

Activity Update 2024/25
Equity, Diversity and Inclusion Sub-Committee
Doctorate in Clinical Psychology, University of Edinburgh

This update has two main objectives

- 1. To highlight the activities and outcomes of the EDI subcommittee and wider programme team in relation to EDI over 2024/25**
- 2. To plan and coordinate future activity that requires EDI subcommittee involvement or monitoring.**

Background and Context

The Equity, Diversity and Inclusion (EDI) subcommittee was formed in January 2023 to support the Clinical Psychology doctoral programme to meet University of Edinburgh, BPS and HCPC commitments with regards EDI within our training. A broad framework and terms of reference that considered the nine protected characteristics and their interplay with socioeconomic inequalities continues to guide 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 and to promote belonging.

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 and other 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.

Committee Membership

The EDI Subcommittee comprises representatives from the Programme Team, Trainees and NHS Staff to coordinate the development and implementation of the action plan and identify additional areas to focus on. We met quarterly throughout the 2023/24 Academic year, and will continue to do so through 2025 / 2026.

Key Priorities and Activity Summary for 2024/25

The EDI subcommittee has an ongoing role to collate and monitor activities across all aspects of the programme. Key priorities that the EDI subcommittee focussed on in 2024/25 included:

Programme Level: To include EDI in induction activities.

Selection: To review equal opportunities data; to continue to gather information around contextual admissions and ensure any review of selection considers EDI.

Curriculum: To pilot and evaluate use of Reflective EDI teaching tool; to review EDI content throughout the curriculum.

Placement: To further develop new supervisor training around anti-racism/EDI after pilot and consider supervisor training for experienced supervisors; to monitor trainee experience of supports for working with diversity on placement.

Research: To continue work on integration of EDI into trainee research design; to explore methods of supporting co-production in research activity.

The outcomes achieved in 2024/25 are provided in Table 1 which brings together the range of EDI activities and initiatives occurring across the programme. The EDI sub-committee has had a key role in identifying and monitoring activities that are ongoing across the wider team; and in identifying targets for specific development supported by the sub-committee.

Priorities for 2025/26

Proposed actions are included in the table below. The proposed actions in italics are areas of potential development to inform current and future planning.

Table 1: Actions and Outcomes

Programme Level		
Aims	Outcomes in 2024/25	Proposed Actions for 2025/2026
Raise profile of programme relevant anti-racism, diversity and equality resources.	EDI Resource Folder brought forward to Doctorate Clinical Psychology 2024/25 Learn Site to be accessible to all trainees, programme team and contributors (ST/CC).	Further develop and/or update and populate resource areas on programme website, LEARN spaces and programme handbooks: update the reading list with updated guidelines and articles (EDI sub-committee). Update ED&I action plan for 2025/2026 on the school website.
To raise profile of and disseminate EDI work and developments.	EDI summary included in December 2024 newsletter (ST/JKT). EDI Ethics toolkit included in Y1 and Y2 EDI lecture content in 2024/25 and scheduled for 25/26 (CC). Successful application for an internal EDI grant to further support dissemination of Clinical Ethics Toolkit (Clara Calia).	To include summary of EDI activity and plans in the newsletter of 2025. To prepare a report on EDI curriculum review tool development and evaluation. To disseminate learning points from key activities from previous year (e.g. the EDI grants events) in a systematic way to all stakeholders – special newsletter edition or similar.
To evaluate and monitor EDI developments.	EDI included as a standing item on programme team and Staff Student Liaison Committee meeting agendas (Programme Team). Copy of this Action Plan update to go to Joint Training Committee.	EDI work packages and goals to be monitored and reported on as a standing item at Programme Team and SSLC meetings. EDI subcommittee to provide summary of work undertaken by way of Action Plan update to Joint Training Committee (2025/2026).
Ensure programme staff have opportunity to engage in EDI-related CPD.	Academic staff encouraged to complete mandatory university training.	To monitor proportion of programme staff completing mandatory university training.

	<p>All staff involved in selection encouraged to complete required training</p> <p>Programme staff were made aware of optional training and CPD opportunities offered e.g. through the university, NHS or GTiCP Programme Team.</p> <p>Programme team successfully applied for internal grant for EDI CPD with School: Let's Face Change - Anti-Racism (FH) and Ethics toolkit in Clinical practice; and Visual methods in marginalised populations (CC).</p>	<p>To monitor that all staff involved in selection have completed required training.</p> <p>To monitor staff engagement with optional training and CPD opportunities offered e.g. through the university, NHS or GTiCP.</p> <p>To apply for further grants to support programme team EDI CPD activities if available.</p> <p>To offer follow-up CPD training on Whiteness and Anti-Racism to programme team staff (NM).</p>
Widening Participation and Selection		
Aims	Outcomes in 2024/25	Proposed Actions for 2025/2026
Encourage applications from candidates from diverse backgrounds	<p>Outreach activity in 2024/25 included: Engaging with prospective applicants via Careers stall at BPS Scottish Undergraduate conference (NM).</p> <p>The implementation of the "Increasing Diversity Initiative" project work opportunity with trainees was evaluated and concluded that it is worth keeping available as an option for trainees. (Clinical Team).</p>	<p>To monitor attendance at UoE Open Days and outreach days.</p> <p>To monitor trainee uptake of 'Increasing Diversity Initiative'.</p> <p><i>To explore additional activities that programme team can engage in with regards outreach and development of a widening participation strategy (Programme Team).</i></p>
Ensure that our selection processes are as fair, equal and inclusive as possible for candidates to demonstrate their suitability for training.	Equal opportunities data reviewed and reported on a regular basis (Selection Committee).	To engage in discussions with UoE Director of Admissions about use of contextual admissions to ensure that selection procedures consider equality, diversity and inclusivity, including differential adverse impacts of different selection methods (Selection Committee/Programme Director).

Curriculum		
Aims	Outcomes in 2024/25	Proposed Actions for 2025/2026
Review academic curriculum from the perspective of anti-racism, diversity and equality.	<p>Curriculum updated for 2025/26 and feedback invited from EDI subcommittee: standalone session on class/socio-economic status identified as a gap.</p> <p>Reflective EDI Teaching tool disseminated in 2024/25 through module co-ordinators; evaluation started.</p> <p>Guidance included in reflective EDI tool distributed to all contributors through for module coordinators to support inclusion of curriculum material that takes account of issues pertaining to EDI.</p> <p>EDI Internal grant secured to run a 'World Café' event (July 2025) to identify needs and develop resources to feed into the curriculum to support working with minoritized and marginalised groups.</p>	<p>To review EDI specific sessions for 2026/27: to introduce a session on class / socio-economic status.</p> <p>To continue to pilot and evaluate use of Reflective EDI teaching tool.</p> <p>To summarise findings and impacts from World Café event; disseminate and gain feedback from contributors; to use to support curriculum planning for 2026/27.</p>
Ensure that induction materials and sessions address issues such as anti-racism, diversity and inclusivity.	<p>Welcome message included on induction materials specifically highlighted our ED&I work makes strong statement from leadership about the importance of ED&I.</p> <p>First day lecture on philosophy and history has been adapted to make reference to clinical psychology's history of scientific racism / abuse of statistics / links to eugenics, and over reliance on WEIRD samples in research, predominance of white male voices in the theories we use.</p>	

Trainee Support		
Aims	Outcomes in 2024/25	Proposed Actions for 2025/2026
Create spaces for trainees to discuss issues such as anti-racism, diversity and inclusivity.	Recommendations for listening spaces following trainee feedback were implemented and further evaluation of listening spaces undertaken (Clinical Tutor Team). Trainees now meet Clinical Tutor individually in first year for specific meeting to including discussion of diversity in this relationship.	Listening spaces are now recommended by the BPS and will be implemented across year groups in 2025/26 incorporating recommendations from the evaluation.
To raise awareness of EDI resources available for trainees.	Trainees signposted to resources and supports available through university and NHS in programme handbooks.	
Research		
Aims	Outcomes in 2024/25	Proposed Actions for 2025/2026
Review of research training from the perspective of anti-racism, diversity and inclusivity in order to explore how these perspectives could be addressed in sessions designed to help trainees develop competencies as both consumers and producers of research.	Session on EDI in Research Design developed for EDI module incorporated into Research Teaching (EDI committee / R1 co-ordinator). Two EDI questions were incorporated into Research Proposal Form (R1) for 2024/25.	<i>To explore means of evaluating the impact of including EDI prompts in R1 Proposals.</i> <i>To explore ways to further develop processes to support co-production in research design in trainee projects.</i>
To ensure EDI research resources / guidelines are incorporated into training.	Relevant resources disseminated in teaching and on Learn: (e.g. https://learn.nes.nhs.scot/3480/equality-and-diversity-zone).	

Placement		
Aims	Outcomes in 2024/25	Proposed Actions for 2025/2026
Review of supervisor training to include anti-racism alongside existing content on diversity and inclusivity.	<p>Revision of New Supervisor training materials was started to ensure anti-racism, diversity and inclusivity are explicit in the revised New Supervisor training materials. (Clinical tutors).</p> <p>Method of rollout for experienced supervisor training has been agreed through training for trainers model with Local tutors and Clinical tutors across Scotland (NM).</p>	<p>Complete revision of New Supervisor training materials (Clinical Tutors).</p> <p>Experienced supervisor training to be made into a generalisable package and disseminated via Training for trainers model (Clinical and Local Tutors).</p>
Ensure trainees are aware of processes to follow should they experience discrimination in every environment in which they work.	<p>Guidance on processes for trainees to follow if they experience discrimination in University or on placements updated in Handbooks.</p> <p>Repeat Survey of all trainees re their experience of Clinical tutor support on placements included a specific item on ED&I.</p>	
Update placement paperwork to reflect broader engagement with diversity.	Questions on diversity in clinical work and in supervision on placements now standardised and leading to richer conversations as trainees and supervisors become more familiar with them (Clinical Tutor Team).	
Engage wider stakeholders in awareness raising and anti-racism work.	<p>Method of rollout for experienced supervisor CPD training on Whiteness and Anti-Racism has been agreed with Local tutors and Clinical tutors across Scotland through training for trainers model (NM).</p> <p>Engagement with Boards to explore need and desire for supervisor training and support for supervisors' attendance at training (Local Area Tutors).</p>	<p>Experienced supervisor training to be made into a generalisable package and disseminated via Training for trainers model (Clinical and Local Tutors).</p> <p>Engagement with remaining Boards to explore need and desire for supervisor training and support for supervisors' attendance at training (Local Area Tutors).</p>