

Equity, Diversity and Inclusion Action Plan 2023/24

Doctorate in Clinical Psychology, University of Edinburgh

The EDI subcommittee was developed in 2023 to support the Clinical Psychology doctoral programme to meet University of Edinburgh and BPS commitments with regards equity, diversity, and inclusion (EDI) within our training. We agreed a broad framework and terms of reference that considered the nine protected characteristics and their interplay with socioeconomic inequalities as a guide for our actions. The framework also considers the University of Edinburgh's commitments in relation to EDI, namely to create and maintain a diverse and inclusive educational environment that works to establish more equitable opportunities for all, including those from more marginalised or underrepresented populations. The framework can be understood as taking an Ethical and Human Rights stance to provide the overriding principles for the committee to work within. Our actions are therefore guided by ethical principles (e.g. justice, beneficence, non-maleficence, autonomy) in conjunction with the principle that we all have rights as humans regardless of race, sex, nationality, ethnicity, language, gender or any other status; which include the right to education and work, and the right of freedom of expression amongst many others; and that we should all be free to pursue these rights without discrimination. We consider these principles and rights; and how they intersect when developing and evaluating our actions.

Our approach is intended to underline the importance of EDI in all areas of training from the perspectives of both delivery and experience; this includes programme recruitment, the trainee experience, supervisor training, the curriculum and research. These considerations include: **Leadership and Team Responsibility:** the responsibility of program leadership and teams to challenge dominant narratives, share inclusive values, and model inclusive behaviours across all aspects of the program.

Policy and Governance Structures: the need for clear policy and governance structures to prevent and address experiences of discrimination.

Curriculum Development: the development of a curriculum that addresses the impact of structural, institutional, and interpersonal racism and discrimination on health and social care outcomes. This includes the importance of providing opportunities for trainees to critically appraise evidence from diverse perspectives and to understand the prevalence of ethnic inequalities.

Awareness of Exclusion: the acknowledgement of historical exclusion of marginalised groups from research and healthcare practices and the need to address this gap through training experiences and resources.

Overall, the Clinical Doctorate Programme's EDI strategy aims to deliver a comprehensive approach to promoting equity, diversity, and inclusion within our programme taking into account the above commitments. The following action plan provides an update on programme-related EDI activities in relation to all areas of training that are ongoing throughout the 2023-2024 academic year.

Programme Area	Aim	Proposed Actions for 2023/24 Academic Year
Programme Level	Raise profile of programme relevant anti-racism, diversity and equality resources	Further develop and/or create and populate resource areas on programme website, LEARN spaces and programme handbooks
	To raise profile of and disseminate EDI work and developments	<p>Ensure EDI remains as a standing item on programme team meeting agendas</p> <p>Contribute EDI-related items to Doctorate of Clinical Psychology newsletter</p> <p>Provide half-day session at DCLinPsychol stakeholder event to facilitate discussion of training implications with placement supervisors</p> <p>Participate in University of Edinburgh Learning & Teaching conference</p>
	To evaluate and monitor EDI developments	<p>EDI subcommittee to provide summary of work undertaken to date to Joint Training Committee in September 2024</p> <p>To ensure channels for trainee feedback on aspects of EDI experiences (strengths and areas for improvement) e.g. through cohort liaison, SSLC</p>
	Ensure programme staff have opportunity to engage in EDI-related CPD	<p>Continue to ensure academic staff complete mandatory university training</p> <p>Continue to ensure all staff involved in selection complete required training</p> <p>Continue to ensure all programme staff made aware of optional training and CPD opportunities offered e.g. through the university, NHS or GTiCP</p>
Widening Participation	Encourage applications from candidates from diverse backgrounds	<p>Continue with outreach work activity</p> <p>Consult trainees about the “Increasing Diversity Initiative” project work opportunity and evaluate its implementation</p> <p>Discuss development of a widening participation strategy with relevant stakeholders</p>

Selection	Ensure that our selection processes are as fair, equal and inclusive as possible for candidates to demonstrate their suitability for training	Continue to review equal opportunities data on an annual basis Ensure any review of selection procedures considers equality, diversity and inclusivity, including differential adverse impacts of different selection methods.
Curriculum	Review academic curriculum from the perspective of anti-racism, diversity and equality	Review focussed sessions on EDI to ensure that all protected characteristics and social inequality are addressed and appropriate for an NHS context. Review to include a focus on the timing of delivery of these sessions Develop ethical framework/ structure for EDI 'P&P' teaching to guide trainees towards an ethical informed stance in relation to these issues, ensuring that this takes account of complexities evident within the NHS context. Identify/develop/adapt a tool to encourage contributor reflection on all curriculum content from an EDI perspective Develop guidance for module coordinators, NHS coordinators and all contributors around inclusion of curriculum material that takes account of issues pertaining to EDI Identify additional training resources that contributors can access.
	Ensure that induction materials and sessions address issues such as anti-racism, diversity and inclusivity	Review and where applicable update induction materials for 2024-2025 academic year
Trainee Support	Create spaces for trainees to discuss issues such as anti-racism, diversity and inclusivity	Following low participation in previous listening spaces, to pilot facilitation by an individual external to the programme who overtly identifies as from a minoritised group to lead these groups
	To raise awareness of EDI resources available for trainees	Continue to signpost trainees to resources and supports available through university and NHS
Research	Review of research training from the perspective of anti-racism, diversity and inclusivity in order to explore how these	(see actions under curriculum)

	perspectives could be addressed in sessions designed to help trainees develop competencies as both consumers and producers of research	Develop a specific EDI session in 1st year research teaching
	To ensure EDI research resources / guidelines are incorporated into training	Identify and disseminate relevant resources (e.g. https://learn.nes.nhs.scot/3480/equality-and-diversity-zone)
	To increase consideration of EDI within trainee research design	Identify questions / prompts to add to Research Proposal form Include EDI consideration guidance in Research / Thesis Handbook Include specific teaching on EDI considerations in Research Design (as above) Further develop processes to support co-production research design in trainee projects
Placement	Review of supervisor training to include anti-racism alongside existing content on diversity and inclusivity	Ensure anti-racism, diversity and inclusivity are explicit in the revised New Supervisor training materials. Consult with trainees and supervisors to develop Learning Aims for Supervisor training. Pilot training during Academic year 23-24
	Ensure trainees are aware of processes to follow should they experience discrimination in every environment in which they work	Continue to ensure that guidance about this is available in relation to University processes. Continue to provide guidance on processes for trainees to follow if they experience discrimination on placements
	Update placement paperwork to reflect broader engagement with diversity	Additional item in Evaluation of Clinical Competence form regarding trainee's Competence in EDI/Power
	Engage wider stakeholders in awareness raising and anti-racism work	CPD event for tutors (Local and Clinical) on Whiteness and Anti-Racism in November 2023 and then April 2024 (building on initial event in March 2023) to support development and delivery of training to supervisors