

Reference: FOI 079

[REDACTED]
[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