

University of Edinburgh/NHS Scotland Doctorate in Clinical Psychology Anti-Racism, Diversity and Inclusion Action Plan

Aim	Action	Progress/Updates	Date delivered
<p>1. Raise awareness in Programme Team of importance of considering privilege and anti-racism</p>	<p>Presentation and discussion at Programme team Away Day</p>	<p>Programme team members supportive of awareness raising activities and anti-racism to be a focus for the coming year.</p> <p>Agreed that this would be a standing item on PT agenda for alternate meetings during 2020</p>	<p>Ongoing – PT staff continue to be encouraged to utilise resources made available by University of Edinburgh, BPS and wider</p>
<p>2. Engage wider stakeholders in awareness raising and anti-racism work</p>	<p>Discussion at Joint Training Committee (JTC)</p>	<p>JTC supportive of programme activity on anti-racism, diversity and inclusivity</p> <p>a) Programme Action Plan to be developed for August 2020 meeting</p> <p>b) JTC members volunteered to be involved in working groups</p>	<p>28th January 2020</p> <p>a) Action plan agreed at JTC 25/08/20.</p>
	<p>Discussion at Staff-Student Liaison Committee (SSLC)</p>	<p>Raised at SSLC on 18th November 2019. Agreed that this should be a standing item on future agendas</p>	<p>Ongoing from 18th November 2019</p>

	Stakeholder day in summer 2020	Postponed due to COVID-19 – to be re-scheduled into virtual event	Postponed due to COVID-19 – to be re-scheduled into virtual event
	Discussion at Local Tutor meeting	To be discussed at Local Tutor meeting autumn 2020	Carried over to Autumn 2021 due to COVID
3. Raise profile of programme relevant anti-racism, diversity and equality resources	Create and populate resource areas on programme website, LEARN spaces and programme handbooks	To be discussed at JTC on 25 th August	Agreed at JTC 25/08/20 that action plan will be published on programme website Session specific information has been made available Nov 2021 – outstanding issue needs to be addressed in relation to development of space for broader resources. HG to take to PT and SSLC
4. Ensure Selection process attracts diverse applicants	a) Revisit our diversity statistics to present to Selection subcommittee (SSC) in August 2020	a) On agenda for SSC June 2020	Reviewed at SSC August 2020
5. Ensure Selection process is inclusive and fair for all candidates	a) Develop proposal for Positive Action in Selection for 2021 intake for SSC in August 2020 b) Consider introducing Contextual Selection for 2022 and gather relevant data in 2021 to support this.	a) Proposals agreed at SSC August 2020. For discussion/approval by JTC August 2020 b) Proposals agreed at SSC August 2020. For discussion/approval by JTC August 2020	Approved at JTC on 25/08/20 Approved at JTC on 25/08/20 Agreed at SSC meeting June 2020

	<ul style="list-style-type: none"> c) All those involved in recruitment and selection of trainees to complete appropriate training (NHS/UoE) to reduce unconscious bias d) Continue to work with APEX on involving Experts by Experience in trainee recruitment and selection 	<ul style="list-style-type: none"> c) On agenda for SSC meeting June 2020 d) Ongoing work by SSC and APEX committees 	In place for Selection 2021
6. Identify staff resource within the Programme Team to lead on specific pieces of work	<ul style="list-style-type: none"> a) Programme Team member attends UK-wide GTiCP Anti-Racism working group b) Head of Department requested to allocate resource within academic staff model 	<ul style="list-style-type: none"> a) Ongoing b) Resource to be allocated during 2020 WAM discussions 	b) July 2020
7. Review academic curriculum from the perspective of anti-racism, diversity and equality	<ul style="list-style-type: none"> a) Explore the extent to which key anti-racism issues, debates, terminology, history as well as broader concerns related to diversity and inclusivity are covered in the academic curriculum. 	<ul style="list-style-type: none"> a) Initial review of curriculum carried out by Programme Director 	<ul style="list-style-type: none"> a) Initial review carried out February 2020. A number of sessions very clearly specifically address diversity, equality and inclusivity. For example, social inequality is first addressed in week 1 of teaching during the critical psychology introduction and the first years are given a theoretical overview called Diversity. As another example, throughout the curriculum, a variety of sessions are provided directly by people

	<ul style="list-style-type: none"> b) Raise awareness with programme staff and external contributors to ensure that these are themes which are addressed across a broad range of teaching sessions c) 2020 Inter Year Training Day to include world café style discussions that focus on Anti-Racism, Diversity, Equality and Inclusivity 	<ul style="list-style-type: none"> b) To be addressed at regular PT and Curriculum Working Group/Committee meetings c) Action agreed at staff/trainee Inter Year Teaching Day planning meeting on 24th January 2020. Format of Inter Year Teaching Day needs to be reconsidered in the context of COVID-19 	<p>with lived experience. From 2020-2021, additional time was provided in the timetable allocating time for trainees to explore their own social identities and the impact on clinical practice and research using the social graces framework.</p> <ul style="list-style-type: none"> b) A key theme from both programme team and trainee feedback has been the need to work towards a curriculum in which content standardly incorporates material relating to diversity, equality and inclusivity rather than addressing these concerns solely within stand alone sessions. There are already examples of good practice e.g. where specific sessions highlight the role that social determinants play in the development and expression of mental health outcomes and the response that marginalised communities receive from services. This will remain on the agenda of relevant meetings and subcommittees but there is also a need for additional training for contributors c) Inter-year training day went ahead in an online format
<p>8. Create safe spaces for trainees to discuss issues such as anti-racism, diversity and inclusivity</p>	<ul style="list-style-type: none"> a) Identify additional time within academic timetable 	<ul style="list-style-type: none"> a) Proposal for revised teaching timetable circulated to JTC on 2nd July 2020 	<p>a)Agreed 13/07/20</p> <p>As highlighted above, discussion spaces were created for trainees in the curriculum using the</p>

	<ul style="list-style-type: none"> b) Develop proposal for safe discussion spaces 	<ul style="list-style-type: none"> b) On agenda for JTC August 2020 	<p>social graces framework and this work continues to be modified using trainee feedback.</p> <p>In relation to the safe discussion spaces proposal, we are very aware of the need to invite</p>
<p>9. Ensure that induction materials and sessions address issues such as anti-racism, diversity and inclusivity</p>	<ul style="list-style-type: none"> a) Ensure visibility of links/materials created in item 5 above on LEARN induction pages b) Review and if necessary revise programme induction sessions for new intake c) Explore the inclusion of local social histories in health board/placement induction 	<ul style="list-style-type: none"> a) For 2020 intake onwards b) For 2020 intake onwards c) From Sept 2020 for all placements/Boards. <p>Fed back to Local Tutors at March 2020 meeting for their local Health Board induction sessions</p>	<p>Induction materials now explicitly include a section on equality, diversity and inclusion</p> <p>External facing programme pages also include specific context including External links to key organisational responses to Anti-racism</p>
<p>10. Review of research training from the perspective of anti-racism, diversity and inclusivity</p>	<ul style="list-style-type: none"> a) Explore the extent to which issues relating to Anti-Racism, Diversity, Equality and Inclusivity are covered in Research 1 and Research 2 teaching b) Explore how these perspectives could be 	<ul style="list-style-type: none"> a) Research Director to address over 2020-21 with R1 and R2 coordinators b) Research Director to address over 2020-21 with R1 	<p>Not completed. Carried over to 2021-2022</p>

	addressed in sessions designed to help trainees develop competencies as both consumers and producers of research	and R2 coordinators	
11. Review of supervisor training to include anti-racism alongside existing content on diversity and inclusivity	<ul style="list-style-type: none"> a) Ensure anti-racism, diversity and inclusivity are explicit in the revised New Supervisor training materials b) Consider need for additional supervisor training/materials for experienced Supervisors 	<ul style="list-style-type: none"> a) Discussion at Local Tutor meeting autumn 2020 b) Discussion at Local Tutor meeting autumn 2020 	<p>Carried over to Autumn 2021 due to COVID</p> <p>Carried over to Autumn 2021 due to COVID</p>