Town Hall
Widening access and increasing diversity in selection

All selection tutors
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Widening Access to Clinical Psychology
GTiCP Scotland 2018
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“…with the goals of increasing access to the profession, ensuring compliance with equality and diversity regulation, and developing both research and practice to be led by a range of diverse knowledges and as applicable to as many people as possible who may benefit from clinical psychology input.”

DCP 2016
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- Support and educate prospective applicants (to be more like us!!!)
- Shape the intake process to be fairer
- Shift the culture of the profession to be more open, tolerant and inclusive
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• University of Glasgow initiative

• Development of “Widening Access Group”
  – Established late 2016/early 2017
  – Organised and developed by Trainees
    • Supported by NHS senior colleagues and Programme staff
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• Group Structure:
  – Consultation/Steering Group
    • representatives from key stakeholders including boards, UoG, NES, DCP Trainee reps, service users and other individuals in positions of influence who are able to inform strategy and support implementation.
    • meet infrequently but will be used to consult through email and/or direct content.
    • They will be able to bring a broader service/profession level perspective and may provide a means of bringing about activity/change as decided by the group.
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– Implementation Group
  • The core of this group would be trainee representatives from across the three year groups.
    – Each new year group would be asked to elect two volunteers, based on clear information about the demands of the role. The representative would be expected to remain in this role throughout the three years of training where possible, although we expected additional trainees would be involved with the activity of the group.
  • Clinical Psychologists from a range of boards and settings who can offer perspective from across the spectrum of the profession.
  • Regularly meetings
  • focus of developing, delivering and promoting change/activity.
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- Guidance from Steering Group
  - Focus on socio economic factors
  - The "Glasgow Effect"

Almost half (47%) of Glasgow’s residents, 292,000 people, reside in the 20% of most deprived areas in Scotland. In contrast, nearly 27,000 people (4.4% of the population) live in the 10% of least deprived areas in Scotland (based on 2017 population estimates). In 2014, 19% of households had a net income of less than £10,000.

Glasgow Centre for Population Health
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Is Access to Clinical Psychology Training fair?

• Applicants who attended a non-selective state school were *more likely* to be rejected without interview and *less likely* to gain a place than those from grammar or independent schools.

• Applicants who attended post-1992 universities were *more likely* to be rejected without interview and *less likely* to gain a place than applicants who attended pre-1992 universities.

• A 1st class degree conferred an advantage over a 2:1, as did a 2:1 over a 2:2

• Ultimately we concluded that clinical psychology is much less affected by social privilege than other more established professions.

• However...” only fairness to a point, with a clear indication that the interaction of social standing and ethnicity makes some sections of society considerably more likely to enter the profession while keeping others out” Scior 2017
## Widening Access to Clinical Psychology

### Socio-Economic Background - 2017 Entry

<table>
<thead>
<tr>
<th>Category</th>
<th>Applicants</th>
<th>Acceptances</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totals</td>
<td>3780</td>
<td>581</td>
</tr>
<tr>
<td>Prefer not to say or Not applicable</td>
<td>808</td>
<td>84</td>
</tr>
<tr>
<td>Quintile 1 (lowest participation rate in Higher Education)</td>
<td>272</td>
<td>43</td>
</tr>
<tr>
<td>Quintile 2</td>
<td>424</td>
<td>68</td>
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<td>Quintile 3</td>
<td>552</td>
<td>72</td>
</tr>
<tr>
<td>Quintile 4</td>
<td>725</td>
<td>128</td>
</tr>
<tr>
<td>Quintile 5 (highest participation rate in Higher Education)</td>
<td>999</td>
<td>186</td>
</tr>
</tbody>
</table>

**Totals:** 3780 Applicants, 581 Acceptances

**Prefer not to say or Not applicable:** 808 Applicants, 84 Acceptances

**Quintile Totals:**
- Quintile 1: 272 Applicants, 43 Acceptances (7%)
- Quintile 2: 424 Applicants, 68 Acceptances (12%)
- Quintile 3: 552 Applicants, 72 Acceptances (12%)
- Quintile 4: 725 Applicants, 128 Acceptances (22%)
- Quintile 5: 999 Applicants, 186 Acceptances (32%)
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Aims

“The long term aim of the group is to broaden the diversity of people entering the profession of Clinical Psychology in order that the demographic profile of the profession better represents that of the population which the profession serves. Alongside creating opportunity where there is currently very little, and in line with DCP strategy, the aim is to support the development of ‘... both research and practice to be led by a range of diverse knowledges and as applicable to as many people as possible who may benefit from clinical psychology input’ (DCP 2015). Alongside being fair and equitable, the group’s belief is that reshaping the profession will only strengthen the role and function of the clinical psychology.”
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– to develop effective working practices, networks and resources to raise awareness of the requirements, functions and benefits of the profession across a broader pool of potential applicants,

– to work across multiple systems (including Secondary Education, Universities, NHS Health Boards, Professional Bodies, and Scottish Government) and at a range of levels (including school age, Undergraduate and Postgraduate) to encourage widespread coverage of key societal groups that are currently underrepresented in the profession.

– To increase interest in, and promote activity toward, inclusivity in the profession
Can we begin to gather data on our own trainees, (and perhaps Edin who are keen to join with us)?

What can we get from BPS/clearing house?

What data does the University hold?

What data can we get from NES?

Gathering baseline data

Making Links

BPS/HCPC

Boards

University E&D

Schools/Education

University undergrad

Marketing the profession

Developing web based resources which could include:

- current stories (the journey to qualification)
- Promoting existing diversity (people and roles)

Continuing and building on existing links with schools and undergrad

Outreach

Building on existing promotional activities including “Clinical Psychology events for schools and HE students

Targeted events based on eg. SES

Mentoring
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• Alongside changes to selection process
  – Reviewing criteria
  – Including role play
  – Involvement of service users
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• Outputs
  – Speaking to schools (including primary)
  – Careers workshops
  – Developing talking heads:
    • Non conventional routes
    • Breadth of roles
  – Developing network
    • NHS GG&C Skills for health group
    • Scottish University Psychology Careers Advisers/Managers
    • Scottish Funding Council
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• Outcomes
  – ???
  – Still gathering initial data
  – Increased awareness of Programme’s views
  – Trainees very well engaged: highlighting among peers