposed to and/or witnessing bullying, harassment, or abuse.

- Our selection team regularly analyse and report data on student recruitment, selection, and retention by age, gender and ethnicity. By doing so, we identify potential barriers for those with protected characteristics. This analyses of the ethnic break-down of applications at each stage of the application process allows identification of where inequalities are occurring. We apply the findings to influence changes in the selection process, thereby addressing racial/ethnic discrimination in various ways, including applications being anonymised before rating, and ensuring

racial minority staff are included at all selection stages and all interview panels. We are piloting positive action during selection: If two (or more) applications achieve the same score during selection, candidates' equal opportunities data will be independently assessed regarding protected characteristics associated with under-representation in training (in order of priority): racial or ethnic minority background; disability; male sex, and positive action taken. We are piloting amendments to rating criteria that would privilege EDI
and/or antiracism awareness/experience. We are working with the Clearing House and other programmes to develop contextual recruitment systems.

- With our partner NHS Trusts, we have an Increasing Access Committee, which undertakes outreach activities, including to schools.

- We contribute to annual London clinical psychology events for racial minority potential applicants.

- The course has established relationships with employers and mentoring schemes to facilitate aspiring psychologists to gain experience. King's is a member of the London-wide "Valued Voices Mentoring Scheme" for racially minoritised aspiring psychologists.

- Health service inequalities and discrimination are addressed in our curriculum, research and discussed on placements. Our staff and trainees undertake research and audits to identify and address health service access and outcome inequalities.

- Workshops are run incorporating awareness of differential experience of services users from minoritised backgrounds. Experts-by-experience and carers are core members of our D&I committee.

- Evidence of incorporating EDI in clinical work and supervision is a fundamental requirement for trainees and supervisors and trainees are assessed on cultural competency.

- As addressed in question 3 below, the Curriculum Director, with service-users and other key stakeholders, will continue to review and revise curricula regarding anti racism and broader EDI.

3. What steps you have taken to decolonise the curriculum
(please include any University-wide policies, documents or initiatives)

The initial stage was to review the three year curriculum. This included:

- The curriculum team reviewed existing decolonising and anti racist tools and reviewed the curriculum to check for omissions/areas for development.
- The Curriculum is organised in twelve teaching streams that are coordinated by experts in the field. The Curriculum Director met with the Teaching Streams Coordinators to review the teaching streams and invited them to:

- Consider if there are D&I subjects/developments/gaps that needed to be covered in their teaching stream
- Consider where there are limitations to evidence and knowledge in the areas that are covered by the teaching stream that have implications to inclusivity • Enquired about lecturers' training needs in the area of diversity and inclusion.

- Ensured that we collect feedback that will help us decolonise the curriculum. For that purpose, we:
  - Since January 2021 we included a question to the teaching feedback survey that we ask trainees to fill for each teaching session on "*Were relevant diversity and inclusion issues addressed?*"
  - We routinely ask every year that teaching stream coordinators consider trainees feedback and state their plans for the teaching stream in relation to D&I
  - At the end of the year cohorts are asked to provide examples on sessions where D&I were addressed well, and this information is shared at the Curriculum Subcommittee meeting (attended by all the teaching stream leads).

- Surveyed lecturers about their training needs to help them decolonise teaching and address D&I issues in their teaching.

Following the above review and feedback we have initiated a number of changes including: -
Added six new teaching sessions
- Programme EDI leads developed and delivered training workshops on 'Decolonising the curriculum".
- We developed a list of prompts/questions/areas for consideration for lecturers teaching clinical psychology trainees in relation to D&I
- Provided information to lecturers about where they can access further resources.

On the decolonisation of the curriculum more generally, King's has articulated a framework, which is essentially a set of principles to guide its staff and students:

- We believe that being exposed to diverse perspectives and forms of knowledge is critical for developing understanding, identifying and solving global problems, and bringing about positive change.

- We do not believe that any one system of knowledge should be replaced with another but are committed to creating an environment where all voices are heard and considered, and students and staff can share knowledge and draw on their different experiences in a safe environment.

- Staff across King's engage in critical reflection on the depth and breadth of the curriculum, with each other and with our students, but we do not take a single ideological stance as an institution as we do so. We acknowledge there is a global dialogue around the concept of decolonisation, and the diversity of opinion and nuances in defining what the word decolonisation means. We acknowledge that the

word decolonisation is itself polarising and that there is a lot to settle and debate. Our academic community is engaging dynamically in this debate and with the means through which we aim to foster a consideration of how to reflect a diversity of world views in our curriculum and what inclusive education looks like in practice for different disciplines and environments. We do not believe that all knowledge claims are equal but hold fast to the belief that it is the task of education to discern between conflicting claims.

- We are committed to seeking to broaden and internationalise our curriculum in order to enrich and widen the panorama of learning opportunities available to equip our students to flourish in a globalised world. It is also in this context that we are fostering a culture of inclusion, understanding and respect at King's.

- In 2020 and 2021 we accelerated extra-curricular opportunities for students and staff to engage with the foundational concept of cultural competency – which we define at King's as the ability to *view the world through the lens of other people* – so that we become more self-aware and better able to communicate across difference, including the multiplicity of voices and identities at King's.

- There is no one-size-fits all model of education at King's, and we will not enforce rigid methods of teaching on our staff and students. We acknowledge the commitment of our many staff and students already engaged in this debate and others across our communities who will join in this spirit in order to discuss and share perspectives and points of view.

The King's research portal is available here:

https://kclpure.kcl.ac.uk/portal/

This completes the university's response to your information request.

Your right to complain

If you are unhappy with the service you have received in relation to your information request or feel that it has not been properly handled you have the right to complain or request a review of our decision by contacting the Assistant Director of Business Assurance (Information Compliance) within 60 days of the date of this letter.

Further information about our internal complaints procedure is available at the link below:

http://www.kcl.ac.uk/college/policyzone/assets/files/governance_and_legal/Freedom_of_Information_Policy_updated_Oct_%202011.pdf

In the event that you are not content with the outcome of your complaint you may apply to the Information Commissioner for a decision. Generally, the Information Commissioner cannot make a decision unless you have exhausted the internal complaints procedure provided by King's College London.

The Information Commissioner can be contacted at the following address:

The Information Commissioner's Office
Wycliffe House
Water Lane
Wilmslow
Cheshire
SK9 5AF

Yours sincerely

Neil Doling
Information Compliance

Lancaster University

Ref No: FOI 5047
Date: 13/05/2022
Subject: DClinPsy - EDI

REQUEST & RESPONSE

Some of the information requested is available on the University website. This information is therefore exempt from disclosure under Section 21 of the Freedom of Information Act, information reasonably accessible to the applicant by other means. This message acts as our refusal notice.

In line with the University's obligation to provide advice and assistance to requesters under section 16 of the Freedom of Information Act, we have provided links throughout through which relevant information can be accessed.

Please can you provide information* on the following:

1. **The role of Social Justice in your course teaching & research**

   a) Our Deputy Programme Director leads a research sub-group for trainees specifically focussing on social justice. This is an excerpt from our research project guide for trainees.

   Mental Health, Society and Social Justice Research Group
   Guiding Principles

   This group seeks to understand, through research, the impact of power in our communities, particularly as it relates to marginalisation, inequality and ultimately well-being.

   As the group seeks to understand marginalisation and inequality it will do so in partnership with people who experience both. The group will be guided by the need for all research endeavour to be meaningful and ultimately beneficial to participants and their wider communities. The group will actively consider, as part of each research project as well as systemically, how to diversify and make less excluding research processes and outcomes. This includes considering power in the production of evidence:

   - Whose agenda(s) could this evidence be promoting?

- Who has been involved directly and indirectly (e.g. through citations) in the production of this evidence?

In addition to a general commitment to inclusion, the group will actively work towards examining the whiteness of research processes and output in clinical psychology and decolonising the research curriculum.

Methodology

The group has experience of conducting and supervising research in a wide range of qualitative methodologies including grounded theory, interpretive phenomenological analysis, narrative analysis and thematic analysis. The group does not currently have the experience to support quantitative research.

Specific Areas of Interest

- Early infant-parent relationships and health inequalities
- The experience of marginalised groups, investigations into structural racism and psychological practice beyond the therapy room
- Impact and experience of the culture of medical training on medical students and/or staff involved in their training
- Perceptions of self, identity and difference among medical students
- The experience of homelessness
- The social context of mental health in schools
- Understanding the systems of support around looked after children
- Democratic therapeutic communities
- Structural and systemic issues in services e.g. understanding how power and knowledge operate in systems, implications for interprofessional working
- Inclusivity in maternity care

Examples of Previous Theses Supervised by Group Members

- The quest for genuine care: A qualitative study of the experiences of young people who self-harm in residential care
- Understanding the family dynamics affecting mental health of trans youth
- The process of change in non-residential therapeutic communities
- Democratic therapeutic communities and the experience of belongingness: a qualitative exploration
- Relatives' experiences of 'last resort' interventions for people with mental health difficulties
- What is the process by which a decision to administer electroconvulsive therapy (ECT) or not is made? A grounded theory informed study of the multi-disciplinary professionals involved
- Narratives of experts by experience: the impact of delivering training in partnership on the subject of personality disorder

- Life Stories of International Romanian Adoptees: A Narrative Study
- Childbirth Experiences and Mother-Infant Relationships in Uganda
- Key Issues to Consider in Therapy with Muslim Families
- Exploring parents' understandings of their child's journey into offending behaviours: A narrative analysis
- Meaning of Social Inclusion to Young People Not in Employment, Education or Training
- 'Rebuilding after the storm': Stories of young motherhood
- Muslim views on mental health and psychotherapy
- Therapeutic processes used by Muslim practitioners to alleviate emotional distress, among British Muslims
- Young People, Home and Homelessness: A Narrative Exploration
- 'Coming out' in therapy: The experiences of young people disclosing their sexual orientation to mental health professionals
- Influences on support workers' approaches to caring for children in care

b) Curriculum/Teaching
   a. Each year we hold an 'Inclusivity Event' run by our students. This is a mandatory part of the curriculum and is facilitated by tutors.
   b. There is a specific one-day teaching session on power, privilege and positionality in clinical psychology
   c. There is a specific one-day teaching session on anti-racist practice
   d. We also have a policy implementation group focussing on inclusivity, incorporating social justice. This informs decisions and develops innovations in this regard across the Programme, including the curriculum (http://wp.lancs.ac.uk/dclinpsy/inclusivity-in-teaching/)

2. How you have addressed issues of Equality, Diversity & Inclusion

a) The Programme is focussed on this area and has developed a specific scheme – see: http://wp.lancs.ac.uk/dclinpsy/equality-scheme/

b) We have appointed a part-time expert in EDI expert and an administrative assistant as core members of the programme team. Key aspects of the role include a full review of course activities in this area, including a curriculum review aimed at decolonisation.

c) We have a specific Programme focus on inclusivity. This is included in the management structure of the Programme. http://wp.lancs.ac.uk/dclinpsy/inclusivity-development-and-implementation-group/

d) We also have a specific anti-racism strategy: https://www.lancaster.ac.uk/health-and-medicine/dhr/dclinpsy/news/lancaster-dclinpsy-anti-racism-stance

e) There is a Faculty team focussing specifically on EDI issues.

f) All university staff are expected to complete mandatory training regarding EDI. See https://www.lancaster.ac.uk/staff-development/mandatory-training/

g) Our selection processes are specifically focussed on inclusivity. The initial assessment phase is competency rather than experience based using standardised psychometric methods. Successful negotiation of this process leads to candidates facing panels who engage candidates in competency-based tasks and interviews. http://wp.lancs.ac.uk/dclinpsy/equality-scheme/

3. What steps you have taken to decolonise the curriculum

(please include any University-wide policies, documents or initiatives)

a) We have specifically appointed and EDI lead. They will be reviewing the curriculum and the teaching generally over the forthcoming year. This will include a focus on decolonisation.
b) One of our trainee assessments last year involved the development of a tool for decolonising the curriculum as an assessed assignment. This tool is intended for use on the Programme and may be refined further. (See - https://www.lancaster.ac.uk/health-and-medicine/dhr/dclinpsy/news/decolonising-the-curriculum-promoting-cultural-humility-a-trainee-developed-tool and https://www.lancaster.ac.uk/shm/study/doctoral_study/dclinpsy/onlinehandbook/appendices/Decolonising%20the%20curriculum%20cultural%20humility%20tool.pdf)
c) Lancaster University has a working group focussing specifically on decolonisation (http://wp.lancs.ac.uk/decolonising/). The University and DClinPsy Programmes are congruent in terms of policy regarding decolonisation. This webpage highlights relevant resources and literature.
d) Lancaster University Race Equality Network - "A supportive, grassroots activist network of staff and students at Lancaster University." - https://www.luren.org.uk/

4. Any other steps/commitments you've taken to ensure the inclusivity of your course

***For example: training materials, slides, handouts, trainee projects, research, surveys, working-groups etc**

Please see the following links and programme information.

Anti-Racism Accountability Group

http://wp.lancs.ac.uk/dclinpsy/category/uncategorized/

http://wp.lancs.ac.uk/dclinpsy/category/dclinpsy-structures/

Lancaster DClinPsy vision statement (28/06/2019)

The Programme

Setting the tone:

The programme tries to maintain a friendly, caring and approachable face with its trainees and with all stakeholders who contribute to the training programme. Our vision is to continue in this spirit.

Pursuit of knowledge informing diverse practice:

We seek to provide an environment that encourages the pursuit of knowledge that informs clinical practice.

The programme is intended to give trainees exposure to a wide variety of therapeutic models and to promote a diverse range of clinical psychology practice.

The changing context of Clinical Psychology:

We aim to place emphasis on prevention and community-oriented approaches

We wish to give our trainees some idea of the importance of 'context' for each client – an awareness that the client operates in relation to their family, work or school colleagues, social group etc.

The programme seeks to work beyond NHS policy, to also address health and social care policy, in recognition of the wider role of clinical psychologists in NHS and non-NHS settings. It is understood that graduates are to be exposed to these roles gradually and over time in order to develop the competencies, particularly of leadership and influencing which go with them.

In taking on board the relationship between clinical psychology and the wider health / social policy agenda we intend to increase trainee awareness while also making sure that the vision does not outstrip the reality of employment opportunities (i.e., that the changes foreseen within the programme do not move too far ahead of changes in the workplace).

Improving the programme:

We have a commitment to promoting equality, inclusivity and social justice and we encourage trainees' and teachers' exploration of these issues.

We have a commitment to building a genuine partnership between members of the public and those involved with the programme. It is recognised that there are service users and carers in both these groups.

We have a commitment to evaluating the quality of training.

We seek to highlight the importance of continual review and improvement of the programme and, similarly, to encourage trainees and graduates to continually reflect on and improve their practice.

Relationship Between the Programme and the Trainees

The programme needs to model its aspirations and embody the qualities to which we expect trainees and graduates to aspire.

The Trainees: Humanity, Humility and Expertise

Competence:

Trainees are expected to become competent and confident reflective scientist practitioners, taking a rigorous approach in both clinical and research contexts.

Trainees will have the ability to work across the lifespan, to formulate and to work towards increased sophistication of systemic formulations.

Integrating knowledge into practice:

Trainees will have the ability to understand, use and develop the evidence base; and the ability to integrate ideas and practices from various models in a coherent way that fits the needs of the particular client in the particular context.

Trainees will be able to manage the inevitable uncertainties of practice while continuing to assimilate new learning.

Excellence and innovation:

Trainees are hoped to become qualified clinicians who: challenge traditional ways of working and look for new solutions; continually challenge their own assumptions and those of others; and strive for academic excellence.

Trainees will be able to evaluate different approaches in terms of best fit with the evidence, the client, and their own personal style.

Trainees will be able to work as reflective and reflexive practitioners, questioning what they are learning and how best to apply this in practice, questioning the effectiveness of their own practice, and constantly improving that practice.

Approach to Clinical Psychology:

Flexibility is considered an important aspect of trainees' approach: flexibility to hear and meet the needs of each client, flexibility in integrating theory into practice, flexibility regarding the use of models and evidence.

Trainees are to have a commitment to life-long learning.

Trainees are to approach issues of inclusivity and social justice with an appreciation of the particular pressures felt by individuals who find themselves in 'disadvantaged' groups (for example: those at socio-economic, or political disadvantage).

The approach to clients requires: caring and sensitivity to the 'personal' world of each client; non-judgemental attitude to clients' problems; respect for the person as an individual (this means understanding how the problem came about and separating out the person from the behaviour); a

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recognition that respect can be conveyed in many different ways such as through tone, language and appearance of self; using the language of the client; working in empowering ways; and working with confidence but without arrogance.

Professional Roles and Relationships:

Trainees will be able to consult colleagues appropriately, to be flexible, and to work co-operatively with colleagues in a variety of professions.

Trainees will recognise the responsible position they are in, work in a constructive and ethical fashion, and be accountable for their work.

Trainees are understood to be becoming 'key clinical leaders,' i.e., seeking to take up a role wider than working on one-to-one interventions. Through the gradual development of competencies over time, graduates' roles may encompass: service development and business planning as well as contribution to policy and strategy

Trainees are expected to begin developing and working with knowledge of the wider context of clinical psychology, including relevant governmental and European policies.

Your request i.d. is: 5047. Please quote this in all enquiries.

The University aims to comply fully with its obligations under the Freedom of Information Act 2000 and to ensure that the service it provides for those wishing to gain access to information is helpful and effective.

The personal information you have supplied will be used only to process your request; some details will be retained for our records after the request has been answered. This information will not be passed on to other parties unrelated to the University unless we are required to do so by law, or where it would be necessary to answer the request in full (in which case we would seek your consent for any transfer).

Process for Making a Complaint

If you feel the service you have received does not meet our aims or your expectations, you are entitled to request that the University undertakes an internal review of the way we have responded to this request. Requesters should make requests for an internal review no later than 40 working days after the date of this document. The University is not obliged to accept internal reviews after this point.

To request an internal review, please write to:

Head of Governance Services
University House
Lancaster University
Bailrigg
Lancaster
LA1 4YW

Email: information-governance@lancaster.ac.uk

If, following our internal review, you are dissatisfied with the response provided, you may write to the Information Commissioner's Office, for details visit www.ico.org.uk.

Freedom of Information Response (Our Ref: K/22/143)

Thank you for your Freedom of Information (FOI) request dated 12th April 2022, reference K/22/143.

Your request read:

"I would like to submit an FOI request to the Doctorate in Clinical Psychology course.

Please can you provide information on the following:*
1. The role of Social Justice in your course teaching & research
2.How you have addressed issues of Equality, Diversity & Inclusion
3.What steps you have taken to decolonise the curriculum
(please include any University-wide policies, documents or initiatives)
4.Any other steps/commitments you've taken to ensure the inclusivity of your course

**For example: training materials, slides, handouts, trainee projects, research, surveys, working-groups etc"*

The University of Leeds holds some of this information.

A wide range of information on the School of Psychology's Equality and Inclusion commitments and initiatives are publicly available at the following web page:

https://medicinehealth.leeds.ac.uk/psychology/doc/equality-inclusion-2/page/1

Furthermore, regarding decolonisation specifically, the following pages provide further information on recent relevant initiatives at the University of Leeds:

https://studenteddev.leeds.ac.uk/developing-practice/decolonising/

https://teachingexcellence.leeds.ac.uk/feature-decolonising-the-curriculum-at-leeds/

We hope this information is helpful. If you have any questions about this email, however, please do not hesitate to contact us on foi@leeds.ac.uk

If you are unhappy with the service you have received in relation to your request and wish to make a complaint or request a review of our decision, you can request an Internal Review. Requests for Internal Review should be made in writing using the following contact information:

Post: Mr D Wardle
Deputy Secretary
The University of Leeds
Leeds
LS2 9JT

Email: foi@leeds.ac.uk

Requests for Internal Review should be submitted within 40 working days of receiving the University's response to your request. Further information about how the University manages Freedom of Information requests and about our complaints procedure is also available on our website (www.leeds.ac.uk).

If you are not content with the outcome of the internal review, you have the right to apply directly to the Information Commissioner for a decision. Generally, the ICO cannot make a decision unless you have exhausted the review/complaints procedure provided by the University. The Information Commissioner can be contacted at: Information Commissioner's Office, Wycliffe House, Water Lane, Wilmslow, Cheshire, SK9 5AF.

Sincerely
Joseph Heffernan
Freedom of Information Officer
University of Leeds

RE: F3348 - FOI request
foi <foi@leicester.ac.uk>

Dea[redacted] 13/06/22

Please accept my apologies for the delay in responding, this was due to an administrative error and your request being marked as completed in our files.

I have now considered your request, which is as follows:
Please can you provide information on the following:*

1. The role of Social Justice in your course teaching & research

2. How you have addressed issues of Equality, Diversity & Inclusion

3. What steps you have taken to decolonise the curriculum

(please include any University-wide policies, documents or initiatives)

4. Any other steps/commitments you've taken to ensure the inclusivity of your course

**For example: training materials, slides, handouts, trainee projects, research, surveys, working-groups*

In response:

The Freedom of Information Act 200 exists to provide access to information held by a public authority. The Act is applicable only to documented information and is not open to discourse, narrative or conjecture.

Unfortunately, your request at parts 1 through 4 do not fall within the remit of the Act, although it is worth noting that information about what equality, diversity and inclusion means for our university community can be found published on our website.

At the University of Leicester we believe that everyone should have the opportunity to flourish in an inclusive environment. We will take a proactive approach to advancing equality and inclusion for all our students and staff.

We will do this by:

- Demonstrating visible leadership and accountability at all levels
- Working in partnership with our staff, students, unions and other stakeholders
- Embedding equality in all that we do, in our culture and our business

You can read more here: : https://le.ac.uk/about/making-a-difference/equality

The breadth of data across the University which would fall under the scope of "*training materials, slides, handouts, trainee projects, research, surveys"* requested would require a burdensome effort of data collection throughout the institution.

The University does not record centrally the information you have requested and is therefore refusing your request. We take very seriously our obligations in terms of transparency and public accountability, and tries, wherever possible, to respond to requests made to it under the FOI Act. We must however consider the overall burden on our resources.

Section 12 of Freedom of Information Act allows a public authority to refuse to deal with a request where it estimates that compliance would exceed the appropriate limit, which is currently set at 18 hours staff time, or £450.00 for Universities. The provision of the information you have requested would exceed the appropriate limit.

Although we understand that you may have a reasonable and genuine desire to gain insight into higher education issues, which amounts to a proper purpose for use of the Act, our consideration of your request found no practical or sensible way for us to respond without meeting the set limit.

We conclude that a full response to this part of your request under the legislation would take the University in excess of 18 hours and makes the request exempt under Section 12 of the Act.

You can read more about this exemption at the Information Commissioner's website.

This concludes our response to your request. Should you wish to significantly narrow the scope of your request, or request documentation held, we may reconsider our response.

If you have any concerns or wish to complain or appeal about any aspect of this response then in the first instance please contact the University's Data Protection Officer by email DPO@le.ac.uk

Please be aware that it is also your legal right under Section 50 of the Freedom of Information Act, to apply to the Information Commissioner for a decision whether a request for information made to the University has been dealt with in accordance with the provisions of the Act. It should be noted that there is a requirement that there will be no undue delay in making the application and there is an expectation that the complainant will have exhausted the University's internal complaints procedure.

Complaints to the Information Commissioner should be addressed to:

FOI Compliance Team (Complaints)

Wycliffe House

Water Lane

Wilmslow

Cheshire

SK9 5AF

Alternatively, you can submit your complaint online on the following link
https://ico.org.uk/make-a-complaint/

I hope you find this response helpful. Please don't hesitate to contact me if you have any queries regarding the above.

Kind regards,

Faye.

Faye Singh

Senior Information Assurance Officer

Information Assurance Services (IAS)

Planning, Legal and Governance Services

E: fjb9@leicester.ac.uk

W: www.le.ac.uk

My usual working hours Monday to Friday, 08:30 – 16:30.

This email and any files transmitted with it are confidential. If you are not the intended recipient please accept our apologies; please do not disclose, copy, or distribute information in this email nor take any action in reliance on its content: to do so is strictly prohibited and may be unlawful. Please inform us that this message has gone astray before deleting it. Thank you for your co-operation.

1 (a) The role of Social Justice in our course teaching

Social justice has a strong role in our programme and is integrated into our teaching and research in a variety of ways. In particular, the Liverpool programme has embedded social justice principles through using a human rights-based approach (HRBA), for which we were commended by the BPS in 2019.

Human Rights Based Approaches

The University of Liverpool's Doctorate in Clinical Psychology (DClinPsychol) programme has pioneered human rights-based approaches (HRBA) in clinical psychology training. A human rights-based approach (Department of Health, 2008) tries to make sure everyone has full and fair access to their human rights, whilst recognising that people with protected characteristics, including 'race', may be more vulnerable to discrimination and human rights violations. Our overarching framework across all areas of the programme is the 'PANEL' principles (British Institute of Human Rights, 2013) -participation, accountability, non-discrimination, empowerment, and legality. To this, we have added the notion of solidarity. Promoting solidarity, the understanding that supports for another's rights does not come at a cost to our own, is a key feature. We want to develop a culture of mutual responsibility where diversity and inclusion are seen as everyone's role.

Promoting participation and empowerment, in line with the HRBA, means that, as far as possible (Rose & Kalathill, 2019), our human rights and anti-racism programme is co-produced (Boyle & Harris, 2009) with Experts by Experience, community groups, and with collaboration from trainees. Building on work in progress, we are working to establish structures and processes to consult stakeholders (including Experts by Experience) from Black, Asian and Minority Ethnic backgrounds as part of an iterative process of co-design, co-delivery, action plan development and evaluation.

Experts by Experience

Our 'Liverpool Experts by Experience' (LExE) group is key to promoting social justice in both research and teaching, not least by challenging the idea that knowledge of value is held within the academy rather than within our communities and by the people who use services. We were commended for the degree and comprehensiveness of LEXE's contribution by the BPS. LEXE members are paid to contribute to the design and delivery of teaching (see LEXE report for percentages of involvement across the year groups). They are also involved across many aspects of the research cycle, from developing thesis ideas, reviewing trainee research proposals, acting as consultants on specific projects throughout individual trainee projects, and in commenting on dissemination at the annual research conference.

Teaching

Our activity regarding reviewing/ decolonising the curriculum (2019 to present - ongoing) is evidence of steps taken to weave a social justice perspective into much of our teaching. For example, we have consulted the (Merseyside Black Lives Matter and Black Curriculum working group on decolonising the curriculum through workshops with staff and trainees.

We have created an Anti-racism and Clinical Psychology: Reference List Working Document, which has been shared widely with the training community. This reference list is intended as a working document of resources for clinical psychologists and trainees to support efforts to decolonise the curriculum. The references aim to reflect a wide range of academic theories and frameworks which inform antiracist writing and clinical practice. A general section presents sources that may be of interest beyond clinical psychology. The section specific to psychology and another specific to clinical psychology is also included. Sections are divided into sub-sections so that similar content is grouped together. Where relevant, podcasts and alternative formats are included in each sub-section except for films and fiction which are in their own separate sub-section.

We have high levels of EBE involvement in our teaching across the three years which operationalises our pedagogical approach of aiming to re-privilege knowledge and experience from outside of the academy.

More detailed examples are provided below, listing approaches to curriculum redesign and specific teaching sessions from induction, years 1, 2, and 3.

Induction

We have updated the lecture introducing new first-years to the clinical team so this includes an emphasis on the equality duty, whistle-blowing, and reporting systems for harassment and bullying within the NHS.

We have liaised with our employing trust to challenge and successfully change NHS induction content on FGM in line with trainee feedback (part of decolonising induction initiative).

Teaching – a specific example 'Working with people with a learning disability' teaching unit, which emphasises the role of social justice, EDI, and anti-racism:

We have developed and introduced new lectures into the working with people with a learning disability teaching module:

- 'Race', IQ, Learning Disability, and Anti-racism
- Learning Disability, Self-Advocacy and Race Equality
- Session on Learning Disability Self Advocacy and Race Equality
- We have introduced an 'Antiracism & People with a Learning Disability' reading list to support the module.
- We have refreshed the one-day workshop on Human Rights approaches to risk assessment for people with a learning disability developed with the British Institute of Human Rights. These resources support trainees to think about racism, homophobia, and risks of discrimination as being as significant as risks of self-harm or aggression.
- Review of LD teaching with BAME consultancy groups, October 2020-present
- Mencap Liverpool approached for partnership working.
- We continue to offer a teaching session on the 'Greenlight toolkit' and challenging health inequalities for people with an intellectual disability.

Additional teaching sessions which variously address issues of social justice, race, ethnicity, culture, EDI, anti-racism, and decolonising the curriculum, include:

Year 1

Addressing issues of culture in CBT (drawing largely on BABCP Positive Practice Guide)

Personal and Professional Development (PPD) Unit of 39 hours (13 sessions) of a mixed curriculum (small group independent study projects and larger group facilitated/taught sessions) covering the historical context of clinical psychology and oppression, social graces model, human rights based approaches, safe and brave group spaces; race, culture, and identity; lived experience of mental health difficulties in the profession; cultural genograms; disability; sexualities; gender; community psychology.

Human Rights Based Evidence Based Learning sessions, co-produced sessions with service users.

Year 2

- Cognitive Analytic Therapy (CAT), Race & Diversity lecture
- CAT and Power (Y2) - Considering CAT in relation to minority groups and power dynamics as part of clinical supervision.
- 'Working with the parent-child relationship' (Y2)- includes visuals of different parent-child family relationships of different ethnicities and sexualities and a video incorporating the use of translators, which opens up conversations around diversity.
- 'Cultural Competencies and working with Children and Young People' (Y2) - a new session added this year to address this issue regarding EDI and young people particularly around cultural competencies.
- We always have two sessions that are provided and delivered by a young people's participation group - 'Sefton Camhelions'- on 'Participation' and 'Transition' (Y2)

- New session this year in Professional issues- 'Listening to Young People: "help us feel heard" (Y2) – co-produced by a Clinical Psychologist and FRESH CAMHS Liverpool
- PPD sessions in Y2 include addressing healthcare inequalities, reviewing safe and brave spaces and continuing peer group discussions developing themes from Y1 around identity and social inequalities, integrating these into professional life.

Year 3

Redesign of the year 3 curriculum so that the following sessions were added to the core teaching:

- Psychosis and Recovery and the perspectives of experts by experience (Y3)- Facilitated by a Clinical Psychologist and four EbEs from LEXE.
- Cultural Complexities in Clinical Practice (Psychosis and Recovery) - (Y3)
- Anti-racism in Forensic Practice (Forensic Practice, Y3)
- Culturally Adapted CBT for Postpartum depression in UK South Asian mothers (Equality, Diversity, and Inclusion)
- LEXE experiences of Clinical Psychology- facilitated by 4 LEXE members (supported by a DClin staff member)
- Community Psychology In Action (trainees' request for community psychology sessions) by MAC UK- a national charity that works with statutory and third sector organisations to support a community/co-production approach to working with the most excluded young people to access mental health support in order to reduce health and social inequality
- 'Transgender Issues' (Y3)

Whole teaching units which variously address issues of social justice, race, ethnicity, culture, EDI, ant-racism and decolonising the curriculum, include:

- Human Rights Enquiry Based Learning (EBL) Module (Y1)
- HRBA to CBT teaching strategic development work (identifying stakeholders and contributors to ensure all teaching within the unit addresses culture, race, sexualities, gender, disability, age, and health identities).
- Clinical Reflective Practice Groups: introduction of the social GGRRAAACCEEESSS model as a framework for encouraging reflection and reflexivity

Academic Assignments/ Assessment:

Revision of CCRI and CSRI guidance and marking forms to include a separate section on issues concerning human rights, equality, diversity, inclusivity, etc (e.g. Burnham's social GGRRAAACCEEESSS model).

1 (b) The role of Social Justice in our course - Research

In terms of research, themes of social justice, either related to class, social identity or marginalised groups in clinical services are well represented in the topics chosen for the major thesis component of training. These are listed below, with references where they have been accepted for publication.

Specific Research Projects with a strong EDI or social justice focus

2021 Cohort

- 'Health alienation' within the trans and non-binary community
- Exploring the impact of Christian faith beliefs on mental health help-seeking behaviour in black Christians
- The role of ethnicity in relation to birth experience and the development of post-traumatic stress disorder symptomology (PTSD)
- Perceptions of Mental Health in the British-Jamaican Community: A Social Identity Approach

2020 cohort

- A qualitative exploration of Trainee's experiences of Clinical Psychology training and clinical practice in Pakistan with trainees & Clinical Psychologists at the University of Karachi
- A qualitative study using Interpretative Phenomenological Analysis to explore the experiences of Jewish individuals in concealing and/or sharing this identity in psychological therapy
- The Role of Spirituality for People who are Homeless and From a UK Black Asian and Minority Ethnic Community
- How do young women of colour experience hair loss as a result of chemotherapy for breast cancer?
- Connecting the ultimate and the intimate in CAT with South Asian women: An IPA study.

2019 Cohort (3 Studies)

- What are the experiences of non-birthing Lesbian mothers in adjustment to parenting and what impact does this have on their bonding experience? with 'The Queer Parenting Partnership'
- What role does identity play in the experiences of BAME dementia care workers and how do we challenge this process in the context of COVID- 19?
- Community Participation in Mental Health and Wellbeing Service Design and Delivery

2018 Cohort (3 Studies)

- "Grasping on a spider web of hope": An exploration of the psychological challenges and impact of waiting to access UK Gender Dysphoria Clinics with Gay Youth 'R' Out (GYRO) Trans Young Person's Group.
- The development of 'Migrants' Perceptions of Public Attitudes Scale' (MPPAS)
- "They don't understand people with learning disabilities': Exploring the experiences of people with intellectual disabilities who undergo welfare assessments.

2017 Cohort

- "Exploring the interface between mental health provision and the benefits system: clinical psychologists' experiences of working in the context of the UK benefits system", Mental Health Review Journal, Vol. 26 No. 4, pp. 353-365. https://doi.org/10.1108/MHRJ-2-2021-0013
- Exploring mainstream healthcare for people with intellectual disabilities: The perspectives of mainstream healthcare staff and people with an intellectual disability.

2016 Cohort

- What constitutes a good enough life for someone with lived experience of homelessness and drug or alcohol addiction?

Publications arising from research undertaken by trainees in previous cohorts - selected examples:

- Wolfe, S. E., Greenhill, B., Butchard, S., & Day, J. (2021). The meaning of autonomy when living with dementia: A Q-method investigation.. Dementia (London, England), 20(6), 1875-1890. doi:10.1177/1471301220973067
- Grace, N., Greenhill, B., & Withers, P. (2020). "They just said inappropriate contact." What do service users hear when staff talk about sex and relationships?. JOURNAL OF APPLIED RESEARCH IN INTELLECTUAL DISABILITIES, 33(1). doi:10.1111/jar.12373
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EbE involvement in DClinPsy research development and supervision

- LEXE members provide consultation on all of Year 1 trainees' developing research proposals and provide written research proposal reviews (pre-ethics).
- Two experts-by-experience are DClinPsy research co-supervisors; between them, they have co-supervised six DClinPsy research projects, reflecting a strong EDI involvement and perspective in research.
- LEXE members attend the year 3 trainee research conference.

2. How we have addressed issues of Equality, Diversity & Inclusion

Programme-wide

- We have produced a draft human rights and antiracism strategy which we continue to consult upon and develop
- We have developed and shared a comprehensive multimedia list of references and resources for clinical psychology and anti-racism in partnership with trainees and Experts by Experience.
- We have developed an 'Anti-racism Competency framework' with trainees and clinical psychologists
- We have previously provided a human rights and inclusivity forum to progress and develop the Equality Diversity and inclusion (EDI) action plan. This is planned to re-commence.
- Human rights and antiracism updates are a standing item on the agenda for every whole team staff meeting
- All staff have a section on human rights and anti-racism in their job plan and performance review. These feed into the overall human rights and inclusivity plan.
- We have created a new role for Inclusion/Equality Reps from each year group to represent cohorts at key meetings.
- We have set up an external human rights and inclusivity steering group with clear mechanisms for influencing programme activities (in partnership with Manchester & Lancaster DClin programmes)

Staff Support & Development

- As a staff team, we have participated in externally facilitated CAT mapping sessions to explore the relational dynamics created through racism and anti-racist work.

Trainee Mentoring and Support

- We continue to actively seek clinical psychology ***mentors*** with diverse identities to support the professional identity development of trainees, where this is desired by the trainee. We have developed a system for trainees to express their preferences.
- Trainees have been supported to develop **trainee-led reflective spaces** in relation to protected characteristics both with scaffolding from staff and as a means of peer support. This has been in partnership with Mersey Care and NHS psychologists in the region. A trainee psychologist is taking the development of this antiracism reflective space forward as part of their placement using a proposal developed from this previous work.
- All trainees are required to identify how they are putting the values of human rights and anti-racism into practice in their interim and annual reviews with personal tutors.
- We have provided externally facilitated CAT mapping sessions to trainees to explore the relational dynamics created through racism and anti-racist work.
- Six monthly personal tutor reviews (annual and interim reviews) for all trainees include a section asking trainees about any experiences of harassment and discrimination on placement or at university

Selection

- We have consulted on and established a Mentoring Scheme for aspiring Black, Asian and racially minoritised psychologists (in partnership with Manchester & Lancaster DClin programmes)
- Our values-based recruitment approach to selection embeds human rights principles in the process of interviewing and selection
- *Please see separate document (2b) on Selection for detailed information.*

Clinical Team

Processes and systems

- We have appointed an EDI lead for the clinical team
- We have added EDI as a standing item onto the agenda of all our clinical team meetings so that it is discussed each time we meet.
- We have mapped all the clinical team processes to think about opportunities to promote EDI. We plan to equality impact assess all our processes (placement matching, allocations, use of supervisors) with trainees and service users (see attached)

Placement Planning

- We have adapted our placement preference form (where trainees express their hopes for their next placement) to ask about how trainees feel their backgrounds and identities might impact on their placement preferences when planning for their next placement

Placement Monitoring

- We have adapted our Mid-Placement Review (MPR) agenda to ensure all trainees are routinely asked about any experiences of micro-aggressions, bullying or harassment on placement to encourage trainees to seek support with and address any concerns they wish to raise. The agenda also prompts visiting staff to ask for trainees and supervisors for their reflections on service user and staff diversity, on how identity might emerge in the supervisory relationship, to ask about whether the supervisor has taken opportunities to broach values and identities in supervision and to ask about areas of concern on placement or in supervision (including any experiences of racism or discrimination under the Equalities Act). The supervisor is also asked if there are any concerns about the trainee's practice.
- We have adapted our MPR report format so that DClin staff completing MPR visits to placement routinely ask about the socio-cultural context of the trainee's clinical work.
- We collate data from our Trainee Assessment of Placement (TAP) forms to evaluate the quality of supervision with respect to EDI issues every six months. We feed this back to supervisors and are using it to plan new supervisor workshops. We plan to develop this further.
- We have developed a central system to collate, monitor and review all reports of EDI related micro-aggressions, bullying or harassment on placement. This allows as to monitor trends and take action around any issues raised.

During Placement

- We have removed the requirement to 'pass out on the WAIS' in favour of a broader emphasis on demonstrating skills in complex neuropsychological testing to reflect concerns about the history and use of IQ testing.
- We have developed placement-specific anti-racism competencies. We plan to pilot these for the 2022 cohort and develop competencies for other areas of inclusive clinical practice, in relation to gender identity and sexuality for example.
- We have developed 'active bystander' resources for trainees to use if they feel able to do so during placement. We plan to pilot these for the 2022 cohort.
- We have identified a need to make trainees aware of how to report any requests they witness for citizenship information for refugees and asylum seekers who do not have leave to remain. We will be implementing processes for this.
- We have designed a survey for supervisors to identify the demographic make-up of the supervisors in our area
- We have developed a better process for the trainee log-book so trainees can record the diversity of of service users they have worked with. This is now aligned with NHS EDI recording and monitoring codes.

Placements

- Specialist/Third Year Placements
    - We have offered specific placements within black-led community organisations (e.g Just psychology, Freedom from torture; n=)
    - We are offering specific placements to develop local infrastructure to promote equal access
        - Trainee HP is doing a specialist placement with our employing NHS trust to develop work placements for racially minoritised undergraduates from the University of Liverpool, Liverpool John Moore's University and Liverpool Hope.
        - Trainee YO is completing a placement within the DClin team to develop antiracism in our supervisor training and clinical team processes
    - We have also offered specific placements focussing on lesbian, gay and trans issues.

Supervisors

- We have developed and circulated a supervisor anti-racism reading list - see document 3(b).

- We have adapted the Pomerantz (1992) 'Self-assessment schedule for supervisees' to operationalise Patel's (2012) reflections on difference and power in supervision and support trainee and supervisor to think about these at the start of the supervisory relationship.
- We have integrated anti-racist practice into foundation supervisor training as part of a half-day session on Equality and Human Rights in supervision:
    - This includes a 'broaching' (Jones et al, 2019) role play in which supervisors are given skills-based training in opening-up conversations about diversity and identity in supervision and in how to maintain these conversations as a theme in supervision
    - This includes inviting supervisors to critique the existing evidence base and theory base for clinical psychology supervision through an antiracism, decolonising lens.

Research

- LEXE members provide consultation on all of Year 1 trainees' developing research proposals and provide written research proposal reviews (pre-ethics).
- Two experts-by-experience are DClinPsy research co-supervisors; between them, they have co-supervised six DClinPsy research projects, reflecting a strong EDI involvement and perspective in research.
- LEXE members attend the year 3 trainee research conference.

Specific initiatives by members of the DClin team to increase inclusion and diversity in selection have included (2019 –variously to date):

1. Mapping all stages of the selection process to explore opportunities to widen participation
2. Clinical psychology careers drop-in evenings – early evening sessions offered to undergraduate and MSc psychology students interested in clinical psychology as a career – small group discussions with DClin trainees – these are held once a semester.
3. DClin staff attending widening participation careers events in high schools and 6th form colleges.
4. DClin staff attending the annual University of Liverpool School of Psychology careers fair – this included doing a talk in the lecture theatre and then an afternoon of 'speed dating' style Q&A session with students.
5. Annual Liverpool DClinPsychol Open Days, with an emphasis on values and widening participation, and increasing equality and diversity of applicants/ in selection (see above).
6. Presentation to University careers advisors – focus on widening participation.
7. Meeting re programme selection to Mersey Care Assistant Psychologists.
8. Organising, supporting and contributing to North of England DCP Minorities Group application and interview events (2018, 2019, 2020)
9. Targeted individual support for minoritised groups with application forms
10. Briefing to short-listers and interviewers during shortlisting and interview training to emphasise the benefits of widening participation to clients, services, and the profession (i.e. going beyond the legal and ethical issues involved in recruitment)
11. Application forms are rated without personal applicant identifiers.
12. Shortlisting criteria amended to enable minimum academic threshold for 2:2 and 2:1 applicants.
13. Clarity with short-listers about not privileging post-1992 universities.
14. Including shortlisting criteria which prioritise awareness of diversity and difference
15. Application of section 159 to additional commissioned places
16. Development and piloting of Equality and Human Rights Commission funded resource for integrating Human Rights into Values Based Recruitment.
17. Introduction of Human Rights Ethical vignette as part of values-based recruitment.
18. Key questions assessing personal values/ beliefs/ knowledge/ experience regarding equality, diversity, and inclusion are included in selection interviews every year.

3.What steps have we taken to decolonise the curriculum (please include any University-wide policies, documents or initiatives)

Overall

- Reviewing/ decolonising the curriculum (2019 to present - ongoing): Academic team + teaching unit co-ordinators. Merseyside Black Lives Matter and Black Curriculum working group agreed to consult on this through workshops with staff and trainees.
- We have created an Anti-racism and Clinical Psychology: Reference List Working Document which has been shared widely with the training community. This reference list is intended as a working document of resources for clinical psychologists and trainees to support efforts to decolonise the curriculum. The references aim to reflect a wide range of academic theories and frameworks which inform antiracist writing and clinical practice. A general section presents sources that may be of interest beyond clinical psychology. The section specific to psychology and another specific to clinical psychology is also included. Sections are divided into sub-sections so that similar content is grouped together. Where relevant, podcasts and alternative formats are included in each sub-section except for films and fiction which are in their own separate sub-section.
- We specifically ask trainees about any experiences of racism, including micro-aggressions, at mid-placement review visits and interim and annual reviews with personal tutors.
- We have high levels of EBE involvement in our teaching across the three years which operationalises our pedagogical approach of aiming to re-privilege knowledge and experience from outside of the academy.
- More detailed examples are provided below, listing approaches to curriculum redesign and specific teaching sessions from induction, years 1, 2, and 3.

Induction

- We have updated the lecture introducing new first-years to the clinical team, so this includes an emphasis on the equality duty, whistle-blowing, and reporting systems for harassment and bullying within the NHS.
- We have liaised with our employing trust to challenge and successfully change NHS induction content on FGM in line with trainee feedback (part of decolonising induction initiative).

Teaching – a specific example 'Working with people with a learning disability' teaching unit

- We have developed and introduced new lectures into the working with people with a learning disability teaching module:
    - 'Race', IQ, Learning Disability and Anti-racism
    - Learning Disability, Self-Advocacy and Race Equality
    - Session on Learning Disability Self Advocacy and Race Equality
- We have introduced an 'Antiracism & People with a Learning Disability' reading list to support the module.
- We have refreshed the one-day workshop on Human Rights approaches to risk assessment for people with a learning disability developed with the British Institute of Human Rights. These resources support trainees to think about racism, homophobia, and risks of discrimination as being as significant as risks of self-harm or aggression.
- Review of LD teaching with BAME consultancy groups, October 2020-present
- Mencap Liverpool approached for partnership working.
- We continue to offer a teaching session on the 'Greenlight toolkit' and challenging health inequalities for people with an intellectual disability.

Additional teaching sessions which variously address issues of social justice, race, ethnicity, culture, EDI, ant-racism and decolonising the curriculum, include:

Year 1

- Socio-culturally sensitive CBT

- Culture, race, clinical psychology and oppression
- Assessment, formulation, and intervention across cultures
- Human Rights Enquiry Based Learning (EBL) Module (Y1)
- Socio-cultural Personal and Professional Development EBL Module (Y1)

Year 2

- Cognitive Analytic Therapy (CAT), Race & Diversity lecture (Y2)
- CAT and Power (Y2) - Considering CAT in relation to minority groups and power dynamics as part of clinical supervision. (Y2)
- 'Working with the parent-child relationship' (Y2)- includes visuals of different parent-child family relationships of different ethnicities and sexualities and a video incorporating the use of translators, which opens conversations around diversity.
- 'Cultural Competencies and working with Children and Young People' (Y2) - a new session was added this year to address this issue regarding EDI and young people, particularly around cultural competencies.

Year 3

Redesign of the year 3 curriculum so that the following sessions were added to the core teaching:

- Cultural Complexities in Clinical Practice (Psychosis and Recovery) - (Y3)
- Anti-racism in Forensic Practice (Forensic Practice, Y3)
- Culturally Adapted CBT for Postpartum depression in UK South Asian mothers (Equality, Diversity and Inclusion)

4. Any other steps/commitments we have taken to ensure the inclusivity of our course

Many of our teaching sessions and trainees' research activities evidence co-production with experts-by-experience – please see 1(a) teaching and also 1(b) research, for further information. Numerous examples of EbE involvement in teaching have been provided in the documents included, evidencing the shifting power base of where knowledge and expertise lie.

LEXE (Liverpool Experts by Experience) members are integral to the programme, as are EbEs generally in varying degrees, and our Human Rights-Based Approach (HRBA) to the programme and involvement of LEXE means that it is not just the content of sessions, but who facilitates/plans sessions, the processes of how they are produced, the creating of co-produced knowledge and learning, and the shift of focus of expertise to experts-by-experience, that shapes our approach to inclusivity in the programme.

LEXE members are also an integral part and equal partner (to academic and NHS clinical psychologists) of the whole selection process, from annual open days to shortlisting to interviews and final confirmation of offers – please see 2(b).

We have applied for specific University EDI funding to support specific training in anti-racism from an external speaker to be provided to DClin staff and also for local psychologists involved in teaching and placements for DClin students.

[redacted]

Thank you for your request for information received by The University of Manchester on 13 April 2022 which was as follows:

Doctorate in Clinical Psychology course. Please can you provide information* on the following:
1. The role of Social Justice in your course teaching & research
2. How you have addressed issues of Equality, Diversity & Inclusion
3. What steps you have taken to decolonise the curriculum (please include any University-wide policies, documents or initiatives)
4. Any other steps/commitments you've taken to ensure the inclusivity of your course
****For example: training materials, slides, handouts, trainee projects, research, surveys, working-groups etc.***

The University has now considered your request.

To answer your questions as stated would take in excess of the 18 hour 'Appropriate Limit' (as defined in the Freedom of Information and Data Protection (Appropriate Limit and Fees) Regulations 2004). The descriptions of the activities that you have requested information on are sufficiently broad to require a detailed consideration of each of our teaching and research activities together with a relatively subjective assessment to determine what activities would be included. As a result, Section 12 (1) of the Freedom of Information Act 2000 applies and regrettably this task cannot be undertaken at this stage. This email serves to act as a refusal notice for this request, as per Section 17 (5) of the Act.

Section 16 of the Freedom of Information Act 2000 imparts a duty on public authorities to provide advice and assistance to requesters and accordingly we are providing some information on the topics you have requested which is more readily available. This information is provided as a gesture of goodwill however it does not affect the University's legal right to rely on the Fees Regulations for the remainder of your request.

We are providing the following 5 documents, attached:

1) 'EDI Action Plan – Jan 22 Review'
Our anti-racism action plan and progress review

2) 'PPPI Module Summary'
A description of our Power, Privilege, Position and Intersectionality module, which describes a key aspect of our teaching in this area

3) 'EDI Subcommittee constitution 2020'
Draft terms of reference/constitution of our Equality, Diversity and Inclusion committee

4) 'Possible aspects of a mentoring scheme for aspiring psychologists'
5) 'Mentoring Scheme – Social Media Flyer'
We are in the early stages of launching our mentoring scheme for aspiring clinical psychologists from racialised backgrounds, with the process and content being informed by a series of stakeholder consultation events and discussion meetings. We have sought expressions of interest from potential mentors and mentees and so far have 14 mentee-mentor pairings in place. We are working towards a target of 35 per year. We will be bringing on support for mentees and mentors as the scheme

develops, including from the Northwest Division of Clinical Psychology, and providing a ClinPsyD programme link for those involved.

I hope that this information will be helpful to you.

If you feel that The University of Manchester has refused access to information to which you are entitled, or has not dealt with your request appropriately under the FOIA, you have a right of appeal.

An appeal in the first instance should be directed to the Information Governance Office atmtrsfoia@manchester.ac.uk. You should include:

- details of your initial request
- any other relevant information

You must make this appeal within 40 working days from receipt of your response. We will not accept appeals received after this date, as per the Freedom of Information Code of Practice, Section 5.3.

The University will deal with your appeal within a reasonable time, and will inform you of the projected time scale on receipt of your complaint. You are also welcome to contact the Information Governance Office with informal questions about the handling of your request.

After The University's internal appeals procedure has been exhausted, you have a further right of appeal to the Information Commissioner's Office. Details of this procedure can be found at www.ico.org.uk.

Kind regards,

Polly

My usual working days are Wednesday morning, Thursday and Friday. I job-share with Paula Edgerton who usually works Monday, Tuesday and Thursday morning.

Polly Smith | Information Officer | Information Governance Office | Directorate of Compliance and Risk | Professional Services | G.004 | Christie Building | The University of Manchester | Oxford Road | Manchester | M13 9PL | 0161 275 7789 | www.manchester.ac.uk. Please contact me on Teams or email as I may not be working in the office to take your call.

EDI Action Plan

Progress on Outlined Actions (January 2022)

Assessment of Underrepresentation on ClinPsyD		
Action	Progress (not yet commenced; ongoing; completed)	Summary of steps taken to date
Analyse local psychology UG data to help characterise our potential pool of applicants from minoritised backgrounds	Not yet commenced	N/A
Analyse previous applications from minoritised candidates to understand why they weren't offered interviews/places	Completed	Application trends between 2014-2020 analysed to understand scope of the issue, and provide targeted efforts to resolve this
Conduct qualitative interviews and focus groups with aspiring, trainee and qualified clinical psychologists from relevant backgrounds to identify potential barriers to accessing the course	Ongoing	First step taken with analysis of data and report from mentoring scheme consultation event
Review relevant literature to help contextualise our findings and identify potential solutions.	Ongoing	Literature reviewed relating to students raising concerns on placement i.e., what barriers are faced – will be used to implement better support on DClinPsy study and placement
Widening Access and Participation, Community Involvement and Comms		
Action	Progress (not yet commenced; ongoing; completed)	Summary of steps taken to date
Mentoring scheme consultation	Completed	x3 consultations have occurred (Feb, Aug and Nov 2021) of which themes were identified to consider in the implementation of the Mentoring Scheme
Set up mentoring scheme for aspiring clinical psychologists from minoritised ethnic backgrounds	Ongoing	On track for provisional launch date of April 2022. Recruitment of mentors to begin January 2022

EDI Action Plan

Progress on Outlined Actions (January 2022)

Assessment of Underrepresentation on ClinPsyD		
Action	Progress (not yet commenced; ongoing; completed)	Summary of steps taken to date
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Review relevant literature to help contextualise our findings and identify potential solutions.	Ongoing	Literature reviewed relating to students raising concerns on placement i.e., what barriers are faced – will be used to implement better support on DClinPsy study and placement
Widening Access and Participation, Community Involvement and Comms		
Action	Progress (not yet commenced; ongoing; completed)	Summary of steps taken to date
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Set up mentoring scheme for aspiring clinical psychologists from minoritised ethnic backgrounds	Ongoing	On track for provisional launch date of April 2022. Recruitment of mentors to begin January 2022

Offer research internships to undergraduates with a particular interest in EDI to support this work	Ongoing	Head of EDI, GMMH, contacted about this. To arrange first meeting.
Initiate discussions with Greater Manchester Mental Health NHS Foundation Trust (our host employer) about the possibility of developing relevant paid work experiences (Action 8, HEE *Action Plan*) for people from minoritised ethnic backgrounds	Ongoing	Head of EDI, GMMH, contacted about this. To arrange first meeting.
Education and Training		
Action	Progress (not yet commenced; ongoing; completed)	Summary of steps taken to date
Thorough curriculum review to decolonise our curriculum (HEE, A3), which will include introducing more diverse content, enhancing anti-racist teaching practices, promoting reflection about race and whiteness and ensuring that issues of equality, diversity and inclusion are considered throughout the programme	Ongoing	Reading list for trainees prior to commencing training has been updated via co-creation between academic staff and current trainees to provide a more diverse reading list Reflective practice workshops relating to EDI are now held once at the end of every semester to encourage trainees and staff to consider equality, diversity and inclusion in their own practice Y3 trainee has agreed to focus on decolonisation of curriculum with respect to race and ethnicity for SRP, commencing May EDI is standing item on blended learning task and finish group agenda (from November 2021), with view to embed inclusion and accessibility in transition to blended learning approach

Expectation for all ClinPsyD programme team members to attend relevant training sessions (HEE, A2)	Ongoing	Training provider commissioned, first date for team training agreed in January, with dates for two further sessions to be confirmed
Expectation for all ClinPsyD programme team members to formulate personalised plans to tackle racism and enhance EDI within their own sphere (HEE, A2)	Ongoing	Programme Director has agreed personalised plans as part of PDR process with members of team responsible for line managing
Provide anti-racist education for course staff and clinical/research supervisors (HEE, A2) that will raise awareness of, and support reflection on, race, ethnicity and discrimination	Ongoing	Plans have been made to host informal Q&A session(s) with UoM's EDI department to provide informal information and relevant signposting In addition, anti-racism training is due to be provided by an external organisational psychologist later in January 2022 (see above)
Enrolment and Recruitment		
Action	Progress (not yet commenced; ongoing; completed)	Summary of steps taken to date
Conduct a detailed analysis of our recruitment processes to identify potential racial and ethnic disparities, including those that intersect with socio-economic status and other protected characteristics	Ongoing	Completed analysis of applications between 2014-2020 of applicants from minoritised ethnic backgrounds to identify trends in disparities at each stage of the application process In the process of creating a statement which encourages applicants from minoritised ethnic backgrounds to reflect on their experiences in the application form – to be publicised the Clearing House page In the process of reviewing UoM's stance on the Disability Confident/Double Tick scheme which will identify intersectional issues relating to disability for DClinPsy applications

Expectation for all ClinPsyD programme team members to attend relevant training sessions (HEE, A2)	Ongoing	Training provider commissioned, first date for team training agreed in January, with dates for two further sessions to be confirmed
Expectation for all ClinPsyD programme team members to formulate personalised plans to tackle racism and enhance EDI within their own sphere (HEE, A2)	Ongoing	Programme Director has agreed personalised plans as part of PDR process with members of team responsible for line managing
Provide anti-racist education for course staff and clinical/research supervisors (HEE, A2) that will raise awareness of, and support reflection on, race, ethnicity and discrimination	Ongoing	Plans have been made to host informal Q&A session(s) with UoM's EDI department to provide informal information and relevant signposting In addition, anti-racism training is due to be provided by an external organisational psychologist later in January 2022 (see above)
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Action	Progress (not yet commenced; ongoing; completed)	Summary of steps taken to date
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	equipped to deal with discrimination in course of work		A tool/e-learning module is being developed with the intention of boosting trainee's awareness and confidence in accessing support or raising concerns for a number of issues that may be faced whilst on placement or during academic study at UoM Formal qualitative interviews/focus groups have yet to be held to measure trainee experience
Experience (Measure) 3	The number of incidents of discrimination experienced by trainees, including overt racism (and homophobia etc.), micro-aggressions and perceived structural or systemic racist practices where possible	Ongoing	In the process of gaining access to data that would indicate the scope of discrimination experienced by trainees on the course i.e., Fitness to Practice referrals and departmental Report & Support report Ongoing discussions held pertaining to understanding the 'true' extent of the number of incidents as there are limitations in specificity relating to the aforementioned points. In addition, UoM is considering barriers that trainees may experience in reporting incidents of discrimination and devising actions/support systems to address these issues

Possible aspects of a mentoring scheme for aspiring clinical psychologists

Mentoring relationship

- One to one relationship with a qualified Clinical Psychologist
  - Take individual preferences into account (although existing lack of diversity may impact on what is possible)
- Regular (monthly?) meetings informed by the mentee's preferences and needs, focusing on developing their career and helping them achieve their aspirations
  - Listening, guidance, reflection, problem solving, feedback on applications/CVs etc.
- Emphasis on creating a safe and supportive space where people feel able to be themselves and talk about what matters to them, including issues of race and ethnicity where wanted
- Mentors to have their own training and supervision informed by people from diverse backgrounds

Taught content

- Series of sessions delivered to group as a whole, co-facilitated by people from a diverse range of backgrounds
- Content led by group's preferences and needs but could include:
  - CV building
  - Obtaining clinical experience
  - Writing a good application form
  - Interview skills
  - Career options
  - Well-being and self-care
- Group format fosters relationships with other mentees and sense of belonging
- More general networking with other people in the profession, including course team members and trainees

Group work

- Mentees facilitated to form small groups for peer support and idea sharing
- Possibility of conducting small, clinically focused projects that are of interest to mentees, with supervision and input from programme teams, trainees and/or people with lived experience
  - Build knowledge and skills
  - Enhance CV and increase chances of getting other roles
  - Build relationships with people in the profession
  - Have an influence

Privilege, Power, Position and Intersectionality (PPPI) Module

Module Organisers

Dr James Lea and Dr Yvonne Awenat

Aims

In line with specific BPS standards for the accreditation of Doctoral programmes in clinical psychology January 2019, the PPPI module will endeavour to provide teaching from clinical psychologists, service users and carers (p.25) that offers learning experiences enabling trainees to "ensure that formulations are expressed in accessible language, culturally sensitive, and non-discriminatory in terms of, for example, age, gender, disability and sexuality" (p.17).

The overarching aims of the module are to ensure that trainees have an understanding of privilege, power, position and intersectionality so that they are able to:

Understand and reflect on PPPI in relation to their own personal and professional development as trainee clinical psychologists.

To practice clinically in a reflexive manner, whereby PPPI are considered and incorporated into psychological assessment, formulation and intervention with people, which is non-discriminatory as far as possible.

Contribute to the design and delivery of services that are both accessible and responsive to the needs of those who use them.

Key Equality and Diversity legislation is covered in the local NHS Trust induction, which the module seeks to build upon.

General Intended Learning Outcomes

Have developed awareness, knowledge and skills in relation to issues of Privilege, Power, Position and Intersectionality in clinical psychology.

Have developed awareness, knowledge and skills in relation to culture and the specific protected characteristics of Race, Sex, Gender, Disability, Age, Sexuality, Religion and Belief; and the important characteristic of Class.

Have learning experiences utilising cognitive, affective and behavioural teaching methods to develop as critical reflective scientist-practitioner clinical psychologists.

Have working knowledge of relevant theoretical constructs and practical applications within PPPI, e.g. Social GGRRAAACCEEESSS; Cultural Confidence and Competence; Minority Stress; Othering; Queer Theory; Identity Theory; Internalisation of Marginalisation and Oppression, Power Threat Meaning (PTM) Framework.

Understand the impact of visible and invisible, voiced and unvoiced PPPI and difference on psychological distress and wellbeing.

Have reflected on and developed an understanding of these issues in relation to their own personal and professional identity, and clinical practice (e.g. how a trainee's own life experience, privilege, power, position and intersectionality of identities, values and expectations might impact upon their work).

Have an awareness and understanding of co-production and engagement with Experts by Experience and/or people with lived experience and/or Service User and Carers in planning and evaluating psychological services to ensure that their needs are met.

Have an awareness and understanding of when and how to use an appropriate interpreter to assist people whose first language is not English.

Have an awareness and understanding of the social determinants of psychological health and abuses of power within mental health systems.

Have an awareness and understanding of lived experience of psychological distress in clinical psychologists (i.e. dual role of experts by training and experts by experience).

Specific Clinical Intended Learning Outcomes

(Adapted from 'Working with Diversity Competencies' developed by UCL DClinPsy)

An ability to draw on knowledge of historic and social processes by which majority groups have marginalised minority groups, and the subsequent effects this can have on individuals' lives, identity, views of self, and psychological experience and/or distress.

An awareness of the societal processes that may affect the way that people develop and experience psychological distress and how they seek help.

An ability to draw on knowledge that psychological constructs (e.g. family, childhood, adolescence, delusions beliefs or intellectual disability) are not universal, but are inherently tied to social and cultural contexts.

An ability to critically appraise the historical, social and cultural context which psychological theories and models are grounded.

An ability to critically analyse models and therapeutic approaches, making clinical decisions regarding their applicability and fit for a particular person with specific needs.

An ability to reflect on clinical work and think about their assumptions of similarity and difference, with the capacity to hypothesise about the possible or actual effects of this on the clinical work.

An ability to recognise values and assumptions about areas pertaining to their clinical work and hypothesise about the potential and actual effects on clients.

An ability to address PPPI sensitively in their interactions with clients, carers, colleagues and supervisors.

An ability to respond to the needs of clients and ask appropriate questions about a client's experience of PPPI in their life, and how this relates to their presenting psychological difficulties.

An ability to plan and complete assessments that are mindful of the impact of PPPI on a clients' presenting psychological distress and difficulties, and the possible impact of any assessments.

An ability to reflect on their own beliefs and attitudes and their potential impact on engagement, the therapeutic relationship and process with clients.

An ability to include issues of difference and PPPI into psychological assessment, formulations and intervention in verbal and written communication.

An ability to apply the Power Threat Meaning (PTM) Framework clinically in relation to PPPI.

Structure

Learning will focus on providing trainees with cognitive, affective, behavioural and reflective experiences. In line with the BPS Practice Guidelines (2017), the PPPI module will provide time and space for trainees to develop their skills and competence in: reflection in action; reflection on action; reflection about the impact on others; and reflection about the self. This will be particularly relevant for those trainee's whose intersecting identities and practices are associated with power and privilege, meaning they may not be commonly questioned. Trainees will inevitably not be completely bias-free, nor should they be expected to be aware of every issue. However, with self-reflection and understanding the limits of their own knowledge, trainee clinical psychologists will be able to identify their limits of competence and have hypotheses and ideas of how to respond accordingly.

Some sessions are focussed on protected characteristics (Equality Act, 2010). Generally, sessions will be workshop in nature, incorporating theory, experiential work, facilitated reflective groups and application to clinical practice. The module content is co-produced with local clinical psychologists, members of the Community Liaison Group and third sector organisations.

Assessment

Case reports; clinical placements; clinical live observations, ACA, SRP.

Resources

Please see PPPI folder on Canvas for resources and references related to the module.

It is an expectation that trainees will utilise this resource as adult learners for self-directed learning.

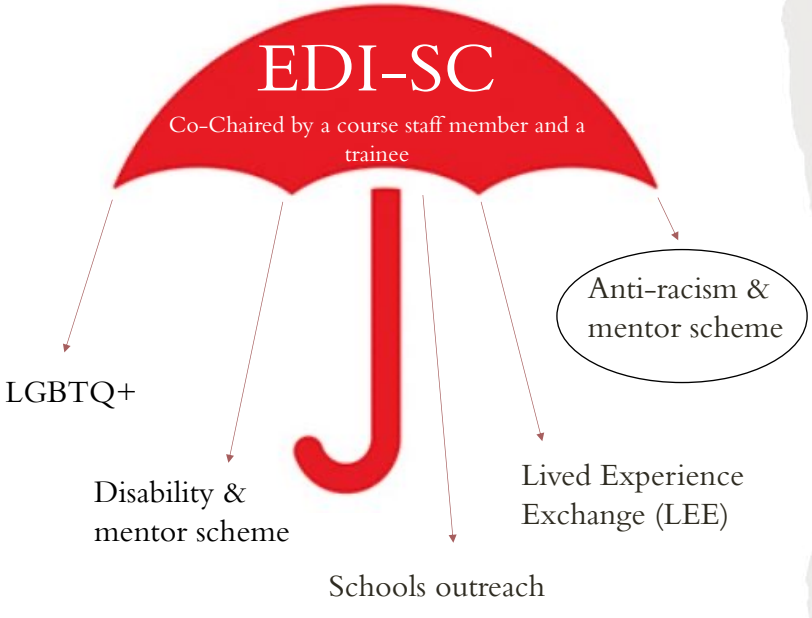
EDI Teaching - Cohort 2021

Date	Topic
YEAR 1 TEACHING	
Sept 2021 15.9.21, 1.30-4.30 16.9.21, 9.15-12.30 13.10.21, 1.30-4.30 28.9.21, 9.15-4.30	 **1 x HD** Working alongside Experts by Experience **1 x HD** Intro to the EDI Stream **1 x HD** Clinician lived experience of mental & physical health difficulties **1 x FD** Sexuality & Gender
Nov 2021 8.11.21, 9.15-4.30	**1 x FD** Introduction to whiteness & intersectional reflective group
June 2022 6.6.22, 9.15-12.30	**1 x FD** Multi-lingualism
July 2022 1.7.22 25.7.22, 9.15-4.30	 **1 x FD** Transcultural CBT **1 X FD** EDI conference (showcasing regional social justice initiatives and service developments/clinical practice that champions an inclusive approach)
YEAR 2 TEACHING	
January 2023 23.1.23, 9.15-12.30	**1 x HD** Working with Interpreters – joint session with School of Modern Languages
June 2023 19.6.23, 9.15 – 4.30	**1 x FD** Decolonising Clinical Psychology + intersectional reflective group
July 2023 24.7.23, 9.30 – 4.30	**1 x FD** EDI Conference (showcasing regional social justice initiatives and service developments/clinical practice that champions an inclusive approach)
YEAR 3 TEACHING	
Dec 2023	**1 X HD** Mental Health Inequalities
Jan 2024 15.1.24, 9.15-12.30	**1 x HD** Gender Identity
Feb 2024 26.2.24, 9.15-12.30 26.2.24, 1.30-4.30	 **1 X HD** Working with Asylum Seekers & Refugees **1 x HD** Religion & Spirituality
July 2024 22.7.24, 9.15-4.30	 **1 x FD** EDI Conference (showcasing regional social justice initiatives and service developments/clinical practice that champions an inclusive approach)
Sept 2024 9.9.24, 9.15-4.30	 **1 x FD** Anti-racism in practice & intersectional reflective group **1 X additional HD or FD may be available**

"DISMANTLING THE MASTERS HOUSE": BUILDING THE FOUNDATIONS FOR AN ANTI-RACIST CLINICAL PSYCHOLOGY

Newcastle University

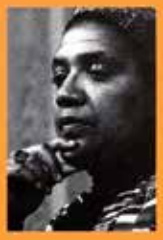
- Each workstream is chaired by a second-year trainee with a yearly handover.
- A course staff member "sponsors" each workstream to support the work being carried out by the group, although each workstream will ultimately be trainee-led
- Trainees across all cohorts can volunteer to be a regular rep for one workstream and/or participate in projects across other workstreams
- Competencies can be evidenced (and signed off by course staff) via meaningful involvement in project work/taking on Chair responsibilities



To identify objectives that will foster fairness and cohesion by eliminating discrimination and marginalisation and ensuring everyone feels valued and included
To ensure an inclusive environment by challenging the culture where necessary and contributing to solutions for change
To drive and share the programme's vision for equity, diversity and inclusion
To determine the impact of initiatives aimed at improving equity and diversity and reducing marginalisation
To collaborate across the different EDI workstreams to share ideas and resources and facilitate the adoption of an intersectional lens
To work with representatives from the Clinical, Research & Academic Sub-Committees to make recommendations around any aspects of the programme relating to EDI
To work co-operatively with external providers on diversity and inclusion issues, sharing best practice and benchmarking wherever possible
To disseminate information and develop ways to continue to seek the views and involvement of all relevant stakeholders

DISMANTLING THE MASTER'S HOUSE

"For the master's tools will never dismantle the master's house. They may allow us to temporarily beat him at his own game, but they will never enable us to bring about genuine change."



Audre Lorde

PSYCHOLOGICAL PROFESSIONS TRAINING: THE STATUS QUO

- The workforce, models, practices and services are Eurocentric, ignoring racism, disadvantage and oppression (Wood & Patel, 2017)
- Routine teaching around equality and diversity…some references to culture
- Minimal dismantling or interrogation of structures that maintain power, disadvantage and marginalisation
- "Diversity" and sanitization of anti-racist practice
- Relative silence on Racism (Wood & Patel, 2017)
- Widening access schemes as the solution (Daiches, 2010; Patel, 2010)
- Keeps the "gaze" on the Other
- Rarely does anyone feel discomfort during training

CURRENT ANTI-RACISM INITIATIVES

- Recruitment of Anti-Racism Lead and Research Assistant
- Mentor Scheme for aspiring clinical psychologists from racially minoritised backgrounds
- Training workshops/intersectional reflective groups on Race, Power, Privilege & Inclusivity for Course Staff, Placement Supervisors, Mentors and Trainees
- New EDI curriculum including an Anti-Racism & Social Justice Induction
- Ongoing wider work to decolonise the curriculum
- Additional essential placement competencies on working with difference and diversity
- Provision of a reflective safe space for trainees from racially minoritised backgrounds
- Zero-tolerance anti-racism policy
- Annual EDI conference
- All co-produced and co-designed

WHAT NEXT?

- Creating spaces for dialogue & attending to discomfort
- Interrogating Whiteness & White Privilege
- Dismantling Power and embedding Anti-Racism in all parts of the system
- Ongoing analysis of selection data (including contextual admissions information) to ensure any changes to procedures are data driven and evidence based
- Increased focus on DClinPsy research underpinned by the formation of a specific task and finish group: How do we ensure our DClinPsy projects are inclusive?

WHAT NEXT?

- Continuing to build links across university networks and with NHS collaborators to address structural barriers to post-graduate/CP training
  - REC workstreams
  - Exploring and securing funding opportunities for postgraduate scholarships for aspiring CP's
  - Ofs funding to develop a pathway within our clinic to better meet the mental health needs of students/trainees from racially minoritised backgrounds
  - Collaboration with NHS AP initiatives for aspiring CP's from underrepresented groups
- Challenges & Resistance?

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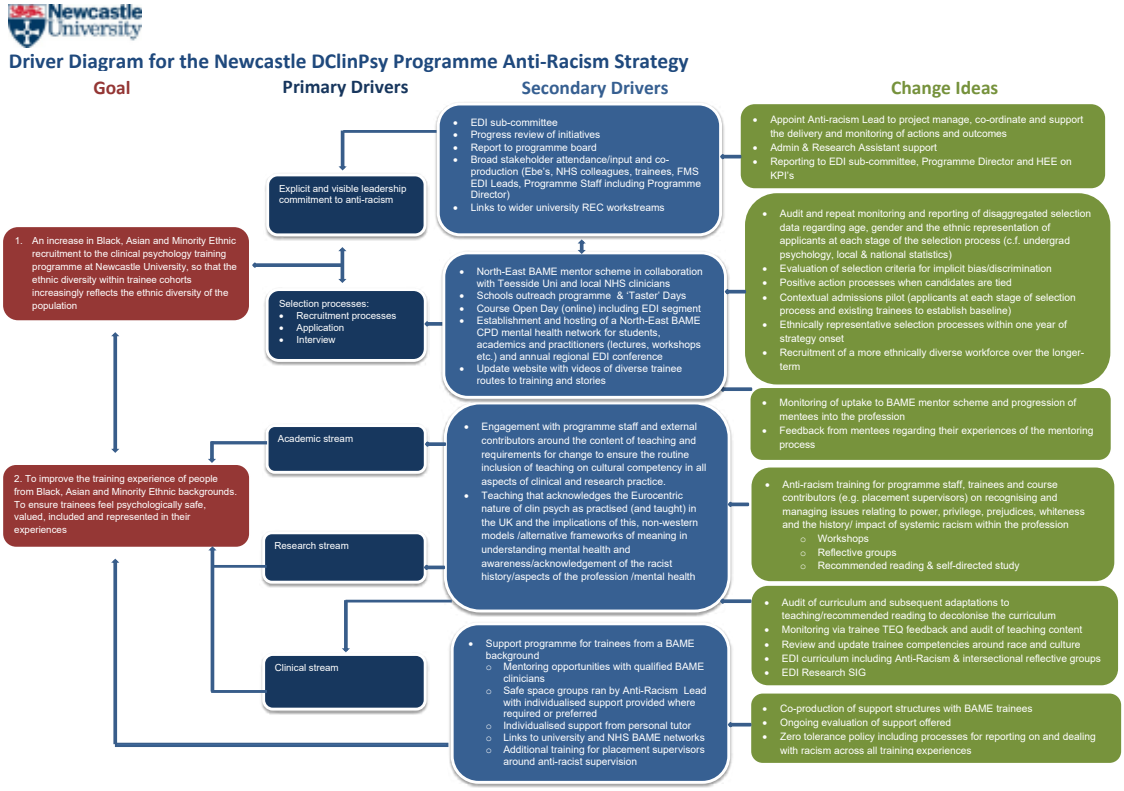
THANKYOU


Newcastle University
Driver Diagram for the Newcastle DClinPsy Programme Anti-Racism Strategy
Goal
Primary Drivers
Secondary Drivers
Change Ideas
1. An increase in Black, Asian and Minority Ethnic recruitment to the clinical psychology training programme at Newcastle University, so that the ethnic diversity within trainee cohorts increasingly reflects the ethnic diversity of the population
2. To improve the training experience of people from Black, Asian and Minority Ethnic backgrounds. To ensure trainees feel psychologically safe, valued, included and represented in their experiences
Explicit and visible leadership commitment to anti-racism
Selection processes:
Recruitment processes
Application
Interview
Academic stream
Research stream
Clinical stream
EDI sub-committee
Progress review of initiatives
Report to programme board
Broad stakeholder attendance/input and co-production (Ebe's, NHS colleagues, trainees, FMS EDI Leads, Programme Staff including Programme Director)
Links to wider university REC workstreams
North-East BAME mentor scheme in collaboration with Teesside Uni and local NHS clinicians
Schools outreach programme & 'Taster' Days
Course Open Day (online) including EDI segment
Establishment and hosting of a North-East BAME CPD mental health network for students, academics and practitioners (lectures, workshops etc.) and annual regional EDI conference
Update website with videos of diverse trainee routes to training and stories
Engagement with programme staff and external contributors around the content of teaching and requirements for change to ensure the routine inclusion of teaching on cultural competency in all aspects of clinical and research practice.
Teaching that acknowledges the Eurocentric nature of clin psych as practised (and taught) in the UK and the implications of this, non-western models /alternative frameworks of meaning in understanding mental health and awareness/acknowledgement of the racist history/aspects of the profession /mental health
Support programme for trainees from a BAME background
Mentoring opportunities with qualified BAME clinicians
Safe space groups ran by Anti-Racism Lead with individualised support provided where required or preferred
Individualised support from personal tutor
Links to university and NHS BAME networks
Additional training for placement supervisors around anti-racist supervision
Appoint Anti-racism Lead to project manage, co-ordinate and support the delivery and monitoring of actions and outcomes
Admin & Research Assistant support
Reporting to EDI sub-committee, Programme Director and HEE on KPI's
Audit and repeat monitoring and reporting of disaggregated selection data regarding age, gender and the ethnic representation of applicants at each stage of the selection process (c.f. undergrad psychology, local & national statistics)
Evaluation of selection criteria for implicit bias/discrimination
Positive action processes when candidates are tied
Contextual admissions pilot (applicants at each stage of selection process and existing trainees to establish baseline)
Ethnically representative selection processes within one year of strategy onset
Recruitment of a more ethnically diverse workforce over the longer-term
Monitoring of uptake to BAME mentor scheme and progression of mentees into the profession
Feedback from mentees regarding their experiences of the mentoring process
Anti-racism training for programme staff, trainees and course contributors (e.g. placement supervisors) on recognising and managing issues relating to power, privilege, prejudices, whiteness and the history/ impact of systemic racism within the profession
Workshops
Reflective groups
Recommended reading & self-directed study
Audit of curriculum and subsequent adaptations to teaching/recommended reading to decolonise the curriculum
Monitoring via trainee TEQ feedback and audit of teaching content
Review and update trainee competencies around race and culture
EDI curriculum including Anti-Racism & intersectional reflective groups
EDI Research SIG
Co-production of support structures with BAME trainees
Ongoing evaluation of support offered
Zero tolerance policy including processes for reporting on and dealing with racism across all training experiences

North Thames (University College, London)

Response to FOI request 022 -280
Doctorate in Clinical Psychology

1) **The role of Social Justice in your course teaching & research**:

The UCL DClinPsy offers some focus on social justice principles (access, equity, participation & human rights) across the curriculum, in lectures spanning a number of different modules. The expert by experience and EDI committees are underpinned by principles of co-production. These committees influence a range of aspects of course delivery including teaching, curriculum review, selection and research. A number of major research projects and service-related projects underpinned by the social justice tenets outlined above are offered each year.

2) How you have addressed issues of Equality, Diversity & Inclusion

– ACCESS

London Widening Access to CP Working Group has been in place since 2006. This brings together key stakeholders including course staff, trainee clinical psychologists, reps from DCP London, the DCP Minorities in Clinical Psychology Subcommittee, the DCP Prequal Group, and reps from all local NHS trusts.

The group co-ordinates three positive action initiatives (Section 158, Equality Act 2010):

1) Annual event "Is Clinical Psychology for Me"?
2) London and the South-East Valued Voices Mentoring Scheme (initially piloted in 2011), includes the 'Seeing is Believing' YouTube Channel. Both were developed in partnership with trainees and aspiring clinical psychologists from racially minoritized backgrounds. Currently overseen by a steering group made up of key stakeholders.
3) Outreach/careers talks in secondary schools and FE colleges

Widening access trainee champion role – This role is leading on various aspects of the above initiatives, international programme strand in development.

– ADMISSIONS

- Section 159 Equality Act used at shortlisting where appropriate
- Ethnicity data collected for interview panelists – aim for 100% ethnically diverse panels (also aim for gender diversity).
- Potential impact of contextual admissions being reviewed

EDI ON THE COURSE

Formal EDI committee started in November 2020, intended partnership model – course staff, EBE reps, trainee reps from each year. Meets termly. Focused on all aspects of EDI across the course. A number of current EDI committee working groups, including:

- HEE action plan
- UCL DClinPsy response to PREVENT
- White Process
- Disability and ableism
- Selection/contextual admissions

1

SUPERVISOR TRAINING

This entails explicit & detailed coverage of trainee experiences of racism (macro & microaggressions) and experiences of trainees with mental health issues are addressed in introductory and advanced supervisor workshops.

INCLUSION

• Co-produced directory of external sources of support for racially minoritzed trainees • UCLUS: Honest, Open, Proud project – focusing on the sharing of lived experiences of mental health problems in the profession (emerged as a result of and was developed/evaluated as part of a number of different UCL DClinPsy theses)
• Independent personal advisor scheme

3) What steps you have taken to decolonise the curriculum?

• Two extensive curriculum reviews have been conducted

• Changes have been made to the curriculum including:

- Externally facilitated social graces seminars across the three years of training - originated from a trainee initiative
- Extensive, coproduced cultural humility guidance for lecturers
- New lectures introduced across the curriculum where gaps were identified •

Moving of all cultural competence lectures to year 1 (foundational)

- Peer support spaces for racially minoritized trainees across the three years of training created – co-produced by course staff, trainees (including one service-related project) and EBEs. Additional peer support spaces (e.g., for trainees with a disability are being discussed)
- Improved feedback systems

4) Any other steps/commitments you've taken to ensure the inclusivity of your course

STAFF DEVELOPMENT

• Voluntary participation in externally facilitated social graces seminars for staff team • Compulsory participation in power and privilege training
• Needs assessment - brief interview with staff
• Plan for the development of a programme of anti-racism development for all course staff, support for staff involved in EDI work and those with racially minoritized identities

INITIATIVES AT FACULTY AND UCL LEVEL

The Faculty of Brain Sciences EDI Committee updates and activities are shared with staff via monthly newsletter. The Faculty provides EDI related CPD, including a monthly 'EDI hangout' seminar style session, and mandatory whiteness training for staff.

A new EDI research fund provides support for small research projects that aim to advance our understanding of EDI, within the Faculty and across academia.

Salomons (Canterbury Christ Church University)

1. The role of Social Justice in your course teaching & research

Social Justice plays a pertinent role in our programme at Salomons and forms the backdrop to our commitment to Equality, Diversity and Inclusion (EDI) in general, including that with respect to teaching and research. As such, we aim to be anti-discriminatory in our ethos and approaches. Much of the models in our teaching are informed by understandings of social dimensions to human functioning. We understand Social Justice to be a central tenet in the undertaking of informed, meaningful, valid and reliable research and, in the provision of course teaching that is also informed and meaningful and, sets out to provide an experience that enables the trainees to qualify as confident and competent critical and reflective clinical psychologists who are able to consider and hold a multitude of perspectives simultaneously in order to best meet the needs of their clients and their families.

2. How you have addressed issues of Equality, Diversity & Inclusion

Our widening access work on the programme has been established for almost two decades (further details below) and the relatively recent appointment of our Equality, Diversity and Inclusion (EDI) Lead enables us to build upon this work. This EDI and Principal Lecturer post is permanent in our team and is at a senior level, facilitating high level experience, skill and capability, thus enabling efficiency and power to make positive change in a timely way. As such, the post holder reports to the Programme Director. In order to support the maintenance of the work, the post-holder is supported by an experienced ethnically minoritized consultant external to the programme who is of a differing age and gender to the post holder, enabling a broader perspective on the EDI strands to be held. The post holder also accesses peer support with colleagues (external to the programme), but in similar roles across the Clinical Psychology community and partnership.

It is a part-time role at 0.6 full-time-equivalent (3 days per week) with core responsibilities associated with the Principal Lecturer role and that related to EDI. This post holds responsibility for all strands of EDI, as identified in the Social GGRRAAACCEEEESS model of Burnham (2012) e.g. Gender, Race, Ability, Class and Sexuality. In addition, it pertains to all aspects of the course programme; assessment and management, placements and supervision, course curriculum, research and audit (operationally and in support of trainees as part of their training), staff recruitment and training, experts-by-experience, policy and procedure, programme handbooks and documents, dissemination of findings, reporting on progress and responses to enquiries about the same. We appointed to this post in November (2021) and initiated our pathway plan by creating a framework to structure the work ahead (please see fig.1 below).

In order to facilitate a coordinated approach to the process, our EDI Lead is in the process of establishing an EDI committee to become a formal part of our programme management infrastructure. This will give EDI an equal level of priority to the existing core elements of the programme. The current plan is that staff team members will hold leadership responsibilities for the various differing EDI strands (currently Ethnicity, Accent & Culture, Physical Health & Sensory Needs, Gender, Class & Caste, Ability & Age, Mental Health, Spirituality & Religion), alongside trainee representatives, working collaboratively in our endeavors to ensure that all aspects of identity can be attended to in an equitable way. From this, smaller 'working groups' may be formed to enable closer project focus on each EDI strand; facilitated by its identified staff EDI strand leads. Whilst the EDI Lead will also lead on some of the EDI strands personally, it will be a core part of the EDI role to hold overarching responsibility for the strands more broadly, supporting colleagues and trainees with their respective EDI or identity strands accordingly. The committee will have a range of stakeholders as members, including trainees, experts by experience, newly qualified alumni, Trust colleagues as well as programme staff. This committee will plan and, commission work necessary to build on the EDI work already in place.

There are a number of projects and initiatives underway in service of our plan including the following:

Internal Staff Development

Staff development, supervisor training, and extra-curriculum opportunities for trainees have included Trans Cultural Therapy training from the African Therapy Centre, as well as funding opportunities for other specialist workshops for both staff and supervisors (E.g. Anti-racist group work training at the IGA (Institute of Group Analysis)). Annual CPD for staff and supervisors now includes workshops relating to anti-discriminatory approaches to practice, including gender, class and race as well as disability. We have also developed a workshop on anti-racist management for our staff team and have a date scheduled to deliver this.

Trainee Selection

We have been using the Protected Characteristics of Ethnicity, Disability and Gender under the Equality Act when applicants are tied during our selection processes for several years. Contextual admissions for entry to the programme is being piloted and planned to be in place for the next selection process. We are also in the process of having discussions with colleagues across the courses in order to better understand some of the changes and processes that they have in place and to share our good practice.

Placements and Supervision

In supporting trainees with disabilities, the programme has in place a plan to facilitate placement based teams to understand the key issues of particular conditions before trainees join them. In cases where the needs of trainees may be particularly atypical and not yet well understood by the programme community (e.g. regarding hearing or visual needs), the programme has already provided and is committed to providing training for placement-based teams, programme staff and trainee colleagues.

Placement allocation takes account of a trainee's racial background, so that we aim to send trainees to placements in areas where they feel safest (e.g. we do not send a Black trainee to a White rural area for placement).

Supervisor Training & Development

We have developed a workshop around anti-racist supervision for placement supervisors. This training has been delivered for the past two years and this year we were able to incorporate the outcomes from the survey that we asked our current trainees to complete. Specifically, it asked them about their experiences of supervision in the context of ethnically minoritized trainees and clients and, what trainees thought supervisors needed to know and learn, in order to support their learning and development whilst on a placement. We were also able to create video interviews and blog articles with trainees, sharing their thoughts, and experiences of the same for use in both this and the training for our staff team. We are in the process of exploring how these resources may be shared with the wider supervisory community, taking account of the potential consequences and implications for those involved.
As a result of concern expressed by workshop attendees about the lack of access to ethnically and culturally informed 'supervision for supervision' and, in response to concern expressed by our trainees

about their experiences, we plan to offer some consultation spaces. One of these is a regular group consultation space to supervisors grappling with providing ethnically and culturally informed and sensitive supervision. In addition, a 3-way, time-limited consultation space is to be made available by request of the trainee and/or the supervisor where their joined attempts at attending to ethnicity and culture in their supervisory relationship is feeling unhelpful or not to be meeting the needs of the trainee.

Extra Curricular and Needs-based Opportunities for Trainees

In support of our trainees who self-identify as having unmet needs related to gender identity, we have commissioned an organization called Gendered Intelligence to provide confidential support sessions. This support is for any trainee who would welcome a thinking space around their gender identity and is accessed directly via the organization itself to preserve anonymity, where preferred by the trainee.

As referenced at the beginning of this document, we developed a programme for Widening Access to CP training over 10 years ago. This has regular meetings with two key members of staff and trainees, designed to allow and encourage development of new ideas and networks as well as discussing experiences of getting on to training, being a 'under-represented'/minority trainee and thinking about 'during training' issues and support. This group has:

- Made a podcast for Discursive of Tunbridge Wells (Salomons' blog) about experiences of being a BAME / male / disabled trainee. (Ethnicity, gender and disability are the three protected characteristics that are under-represented in our trainee cohorts).
- Contributed to the London-wide schools project: setting up schools database, offering career talks by trainees ("Schools Champions") to schools that identify themselves as having under represented (class, race, male, disability) students, some of which have included doing additional teaching re Clinical Psychology topics to A level students. Evaluation of this is sent to Kat Alcock for central processing. Also did trainee talks to undergrads but this stopped to focus on further 'upstream' i.e. earlier stages such as schools.
- Contributed to 'Valued Voices' London-wide mentoring network, running reflective practice workshops for aspiring BAME psychologists.
- Contributed to London-wide, evaluated annual event for BAME aspiring psychologists ("Is Clinical Psychology for Me?"), taking turn to organise whole event and presenting at events organised by other London programmes.

The Widening Access group has been run in lunchtime slots, taken personal time from staff and trainees to engage with, and generally run without a budget for its activities. Future plans include a programme newsletter and trainee representatives leading on particular projects and initiatives.

The above work stands as an example of the work that may be undertaken by the 'working groups' that are to be established as part of the EDI committee. Under the direction of our EDI Lead, we plan to support the development of all of the strands of EDI in a similar way over time, taking account of and incorporating elements of intersectionality as deemed appropriate.

3.What steps you have taken to decolonise the curriculum? (pPlease include any University-wide policies, documents or initiatives.)

Generally, our programme aims to provide a training experience that educates on and raises awareness of the discriminatory practices that are known to exist and enables trainees to notice and then speak up and out in the face of said discriminatory practices, in order to contribute towards

systemic change within Clinical Psychology practice and the NHS. We will provide this experience by use of various methods to include video, articles, direct teaching and most importantly, the voices of ethnically minoritized Experts by Experience. This learning is relevant both in individual (being aware of own capacity for entering a racist or prejudiced state of mind), multi-disciplinary team, wider network/partnerships (being able to recognise institutional racism) and operational (being able to recognise systemic racism) and, then actively challenge this. In so doing, we set out to engender the Allyship (Kivel (2022), Reynolds (2011)) and Anti-racist approaches to practice in our trainees. We regularly collate feedback from trainees about their experiences of teaching and adaptations and changes are made for the following year in accordance with this. In so doing, our trainees (white and ethnically minoritized) will be contributing to the NHS workforce in a way that stands alongside the ethnically minoritized voices of colleagues, users of services and their families and carers to make 'lighter work' of the work and journey towards anti-racism and a decolonised NHS healthcare. Having spent the initial time in post learning about the programme and taking up leadership around the initiatives and projects that are already in place, this is one area that our EDI Lead is looking to attend to more closely in the future.

One initiative that was introduced in the previous academic year (2020-2021) was a reflective group space specifically for the purposes of attending to matters of ethnicity and culture in clinical practice. This space exists in addition to our existing reflective group spaces (8 sessions for each year group), for all trainees and is entitled 'Thinking Space for Racism'. In order to create a space where trainees of colour are less likely to feel a pressure or burden to 'rescue', or 'educate' white peers and increase the likelihood of being able to attend to their own learning needs, these spaces are facilitated according to self-identified groupings of those ethnically minoritized and not. This was established in collaboration with current trainees. The thinking spaces are regularly facilitated by individuals with expertise in the field and provide a dedicated space for all to learn, develop and grow in the context of antiracist practice. These groups have grown from our stablished 'Difference, Diversity and Social Inequalities' teaching unit. This teaching unit, runs across all three years of the the Clinical Psychology training and aims to equip students with the following primary competencies:

- To develop clinical, professional and research skills appropriate for working with people from ethnic and cultural backgrounds different to their own
- To be able to practice in a way that sits in alignment with and, attends to wider policy agendas such as that identified within the 'Action Plan to Improve Equity of Access and Inclusion for Black, Asian and Minority Ethnic Entrants to Clinical Psychology Training' document and attends to the associated implications for clinical practice and the importance of allyship within the NHS
- To have a thorough understanding of the influence of power, its role in relational differences and to practice in ways which empower the client and their family/carers as appropriate.

Speakers and Lecturers

We provide direction for all speakers/lecturers (internal and external to the programme) to attend to matters of ethnicity and culture in teaching and ask for feedback from trainees on the extent and quality of this. Recent feedback to our EDI Lead suggests that this is an area that requires further development and plans are underway to consider how we might attend to this element in a way that means that the teaching can be experienced as rich and authentic across the curriculum. Thus far, we have identified the speakers who have received particularly positive feedback around this and our EDI Lead is in the process of planning a way forward for another initiative to enable those approaches and ideas to be collated and shared with those who feel less competent in incorporating this into their teaching.

Teaching

Our long-standing teaching unit on Diversity, Difference and Social Inequalities continues to evolve and develop in response to feedback from our trainees and lecturers and indeed the wider societal landscape. This is a unit that has (generally) received positive feedback historically and continues to do so. In response to concerns expressed by our trainees with regard to Gender Identity, future plans include our EDI Lead looking more closely at the teaching in and around Gender, Sex and Sexuality. The rationale is to review trainee practice-based learning needs in relation to these aspects of identity and the differing ways in which the programme may attend to this.

Wider University

Canterbury Christ Church University (CCCU) pertains to "*value diversity and believe that everyone deserves an equal opportunity to succeed. Equality, diversity and inclusion are central to our ethos and underpin everything that we do*." As part of this ethos, a 'Closing Our Gap' campaign has been established to work to *'reduce the attainment gap between white students and Black, Asian, Mixed Heritage and Minority Ethnic students through our inclusive curriculum, academic research and the engagement opportunities that are available to students, staff and our wider academic community.*' CCCU is engaged in an initiative to support Black, African and Asian undergraduates to 'Close The Gap' (the name of the initiative) between the profile of grades they achieve and those that their white fellow students achieve. See more here: https://www.canterbury.ac.uk/black-history-365/closing our-gap

We would like to offer funding to undergraduate psychology students from disadvantaged backgrounds (e.g. BAME, low SES, students with caring responsibilities) to pay them to assist us on the DClinPsychol programme with some of our teaching endeavours. We will identify the workshops that it is appropriate for these undergrads to assist with, and could offer paid hours that give them some insight into the training experience and the language and nomenclature that is common in the discussion training groups. A review of this initiative is required due to changes in our funding stream.

Our overall plan to decolonise the curriculum will be guided by our EDI committee and by the SOAS Toolkit (2018), including looking at our assessment practices. The process will be informed by a 'Decolonising our Curriculum Health Check' which can be seen here: https://www.canterbury.ac.uk/asset-library/BH365-and-bridging-the-gap/Decolonising-the curriculum-a-health-check.pdf which was created by our university 'Closing the Gap' group. This is a tool to help course teams explore the diversity of their course/module(s) and to embed inclusivity and decolonise the content to enrich the student experience. We have also employed used the School of Oriental and African SOAS Decolonisation of Curriculum guide. We continue this essential work being mindful that timetables and examination processes are in place and, change cannot happen quickly due to regulatory procedures and due process. With this, the planning and intentions need consultation and proper interrogation before change can be proposed in detail. The employment of our EDI Lead has been an important step in getting the structures in place so that systemic change can take place, which is a priority for us. The EDI committee will support the development of measures to monitor change and improvements. Our EDI Lead will be leading on this.

4. Any other steps/commitments you've taken to ensure the inclusivity of your course

We continue to meet, consult and liaise regularly with trainees within their cohorts, in our programme committee meetings, meetings with managers and separately, our EDI Lead to hear the experiences, views and perspectives of trainees on our programme to enable positive changes to be made, in accordance with the principles and guidance set by the wider university, Health Education England and the British Psychological Society.

We are also in the process of having discussions with colleagues and partners across the clinical psychology training community network in and around all aspects of EDI. The rationale for this is multi-faceted in that it enables us to better understand some of the changes and processes that others have in place, to develop an awareness of the effectiveness and validity of such changes and ensure that we are open to ideas for development that may not have been generated within our team. In so doing, we create an opportunity to share our good practice with others and work jointly on projects of shared interest in order to improve efficiency and best utilize the funds available to us all. All of this is in service of the broader shared responsibility that we all have towards improving EDI within clinical psychology.

Our programme for EDI needs annual review to ensure it is staying relevant and responsive, to needs in services, to changes in profile of trainee cohorts, to developments and changes in pedagogical approaches, and to national developments in the NHS and the training community.

References

Burnham, J. (2012).

Kivel, P. (2022). Strong White Allies. http://paulkivel.com/resource/guidelines-for-being-strong-white-allies/ Reynolds, V. (2011). Imperfect Ally. https://vikkireynolds.ca

Sheffield University

[redacted]

Thank you for your request for information from the University of Sheffield.

Colleagues have provided the information below in relation to the Doctorate in Clinical Psychology programme. We have also attached a copy of the Health Education England EDI Action Plan that outlines the guidance the DClinPsy programme is required to follow.

1. The role of Social Justice in your course teaching & research

The programme is designed to meet the BPS 2017 accreditation criteria, which requires trainees to understand the impact of social inequalities on mental health and their implications for clinical practice. These themes are referenced across the curriculum, but three sessions specifically name these topics as follows:

1. The community psychology teaching covers social determinates of mental health, community-based group work and prevention in mental health.

2. The public health teaching also covers the topic of the social determinants of health, describing the extensive evidence for these factors in determining both mental health and outcomes of interventions.

3. The Critical Psychology and Social Constructionism session considers how psychology attends to context and whether it uses knowledge of these factors to in formulating understanding of individuals and communities.

Social justice is also reflected in the thesis research project topics offered by several academic members of the programme, who have published work by trainees on this topic in leading journals.

2. How you have addressed issues of Equality, Diversity & Inclusion

We have taken steps to address each of the nine actions specified by Health Education England (see attached) and to make these changes as sustainable. Staff have commenced a series of Anti-Racism training workshops and will be offered resources and reflective spaces to support their learning. A monthly Safe Space has been developed for trainees from racialised background as well as a discrimination and racism reporting policy with an accompanying flowchart outlining how to report and access support if people are a victim or witness to discrimination and/or racism.

Additionally, we have liaised with the EDI Lead for Wellbeing & Health at our host trust to explore further support for trainees with disabilities such as a Workplace Adjustment and Wellbeing Passport.

We are also in discussion with our host trust to explore options to support schemes that enable more aspiring psychologists with contextual admissions such as caring responsibilities to gain relevant experience in paid work.

We have completed a benchmarking exercise of teaching across EDI benchmarks and aligned these benchmarks to our new teaching guidance. This guidance supports lecturers to ensure that their teaching is contextualised to include critical and meaningful exploration of psychological research and theories beyond Eurocentric and western approaches and to ensure that discrimination, oppression and systemic issues are accounted for when making sense or formulating people's experiences. This is in line with the Health & Care Professions Council (HCPC) standard 5 and 6 of proficiency for practitioner psychologists (2015):

"5. be aware of the impact of culture, equality and diversity on practice

5.1 understand the impact of differences such as gender, sexuality, ethnicity, culture, religion and age on psychological wellbeing or behaviour

5.2 understand the requirement to adapt practice to meet the needs of different groups and individuals

6. be able to practise in a non-discriminatory manner"

We are also continuing to improve our selection process by actively developing more diverse panels, representative of those we are short-listing and our local communities. As part of this, we have been thinking how we can utilise the new NHS No More Tick Boxes guidance to improve recruitment and selection of women, people with disabilities and people from racialised backgrounds.

We have also been running a two-pronged mentoring approach. We match aspiring psychologists from disadvantaged backgrounds with a qualified clinical psychologist for a 10-month mentoring scheme. Alongside this, we run an outreach mentoring programme in which our current trainees provide local universities with a series of workshops for undergraduates who due to difficult life experiences are more likely to fit in with contextual admissions criteria.

3. What steps you have taken to decolonise the curriculum

Within the DClinPsy programme this work has so far focused on planning and information gathering. For example, in June 2021 we facilitated a session with trainees from all three years describing the principles and justification for decolonisation. This aimed to determine how we could work with trainees primarily on a feedback system that would allow this aspect of teaching to be evaluated. We are also working on new teaching on the history of psychology, with a specific emphasis on the dominant perspectives underpinning psychological science but also those that have been neglected from varied communities.

The DClinPsy programme has been learning from the wider Psychology Department, which has developed a guidance document outline how the principles of decolonisation can be implemented. This aims to ensure that teaching describes the dominant perspectives that underpin the research process in mainstream psychological science. It also aims to ensure teaching supports students to identify the perspectives and populations that are left out of the process of developing theory and conducting research in mainstream psychological science. The Psychology Department has also developed feedback systems that support students in determining whether teaching has sought to achieve these aims.

The University of Sheffield also provides information and examples of good practice in decolonisation on their information for teacher's online resources. This includes offering guidance about steps teachers can take, and details activities to get involved in.

4. Any other steps/commitments you've taken to ensure the inclusivity of your course

We work together with experts by experience across all aspects of the course, such as the teaching, selection process and recruitment of staff to ensure co-production. We also network and have relationships with local organisations in the community to improve our understanding of the very diverse communities that make up Sheffield. We also work alongside our host-trust, where all our NHS course staff and trainees have access to additional support and staff network groups for a range of different protected characteristics.

Additionally, we have Critical Psychology & Professional Matters and Anti-Racism working and discussions group in which our trainees and staff team explore ongoing ways of being inclusive.

Furthermore, our psychology department at the University of Sheffield has been awarded the Athena Swan accreditation, recognising the department as ambassadors for gender equality in Higher Education.

If you are not satisfied with the University's response to your FOI request, please see details of our internal review process here, including details of how to contact the Information Commissioner's Office for an independent review.

Best wishes
Elspeth
--
Elspeth Summerfield
Assistant Data Protection Officer

University Secretary's Office
The University of Sheffield
First Floor
Arts Tower
12 Bolsover Street
Sheffield
S3 7NA

Web: https://www.sheffield.ac.uk/uso

On Wed, 13 Apr 2022 at 10:35, Freedom Of Information <foi@sheffield.ac.uk> wrote:
[redacted]

We acknowledge receipt of your FOI request of 12th April 2022, and aim to provide a formal response within 20 working days.

Kind regards

--
Bethan Cook (she/her)
Data Protection Assistant

University Secretary's Office
The University of Sheffield
First Floor
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NHS
Health Education England

Appendix

Action Plan to Improve Equity of Access and Inclusion for Black, Asian and Minority Ethnic Entrants to Clinical Psychology Training

This action plan forms part of Health Education England's plans for delivering:

- The Five Year Forward View for Mental Health's commitment to improve Black, Asian and Minority Ethnic people's experiences of mental health care[1]
- The NHS Long Term Plan's commitment to respect, equality and diversity across the NHS workforce[2]

The delivery of the plan will be overseen by the Health Education England Mental Health Workforce Delivery Board, advised by the Equality and Diversity Subgroup of this Board.

The action plan is intended to increase fairness and equity of access to, and inclusion in, clinical psychology training for Black, Asian and Minority Ethnic candidates[3], to be implemented collaboratively by universities, placement providers, the British Psychological Society as the course accrediting body, and Health Education England. These are equitable actions designed to achieve greater equality of outcomes. It is recognised that implementing these actions and delivering sustainable change will require proper resourcing by all stakeholders. Courses are expected to implement these actions and will be accountable to HEE commissioners on delivering these. Detail of local implementation will require consultation and widespread engagement with local stakeholders. These actions should sit alongside a broader programme that ensures fair access to training across the protected characteristics and recognises the impact of socioeconomic status as an intersectional disadvantage.

Each University provider of clinical psychology training will negotiate a set of locally defined targets and will report quarterly to their regional HEE commissioners demonstrating progress with each action and to provide data in relation to the Equality Act (2010) protected characteristics (including but not limited to applicants, recruitment, enrolment, progression and graduation), this will be stipulated within the contractual obligations and as a key performance indicator. This information will be then be collated to provide a national report, with specific follow up for providers who are not adequately progressing. Future commissioning of programmes will define specific action to be taken, and again will form part of the contractual obligations of providers.

Goal: Sustained, effective action on inclusion and anti-racism before, during and after training. This action will lead to an increase in Black, Asian and Minority Ethnic recruitment to clinical psychology training so that the ethnic diversity within trainee cohorts increasingly reflects the ethnic diversity of the population.

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[1] https://www.england.nhs.uk/wp-content/uploads/2016/02/Mental-Health-Taskforce-FYFV-final.pdf

[2] https://www.longtermplan.nhs.uk/wp-content/uploads/2019/08/nhs-long-term-plan-version-1.2.pdf

[3] Whilst this action plan uses the phrasing of "Black, Asian and Minority Ethnic" as opposed to alternatives such as People of Colour or Black and Brown people, it is acknowledged that this phrasing choice has many shortcomings, including treating people of many different races and ethnicities as a homogenous group. It is expected that those implementing the action plan will also be cognizant of these shortcomings.

Developing people
for health and
healthcare

ACTIONS:

1. Leadership Commitment

Leadership at all levels within the training organisations and their partners will evidence continuous commitment to delivering this plan, demonstrating transparency about existing problems and the necessary steps to rectify these problems. Leaders will recognise their positions of power in organisations, paying particular attention to a race, culture and ethnicity perspective, which will inform specific, concrete steps to address racial and ethnic disparities in leadership recruitment and representation.

2. Anti-racist Education for Course Staff and Supervisors

An ability to discuss racism and ethnic discrimination, at both an individual and systemic level, and engage in anti-racism will be treated as a meta-competency for all course staff and supervisors. Courses will be able to evidence development of this meta-competency through an effective programme that is mandatory for all course staff and supervisors. This programme will ensure awareness of race, ethnicity, racism and ethnic discrimination and robustly challenge and remove racism and ethnic discrimination within course and supervision delivery. Unconscious bias training is not seen as fit for this purpose. Training and development will be ongoing and supervisors and course providers will be supported to reflect on race, ethnicity and difference and how this can be engaged with constructively.

3. Curriculum Review

A thorough review of all University Clinical Psychology Curricula, across all aspects of training, to decolonise the curriculum and ensure racism, ethnic discrimination and other forms of discrimination are addressed and content changed as necessary. This review will involve a wide and inclusive range of experts, including Experts by Experience.

4. Support for Black, Asian and Minority Ethnic Trainees

A robust and varied support programme should be available to every Black, Asian and Minority Ethnic trainee and evidence presented that this programme is effective and valued by Black, Asian and Minority Ethnic trainees. This support will be co-produced and a variety of choices will be offered, including informal peer support alongside more formalised course support, in order to create a diversity of spaces where Black, Asian and Minority Ethnic trainees can share their experiences. There will also be a variety of formal and informal routes for raising complaints of racism and ethnic discrimination that are embedded in course policy and procedures.

5. Introduction of Contextual and Anti-Racist Recruitment Processes

Courses should demonstrate that they have taken effective action to:

a. Address race and ethnic discrimination in recruitment, with an awareness of how other protected characteristics and socio-economic status may intersect with race and ethnicity and how this may affect recruitment.
b. Introduce appropriately sophisticated and evidence-based systems of contextual recruitment that ensure selection criteria are applied in light of objective contextual factors that may have impacted on attainment of qualifications or experience that discriminate for course entry. These processes will be designed to reduce the impact of systemic obstacles to attainment that correlate with race and ethnicity.
c. Evaluate current selection criteria to ensure they do not replicate racial and ethnic disparities at other stages in an applicant's training journey.

6. Reporting of Student Recruitment and Retention Data by Ethnicity

Each course will routinely and transparently report and publish age, gender and ethnicity data for recruitment and retention each year, including differential success rates by race and ethnicity. This data will then be used by courses to identify areas for equitable improvement.

7. Positive Action Initiatives

Courses will demonstrate positive action, informed by local data about barriers to entry, under the below sections of the Equality Act (2010). Section 149 of the Equality Act also outlines the Public Sector Equality Duty (PSED).

a. Section 149: Courses will update their Equality Objectives to reflect the required changes in this Action Plan.
b. Section 158: Engage in positive action through outreach activities including open days, career talks and mentoring schemes, with a particular emphasis on reaching those at earlier stages of their career journey.
c. Section 159: Undertake direct action at the points of shortlisting and interview on the basis of key protected characteristics, where there is evidence of under-representation in relation to that protected characteristic *and* two candidates are of equal merit.

8. Establishing Racially and Ethnically Representative Selection Processes

Courses should demonstrate action and progress towards establishing racially and ethnically representative selection processes against a target timeframe of no more than one year. The goal will be to align each recruitment process to represent the England population, or the local population if more diverse. This should be embedded as part of a wider commitment to employing more racially and ethnically diverse staff across all levels and sectors of the institution.

9. Improving Equity of Access to Experience

Courses will collaborate with employers to develop, recognise and support schemes that enable more aspiring psychologists to gain relevant experience in paid work, and undertake and evaluate other action to remove cumulative advantage gained by those able to access certain work and experience. As part of this, courses will value a wide range of both professional and personal experience during the application process.

Dear [redacted]

I am writing in response to your Freedom of Information request dated 22 May 2022.

For ease of reference, I have reproduced your question(s) below and set out our corresponding response(s).

I would like to submit an FOI request to the Doctorate in Clinical Psychology course.

Please can you provide information* on the following:

1. The role of Social Justice in your course teaching & research

2.How you have addressed issues of Equality, Diversity & Inclusion

3.What steps you have taken to decolonise the curriculum

(please include any University-wide policies, documents or initiatives)

4.Any other steps/commitments you've taken to ensure the inclusivity of your course

***For example: training materials, slides, handouts, trainee projects, research, surveys, working-groups etc**

1. Our equity and representation subcommittee reviews and actions changes to the programme to better represent the topics relating to social justice, including equity, diversity, and inclusion.

2. We now ask all facilitators, as a matter of routine, to include the above components in their sessions where possible, so that trainees learn about them in an integrated fashion. There are also stand-alone sessions on these topics:-

   Transcultural CBT

   Racism & implicit bias

   Race and racism in clinical psychology

   Diversity from a Systemic Perspective (including Social GRACES)

   Cultural competence in clinical psychology training (focus on race and cultural diversity)

   Power Threat Meaning Framework

   LGBT+

Psychologists for Social Change

Coproduction

Mental Health and lived experience among clinical psychologists and trainees

Working with interpreters

3. In addition to the above, our Equity and Representation Reading List further introduces perspectives from minoritized and marginalised communities and non-Western ideas relating to mental health and of relevance to clinical psychologist (see attached). This reading list was compiled in collaboration with members of the Equity and Representation Subcommittee as well as representatives of Psychologists for Social Change (Wales)

4. Programme staff take part in meetings on the topic of equity and representation led by the Group of Trainers in Clinical Psychology to keep building on this work. We have also revised selection procedures to remove sources of potential bias, such as removing A level information from application forms. The programme has also set up a mentoring scheme for applicants from minority ethnic backgrounds, and takes part in the Amplify scheme which offers mentoring for trainees from minority ethnic backgrounds

Wider work is ongoing with a view to developing approaches to curriculum design and teaching which embed inclusivity and to design methods and approaches that identify and compensate for potential challenges to inclusivity such as sensitive topics.

I trust this information satisfies your enquiry. Should you feel dissatisfied with this response or the way in which your request was handled you can request an Internal Review. This should be made in writing within 40 working days of the date of this email. Please provide your unique reference number of your request, information on why you are dissatisfied and any detail you would like us to consider as part of the Internal Review process. Email your request to inforequest@cardiff.ac.uk where it will be forwarded to the Head of Compliance and Risk who will be responsible for overseeing the review.

If you remain dissatisfied following the outcome of your complaint, you have the right to apply directly to the Information Commissioner for consideration. The Information Commissioner can be contacted at the following address: Information Commissioner's Office, Wycliffe House, Water Lane, Wilmslow, Cheshire, SK9 5AF.

I would like to take this opportunity to thank you for your interest in Cardiff University. If you require further assistance please feel free to contact me.

Kind regards

South Wales DClinPsy Equity & Representation Reading List

Considering equity, representation, and diversity in supervision/teaching

Gray, S. W., & Smith, M. S. (2009). The influence of diversity in clinical supervision: A framework for reflective conversations and questioning. *The Clinical Supervisor*, *28*(2), 155-179.

Addai, C., Birch, K. and Nicholas, J. (2019). From safety to bravery: Creating trainee spaces to discuss racism and Whiteness in clinical psychology. In *Clinical Psychology Forum* (Vol. 323, pp. 25-30).

Wood, N., & Patel, N. (2017). On addressing 'Whiteness' during clinical psychology training. *South African Journal of Psychology*, *47*(3), 280-291.

Non-fiction/personal accounts with themes of race and racism

Adetimole, F., Afuape, T., & Vara, R. (2005, May). The impact of racism on the experience of training on a clinical psychology course: Reflections from three Black trainees. In *Clinical Psychology Forum* (Vol. 48, pp. 11-15).

Cousins, S. (2019). *Overcoming everyday racism: Building resilience and wellbeing in the face of discrimination and microaggressions*. Jessica Kingsley Publishers.

Saad, L. (2020). *Me and white supremacy: How to recognise your privilege, combat racism and change the world*. Hachette UK.

Eddo-Lodge, R. (2020). *Why I'm no longer talking to white people about race*. Bloomsbury Publishing.

Shukla, N. (2017). *The Good Immigrant: 21 Writers Explore What it Means to be Black, Asian & Minority Ethnic in Britain Today*. Cornerstone Digital.

Akala (2018). *Natives: race and class in the ruins of empire.* London: Two Roads.

Hirsch, S. (2018). Brit (ish): On race, identity and belonging.

Kendall, M. (2021). Hood feminism. Bloomsbury Publishing PLC.

Everyday racism

Sue, D. W., Capodilupo, C. M., Torino, G. C., Bucceri, J. M., Holder, A., Nadal, K. L., & Esquilin, M. (2007). Racial microaggressions in everyday life: implications for clinical practice. *American psychologist*, *62*(4), 271.

Cousins, S. (2019). *Overcoming everyday racism: Building resilience and wellbeing in the face of discrimination and microaggressions*. Jessica Kingsley Publishers.

Sexual and gender minorities

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Sex/gender Inequality

Perez, C. C. (2019). *Invisible women: Exposing data bias in a world designed for men*. Random House.

The basis of equality in Welsh legislation

Well-being of Future Generations (Wales) Act, Welsh Government (2015)

Considering the role of social injustice, loneliness and isolation on mental health presentations / outcomes

Mcgrath, L., Griffin, V., & Mundy, E. (2016). The psychological impact of austerity: a briefing paper. *Educational Psychology Research and Practice*, *2*(2), 46-57.

Equity and representation in the clinical cycle

Díaz, E., Añez, L. M., Silva, M., Paris, M., & Davidson, L. (2017). Using the Cultural Formulation Interview to build culturally sensitive services. *Psychiatric Services*, *68*(2), 112-114.

The impact of diversity or social exclusion on recovery in mental health

Gopalkrishnan, N. (2018). Cultural diversity and mental health: Considerations for policy and practice. *Frontiers in public health*, *6*, 179.

Social class and economic disadvantage

Brown, R. (2015, January). When it comes to working with people without homes, where is clinical psychology? In *Clin. Psychol. Forum* (Vol. 265, pp. 42-45).

Rogers, A., & Pilgrim, D. (2021). Social stratification and mental health. In Rogers, A., & Pilgrim, D. (Eds.), *A Sociology of Mental Health and Illness* (pp. 21-36). McGraw-Hill Education (UK).

Family therapy

Butler, C. (2015). Intersectionality in family therapy training: Inviting students to embrace the complexities of lived experience. *Journal of Family therapy*, *37*(4), 583-589.

CBT/BABCP

Beck, A., Naz, S., Brooks, M., & Jankowska, M. BLACK, ASIAN AND MINORITY ETHNIC SERVICE USER POSITIVE PRACTICE GUIDE 2019.

Beck, A. (2016). *Transcultural cognitive behaviour therapy for anxiety and depression: A practical guide*. Routledge.

Naeem, F., Phiri, P., Rathod, S., & Kingdon, D. (2010). Using CBT with diverse patients: working with South Asian Muslims. *Oxford guide to surviving as a CBT therapist*, *41*.

Haarhoff, B., Thwaites, R., & Haarhoff, B. A. (2016). Reflecting on our socio-cultural background: Becoming more culturally sensitive and effective CBT therapists. *Reflection in CBT*, 77-93.

Moloney, P., & Kelly, P. (2004). Beck never lived in Birmingham: Why CBT may be a less useful treatment for psychological distress than is often supposed. *CLINICAL PSYCHOLOGY-LEICESTER-*, 4-10.

Naz, S., Gregory, R., & Bahu, M. (2019). Addressing issues of race, ethnicity and culture in CBT to support therapists and service managers to deliver culturally competent therapy and reduce inequalities in mental health provision for BAME service users. *The Cognitive Behaviour Therapist*, *12*.

Beck, A. (2019). Understanding Black and Minority Ethnic service user's experience of racism as part of the assessment, formulation and treatment of mental health problems in cognitive behaviour therapy. *The Cognitive Behaviour Therapist*, *12*.

Fictional titles written by authors from minority ethnic backgrounds, with themes of race and racism

Carty-Williams, C. (2019). *Queenie*. Gallery/Scout Press.

Evaristo, B. (2019). *Girl, Woman, Other*. Penguin Books Ltd.

Jones, T. (2018). *An American Marriage: WINNER OF THE WOMEN'S PRIZE FOR FICTION, 2019*. Simon and Schuster.

Adichie, C. N. (2014). *Americanah.* HarperCollins Publishers.

Whitehead, C. (2016). *The Underground Railroad*. Doubleday Books.

Bennett, B. (2020). *The Vanishing Half: A Novel*. Penguin.

Media Resources

Video

The difference between being not racist and anti-racist
https://www.ted.com/talks/ibram_x_kendi_the_difference_between_being_not_racist_and_antiracist

The danger of a single story
https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story

How to overcome our biases walk boldly towards them
https://www.ted.com/talks/verna_myers_how_to_overcome_our_biases_walk_boldly_toward_them

Gina Yashere every day racism
https://www.youtube.com/watch?v=4o3vCv-BmX4

Robin DiAngelo discusses 'White Fragility'
https://www.youtube.com/watch?v=45ey4jgoxeU

In conversation with Dr. Nneamaka Ekebuisi

https://www.in2gr8mentalhealth.com/inconversationwithseries

Podcasts

Literary Friction – Race with Reni Eddo-Lodge

Adulting - With Michelle Buteau and Jordan Carlos

The Black Curriculum

About Race With Reni

Self-Reflection Exercises

Cristiln, M.D. (2019). Racism scale: Where do you fall? Retrieved from: https://racismscale.weebly.com

The Heterosexuality Questionnaire. Retrieved from: https://www.pinkpractice.co.uk/quaire.htm

Reference: FOI 079

[redacted]

12 May 2022

Dear [redacted]

Freedom of Information Act 2000 - Request 079

I refer to your request for information received on 12 April 2022

Section 1 of the Freedom of information Act 2000 (FOIA) places two duties on public authorities. Unless exemptions apply, the first duty at s1(1)a is to confirm or deny whether the information specified within a request is held. The second duty at s1(1)b is to disclose information that has been confirmed as being held. Where exemptions are relied upon section 17 of the FOIA requires that we provide the applicant with a notice which: a) states that fact, b) specifies the exemption (s) in question and c) state (if that would not otherwise be apparent) why the exemption applies.

The information you requested is held by University of Surrey.

You had asked:

I would like to submit an FOI request to the Doctorate in Clinical Psychology course.

Please can you provide information* on the following:
Q1. The role of Social Justice in your course teaching & research
A1. Please see below:

Leadership commitment:

- Accountable systems including EDI sub-committee of the Board of Studies.
- Leadership in staff training events and modelling.
- All staff have had to undertake the University difference and diversity training

Education for course staff and supervisors

- Externally facilitated critical thinking and reflection spaces for course staff.
- Training to existing clinical supervisors on anti-racist practise: two five-hour days and two reflective group sessions facilitated by an external consultant.
- Components addressing dimensions of difference and identity delivered within new supervisors training workshops.

- Resources for self-directed learning (Difference & Diversity Resource & Reading Directory, glossary for conversations about race.

Curriculum review

- Curriculum working group of stakeholders to decolonise the curriculum.
- Induction training for new cohorts on identity, recognising and celebrating difference and having difficult conversations.
- Examination of theories covered in teaching and on reading lists.

Support for Trainees from racially minoritized groups

- Support spaces offered to trainees who identify as being from global majority backgrounds (bimonthly, 90 minutes, within the timetabled day), facilitated by an external consultant.
- Trainees who identify as being from a global majority background are offered the opportunity to be matched with a clinically qualified mentor who also identifies as being from a global majority background.
- Accessible reporting process for incidents of racism (presented at the beginning of training, staff awareness, available on SurreyLearn).

Introduction of Contextual Recruitment Processes (to address barriers of access related to factors including socioeconomic backgrounds, class, migration and family experiences)

- Contextual circumstances for current trainees has been collected; data will be analysed locally and nationally to establish an evidence-based process. Intersectionality is a key consideration.

Existing processes within admissions and selection

- Removal of identifying characteristics from applications for shortlisting
- Consultation to identify potential bias in interview questions and scoring (with service users and carers, trainees and alumni who identify as being from an under-represented background along dimensions of class, gender, disability, race and ethnicity).
- Evaluation of admissions data to identify areas of bias.
- Interview panellists recruited to represent a range of dimensions of difference.
- Panellist training to consider implicit bias.
- Alternative interview dates offered to candidates observing Ramadan.

Positive Action Initiatives

- Implemented at shortlisting and following interview. Candidates identifying as being from a global majority background will be prioritised. Other protected characteristics considered for positive action are sexuality, disability and gender. Presence of more than one protected characteristic will have a cumulative impact.

Improving Equity of Access to Experience

Eligibility criteria for applicants supports varied experience, where relevance and transferable skills are identified. Initiatives that support access to experience include:

- Monthly talks for aspiring clinical psychologists from global majority groups
- Talks to Schools Programme aiming to inform and inspire secondary school students in economically deprived areas
- Collaborator to the Valued Voices mentoring scheme
- Facilitator of the annual Widening Access event hosted by London courses (delivered by Surrey in 2022)
- "Twitter" campaigns to ensure equity of access to information.

Additional comments:

- Service-related projects are delivered in partnership with local NHS trusts to inform action plans to address inequality.
- MRP projects and staff research are supported by two research groups: Applied Clinical Health and Social Justice and Inequalities in Mental Health.
- Teaching unit exploring difference, diversity and discrimination (including 'race', gender, sexuality, dis/ability) in sociohistorical and political context and reflection in PPD groups on trainees' histories of privilege/oppression.
- Consultation and collaboration with SU & Carers
- The wording on all placement contracts is being updated to more explicitly state that responsibility lies with supervisors and trainees to create an environment that supports and promotes anti-racist and anti-oppressive practice. The contracts state that trainees are expected to understand and respect the impact of difference, diversity, disability, social inequalities and power imbalances on people's lives, and to develop the ability to address these sensitively with clients, and work in ways to appropriately challenge and overcome oppression.

Q2. How you have addressed issues of Equality, Diversity & Inclusion

A2. The Doctoral College (DC), which supports the academic and professional development of postgraduate researchers and early career researchers has sought to take a proactive approach to address EDI issues, whilst recognising that such work needs to be ongoing.

A decision was taken to ensure that we have a designated member of staff who acts as an EDI Lead who provides leadership in communicating best practice as well as encouraging initiatives and actions that promote and improve equality, diversity and inclusion. EDI is a standard agenda item at the staff monthly team meeting, and we are currently working on team objectives linked to gender, international students, neurodiversity, disability and race to develop a holistic team approach to improve inclusivity in our provision.

A Padlet has been developed - Equality, Diversity, and Inclusion Resources - University of Surrey, Doctoral College (padlet.com) which is designed to be curated by the whole research community.

Two new studentship opportunities, with the aim to address under-representation within specific groups, have also been established. These awards are the Breaking Barriers Studentship Award and Shine Scholars Studentship Award.
The Breaking Barriers award was set up to help address under-representation of women, men, and non-binary students within specific departments to help advance gender equality and diversity whilst funding aspiring leaders of research.
The Shine Scholars Studentship Award is aimed at increasing the representation of Black British students at Doctoral level at Surrey and these studentships are part of the wider Shine Scholars programme. The aim of The Shine Scholars programme, jointly funded by the Office for Students and Research England, is to provide Black British students with the resources and conditions to achieve academic excellence and prosperous careers. This multicomponent programme comprises: a 1-week summer school, mentoring, placement opportunities, teaching qualifications, an internship scheme for Black undergraduates, an academic conference and networking event, and tailored career advice.

Both of studentship awards ran for January 2022 and October 2022 entry and we will be advertising these awards again later this year for October 2023. We have a commitment to run the Shine Scholars Studentship Award for at least the next three years (2023, 2024, 2025).

Q3. What steps you have taken to decolonise the curriculum (please include any University-wide policies, documents or initiatives)
A3. Within the DC there is a current project, DecolTwhich is seeking to take the decolonisation approaches used in Teaching & Learning and Higher Education pedagogy and apply them in the doctoral training context to ensure that our training caters for the diversity of research student cohorts. Learnings from this work will also be widely disseminated.
Other examples of work within this area include the application of decolonising practices to specific training - Research Funding: The Basics and Virt2ue (research integrity training) and mentorship training.

Q4. Any other steps/commitments you've taken to ensure the inclusivity of your course
*For example: training materials, slides, handouts, trainee projects, research, surveys, working-groups etc

A4. Staff within the Researcher Development and Employability team (RDE), a sub team within the DC have, through continual professional development, considered and reviewed inclusivity approaches. For example, our Careers Consultants have undertaken work on inclusivity approaches to career support via external consultation and the sharing of good practice with fellow practitioners, and a member of the team has undertaken an accessibility and universal design for learning course to develop skills to design inclusive teaching and learning activities that enhance student mental health and wellbeing which has led to a workshop redesign.

The RDE workshop feedback form has been redesigned and now specifically addresses inclusivity and belonging to enable us to evaluate the inclusivity of our training.

If you are dissatisfied with the response you have received, you may appeal in writing or by e-mail to the University requesting a review. Correspondence should be sent to: Information Compliance Unit, Duke of Kent Building, Level 5, University of Surrey, Guildford, Surrey, GU2 7XH.e-mail: freedomofinformation@surrey.ac.uk

On receipt of your appeal, arrangements will be made for a review of the original decision. You will be notified of the review decision in writing.

If, following the internal review process, you are still not content with the outcome, you may appeal further in writing to: First Contact Team, Information Commissioner's Office, Wycliffe House, Water Lane, Wilmslow, Cheshire, SK9 5AF.

Yours sincerely

Carolyn Mullen
Information Governance Officer

Teesside University
Middlesbrough Tees Valley
TS1 3BA UK
www.tees.ac.uk

Freedom of Information Request to Teesside University

Our reference: FOI 22068 12

Request received: April 2022 20 May

Response sent: 2022

Dear requestor

Further to its recent acknowledgement, the University is now in a position to provide you with a response to your request for information.

We have dealt with your request in accordance with your “right to know” under section 1(1) of the Freedom of Information Act 2000 (subsequently referred to as FOIA 2000) which entitles you to be provided with information “held” by a public authority, unless an appropriate exemption applies.

We can confirm that Teesside University holds some information relevant to your request and have responded to your request below.

I would like to submit an FOI request to the **Doctorate in Clinical Psychology course**.

Please can you provide information* on the following:
*For example: training materials, slides, handouts, trainee projects, research, surveys, working-groups etc.

1. The role of Social Justice in your course teaching & research. 2. How you have addressed issues of Equality, Diversity & Inclusion?

3. What steps you have taken to decolonise the curriculum?
(please include any University-wide policies, documents or initiatives)

4. Any other steps/commitments you’ve taken to ensure the inclusivity of your course

Response

Teesside University
Middlesbrough Tees Valley
TS1 3BA UK
www.tees.ac.uk

Please find attached EDI Newsletter which summarises the work that is ongoing in this area. Please note that all personal data has been removed from the newsletter.

Information about the University's process in relation to Appeals and Complaints can be found here.

Kind regards
Information Governance Team

TEESSIDE UNIVERSITY DOCTORATE IN CLINICAL PSYCHOLOGY

TU EDI Update

EQUALITY DIVERSITY AND INCLUSION (EDI) NEWSLETTER
APRIL 2022 - EDITION 1

This issue, we're covering:

INTRODUCTION TO EDI LEADS

ANTI-RACIST ETHOS AT TEESSIDE

EDI WORK ON THE COURSE - FIRST QUARTER

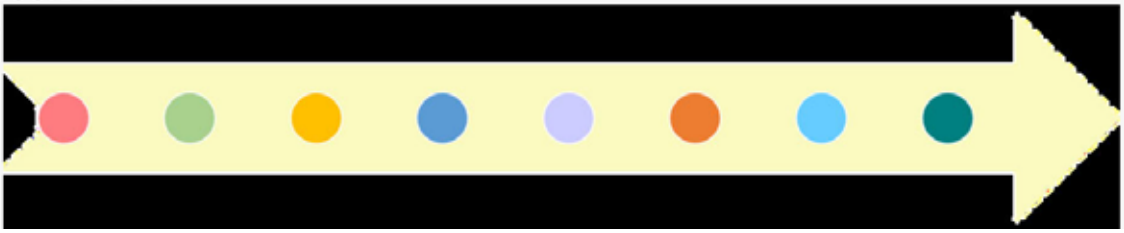
INTRODUCTION TO #MYNAMEIS AND PRONOUNS INITIATIVES

TEESSIDE EDI CO

Welcome to EDI on Teesside Clinical Psychology Training

A warm welcome to our first EDI Update. This newsletter marks the first of our quarterly updates about the Equality, Diversity and Inclusion work taking place on the DClinPsy.

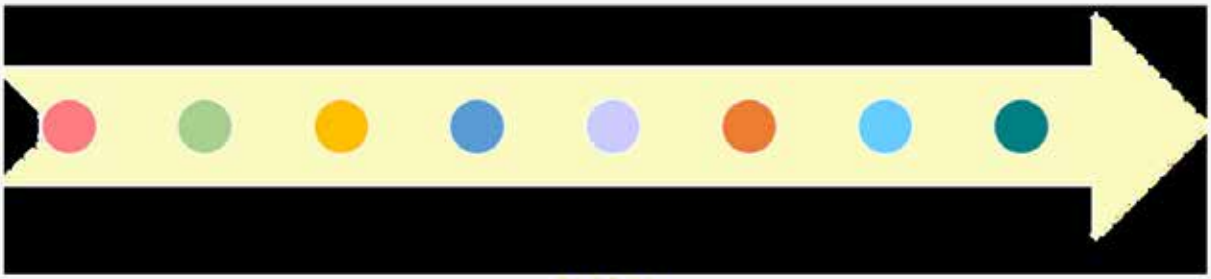
We hope you enjoy this newsletter and look forward to continuing on this journey with us!



Introduction to EDI leads

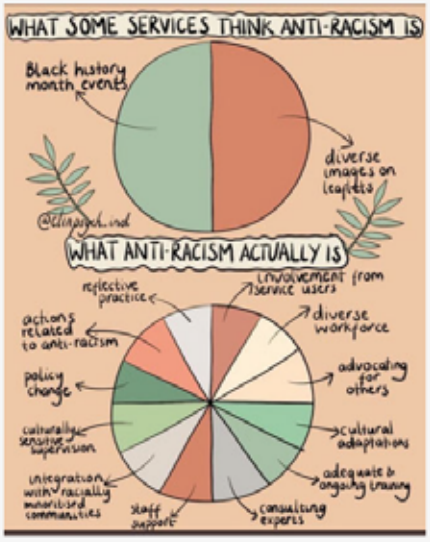
EDI steering group

We wouldn't be able to make the changes on the course without the ideas, thoughtfulness, and engagement of our trainees. Our EDI steering group have been instrumental in guiding the changes we are making on the course. With sincere thanks to the following trainees:



Anti-Racist Ethos at Teesside

EDI LEADS MISSION STATEMENT

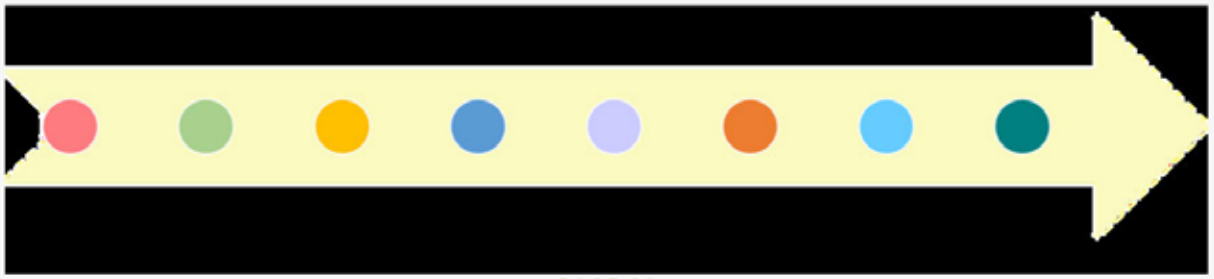


OUR MISSION IS TO DEVELOP TEESSIDE DCLINPSY TO BE AN ANTI-RACIST, PSYCHOLOGICALLY SAFE AND INCLUSIVE PLACE TO TRAIN AS A CLINICAL PSYCHOLOGIST. WE AIM FOR THE COURSE TO BE RESPONSIVE TO ISSUES IN RELATION TO DIVERSITY, EQUALITY, AND INCLUSION IN A WAY THAT IS COLLABORATIVE, MEANINGFUL, AUTHENTIC, AND LEADS TO LONG-LASTING EMBEDDED CHANGE. WE AIM FOR THESE CHANGES TO HAVE WIDE AND LONG-LASTING IMPACT THAT POSITIVELY INFLUENCES ALL OF OUR STAKEHOLDERS.

TEESSIDE DCLINPSY ENDEAVOURS TO CELEBRATE, LEARN FROM, AND ACTIVELY ENCOURAGE DIVERSITY IN ADDITION TO EMBEDDING DIVERSE PERSPECTIVES INTO EXISTING PRACTICES. WE WILL TAKE A CRITICAL APPROACH TO CLINICAL PSYCHOLOGY AS A PROFESSION, TO INTRODUCE VULNERABILITY INTO THE PROFESSION, AND LOOSEN THE PROFESSION'S GRIP ON THE "EXPERT" POSITION.

Positionality and priorities

- Please note the use of "we" throughout the newsletter refers to EDI leads working in collaboration with our trainees; course and departmental staff; Tees, Esk, and Wear Valleys (TEWV) NHS Foundation Trust and clinicians; placement supervisors; and other stakeholders - the changes made so far are a result of collaboration and collective engagement with the EDI agenda.
- The EDI leads at Teesside University are new posts, so as you can imagine, there is a lot of work for us to do...
- It is important to us to embed changes in a way that is collaborative, authentic, and long-lasting.
- We hope, in time, to link in more broadly with EDI initiatives occurring within our stakeholder organisations, and more broadly at a policy level. First, however, we want to ensure we focus and prioritise changes on the course. We would rather do one thing reasonably well, than a lot of things poorly!
- We are always happy to be contacted by any of our stakeholders regarding EDI initiatives on the Teesside DClinPsy - we welcome suggestions.
- We have extended our offer of reflective drop-in spaces to placement supervisors, who can also utilise these spaces for discussions around workplace culture to ensure psychological safety for our trainees.
- We would encourage you to also seek out your organisations' EDI leads to find out what is happening at local level and in your own Trusts.



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TEESSIDE UNIVERSITY DOCTORATE IN CLINICAL PSYCHOLOGY

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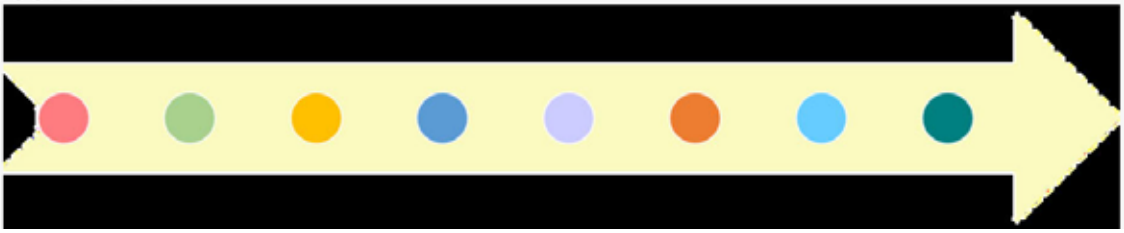


#MyNameis and Pronouns initiatives

Following discussions in our EDI steering group, we are launching the *#Mynameis* and pronouns initiatives at Teesside DClinPsy from the 25th April. For examples, please see "introduction to EDI leads" on page 1.

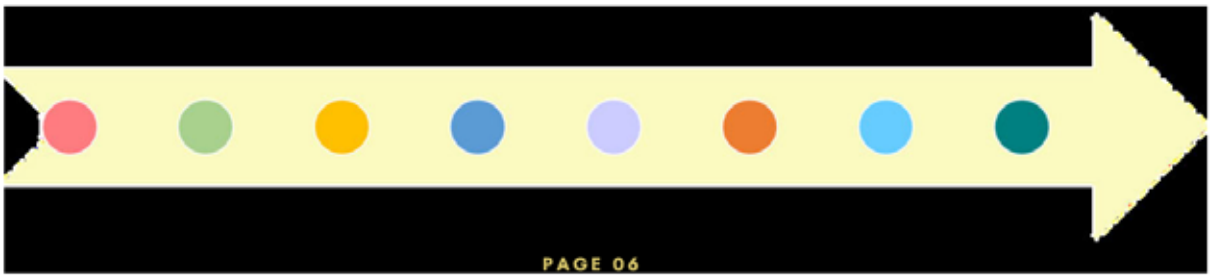
RACE EQUALITY MATTERS #My name is:

#Mynameis

- #Mynameis is a campaign run by the Race Equality Matters network.
- Your name is part of your identity, sense of self, heritage, and culture.
- Race Equality Matters conducted a poll of over 100 organisations, in which 73% of respondents said they had their names mispronounced. This made individuals feel 'not valued or important', 'disrespected' and 'that they didn't belong'. In the same survey, 88% of respondents thought a phonetic name spelling campaign would help tackle race inequality.
- We are launching this initiative from the week of 25th April - we would love it if you could join us!
- If you want to know more about the campaign please click on the #mynameis image above - there is also an option to have your name spelt phonetically on the website.
- https://namedrop.io/#home is a website that also allows you to create a 'soundbite' with your name on that you can add to your email signature.

The Pronouns Initiative

- Equally, getting an individual's pronouns right ensures respect for their gender identity.
- Gender is an important part of our sense of self, and incorrectly gendering an individual can cause them to feel disrespected, misunderstood and/or dysphoric.
- For context, chromosomes, hormones, external and internal anatomy result in sex being assigned at birth. Cisgender (cis) people identify with the sex they were assigned at birth. Transgender (trans) people are those whose gender does not align with the sex they were assigned at birth. Non-binary covers lots of different gender identities that fall outside of the gender binary of male or female.
- It is important to ask another's pronouns, and never to assume.
- Gender pronouns include she/her; he/him; they/them; ze/hir; and ze/zir.
- Please see the below link for Teesside University guidance on adopting pronouns: https://www.tees.ac.uk/docs/docrepo/equality%20and%20diversity/prounouns%20guide.pdf
- Please see the below link for further information on the ze/hir and ze/zir pronouns which you may be less familiar with:
- https://www.mypronouns.org/ze-hir



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