

Understanding and solving the diversity crisis in Clinical Psychology selection

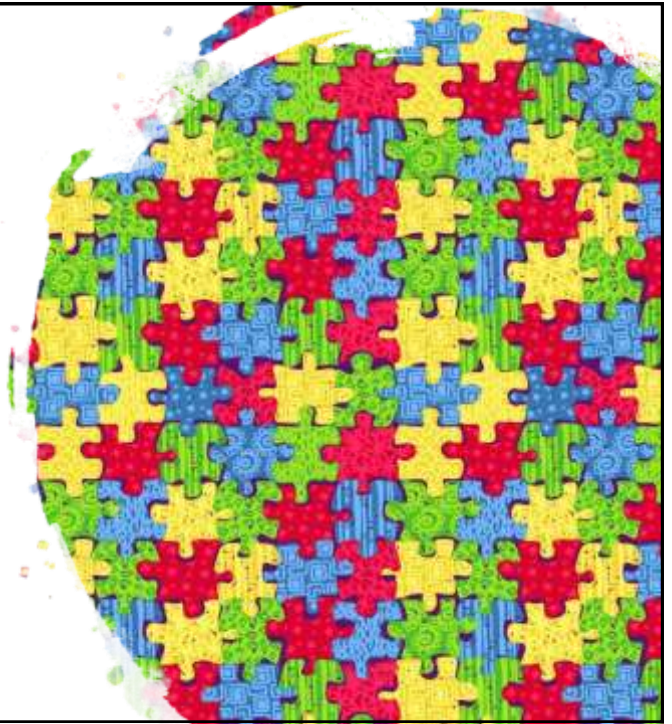
David Murphy

President – British Psychological Society

(Former Director – Oxford Clinical Psychology Course
Past Chair - Clearing House Management Board
Past Director DCP Professional Standards Unit)

Twitter @ClinPsychDavid

#DiversifyClinPsy



1



Inclusion means that people from diverse backgrounds feels welcomed, respected, supported and valued.

2

Aspects of diversity

Equality Act (2010) protected characteristics:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

(Not currently monitored by Clearing House)

Other diversity characteristics

- Social class
- Economic wealth
- Geographic region
- Family background – care leaver
- Refugee status
- Carer
- etc

#DiversifyClinPsy

3

Representation

Proportion of applicants from a specific social/demographic group

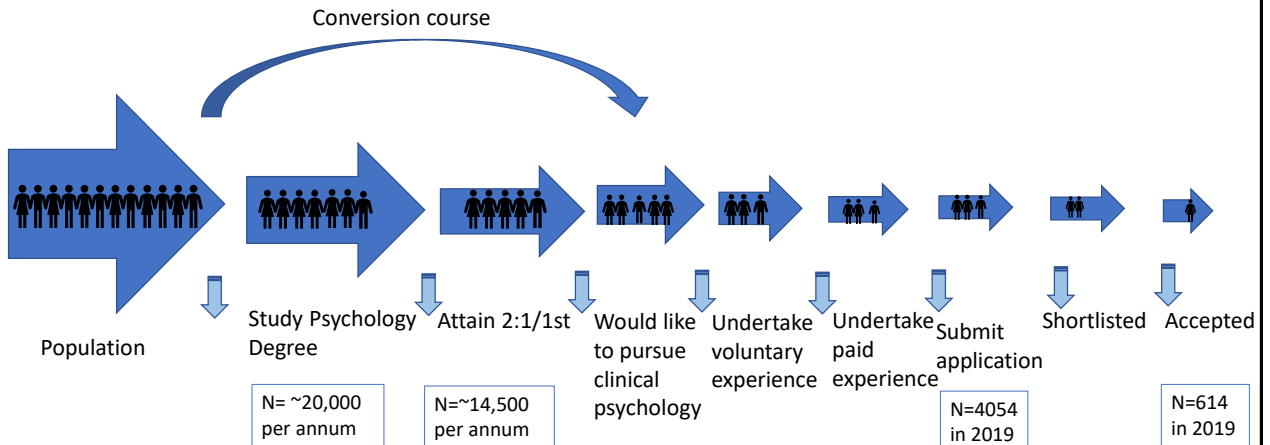
Proportion of population from that specific group within age band + region

#DiversifyClinPsy

@ClinPsychDavid

4

Stages of under-representation in clinical psychology training



#DiversifyClinPsy

@ClinPsychDavid

5

Gender

All A level students:

- Male – 44%
- Female – 66%

Psychology A level students:

- Male – 24%
- Female – 76%

Psychology Undergraduates:

- Male – 19%
- Female – 81%

2nd largest gender bias of all degree subjects

Clinical Psychology Applicants + Trainees

- Male – 16%
- Female – 84%

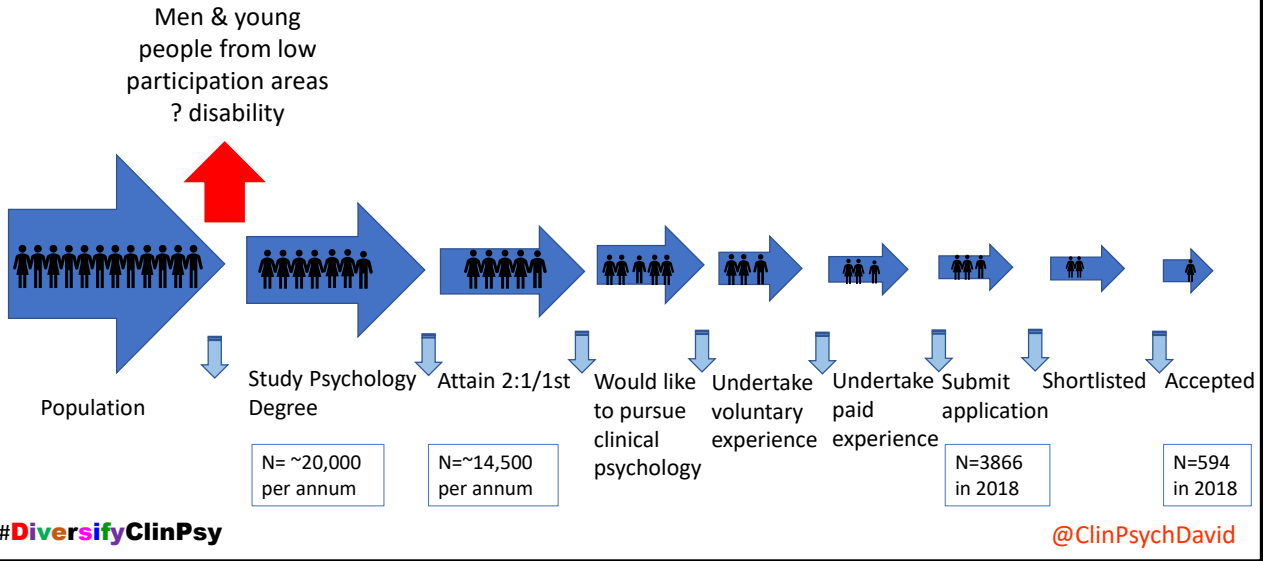
Data: ONS, Joint Qualifications Council, HESA, Clearing House (2016-18 Intakes)

#DiversifyClinPsy

@ClinPsychDavid

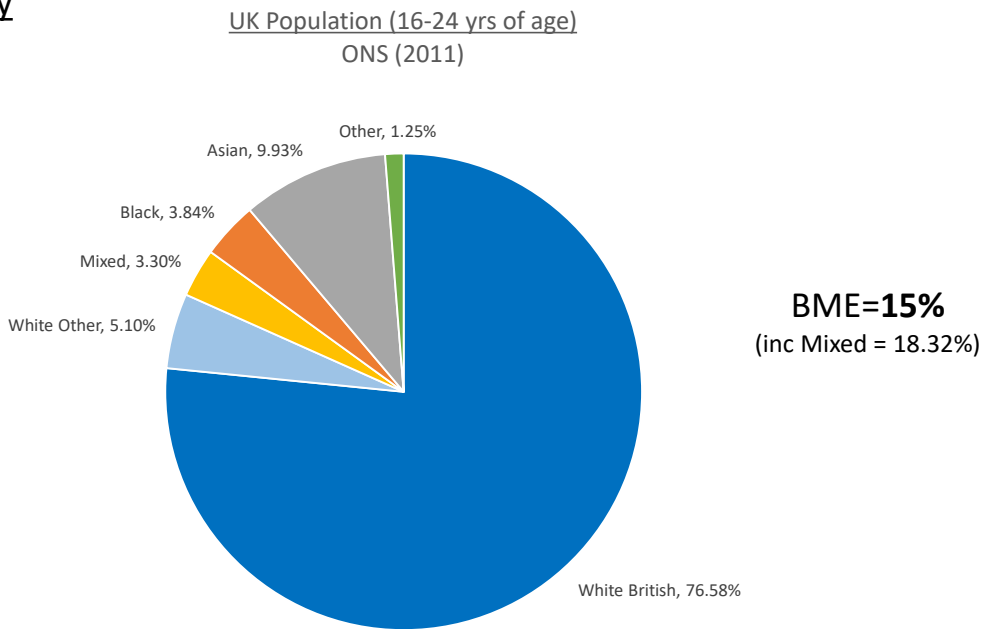
6

Stages of under-representation in clinical psychology training



7

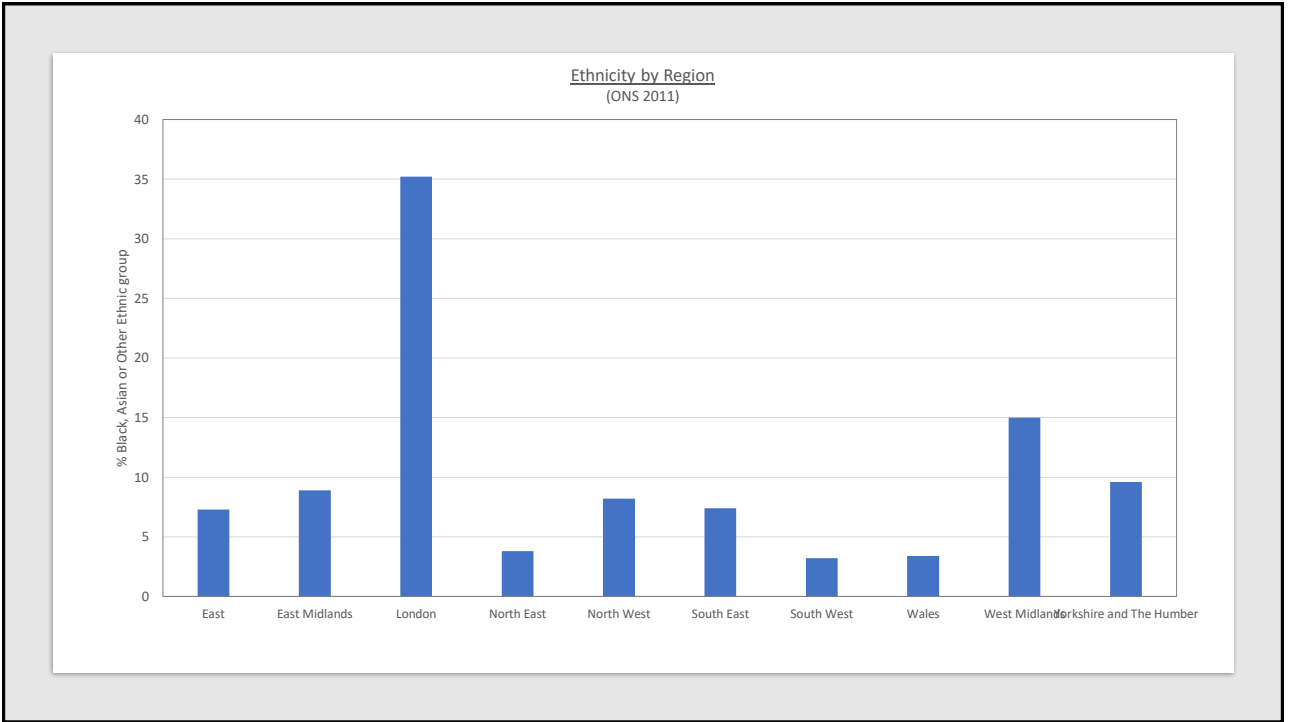
Ethnicity



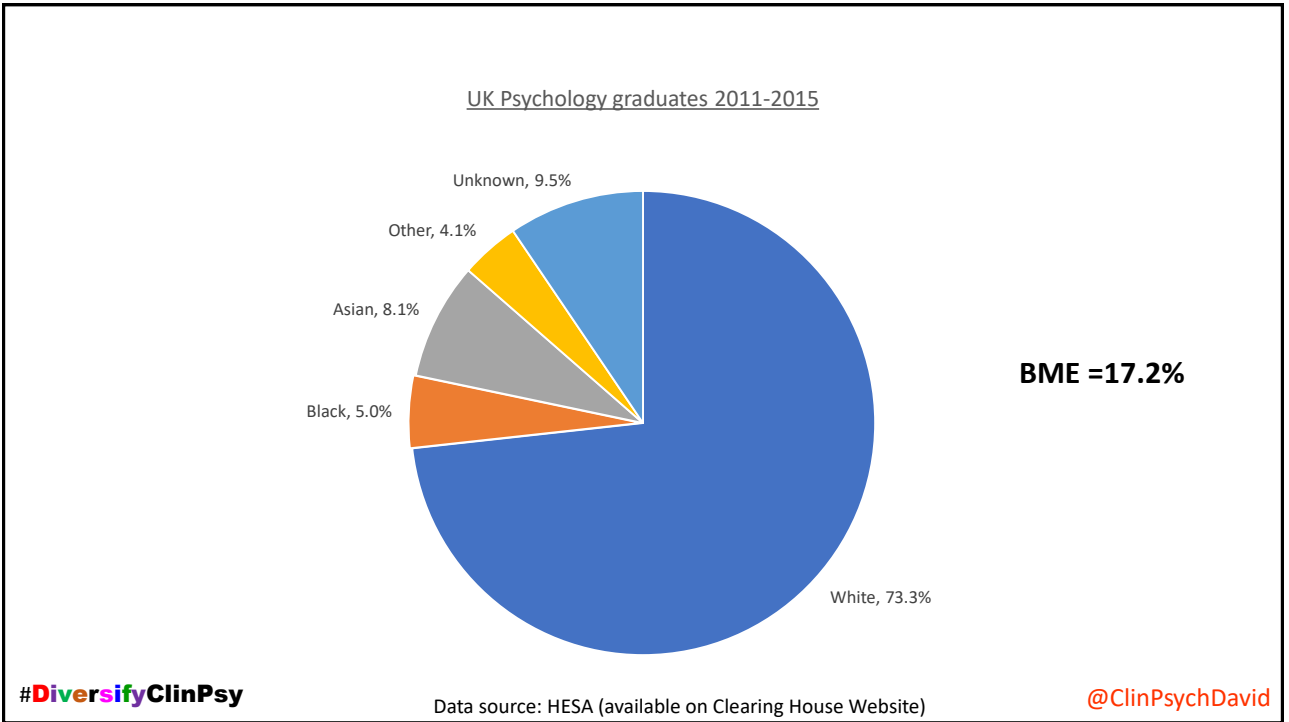
#DiversifyClinPsy

@ClinPsychDavid

8



9

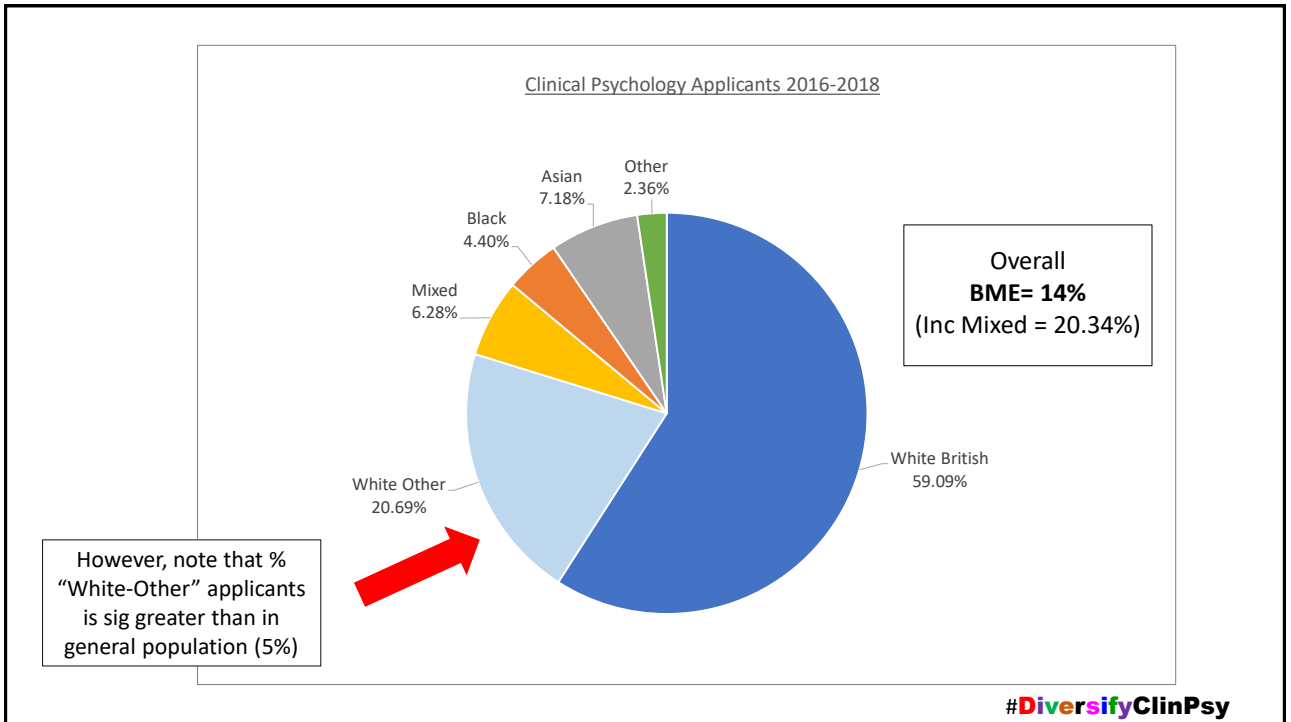


#DiversifyClinPsy

Data source: HESA (available on Clearing House Website)

@ClinPsychDavid

10



11



12

The belief that people from
black and ethnic minority
groups are less likely to apply
for Clinical Psychology Courses
is a myth

#DiversifyClinPsy

@ClinPsychDavid

13

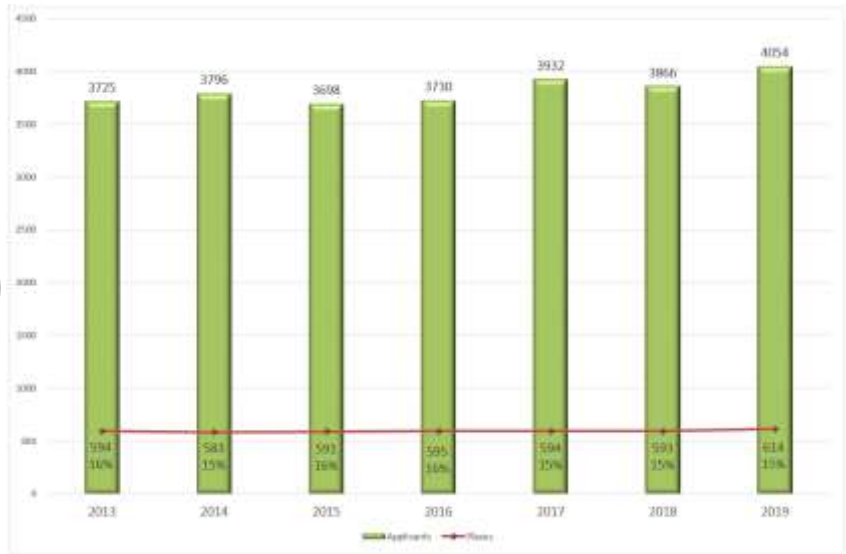


#DiversifyClinPsy

@ClinPsychDavid

14

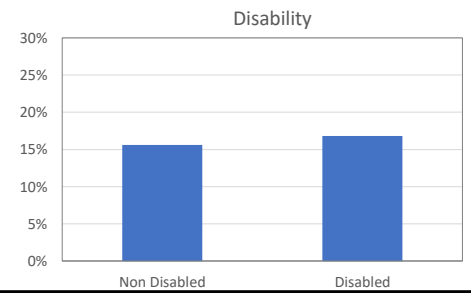
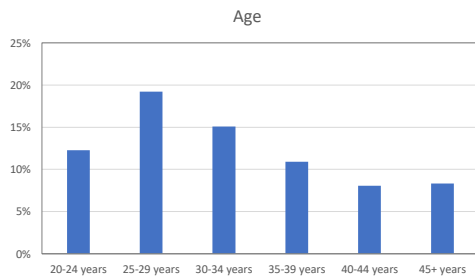
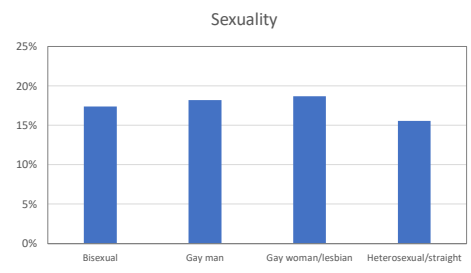
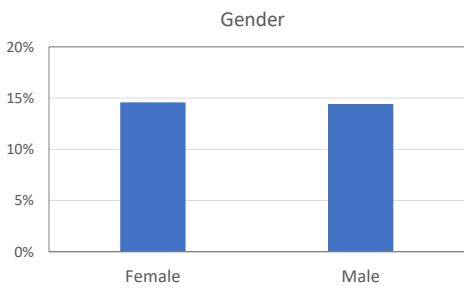
Clearing House Applications 2011-19



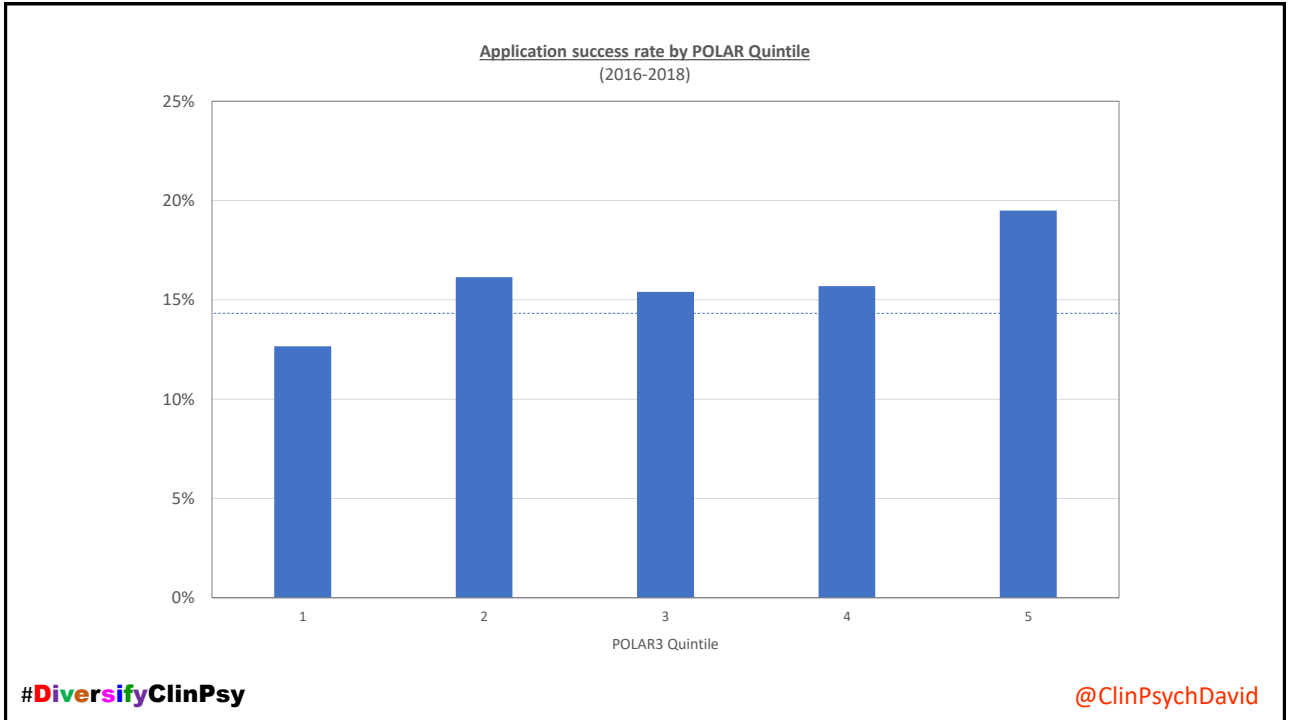
15% or 1 in 6

15

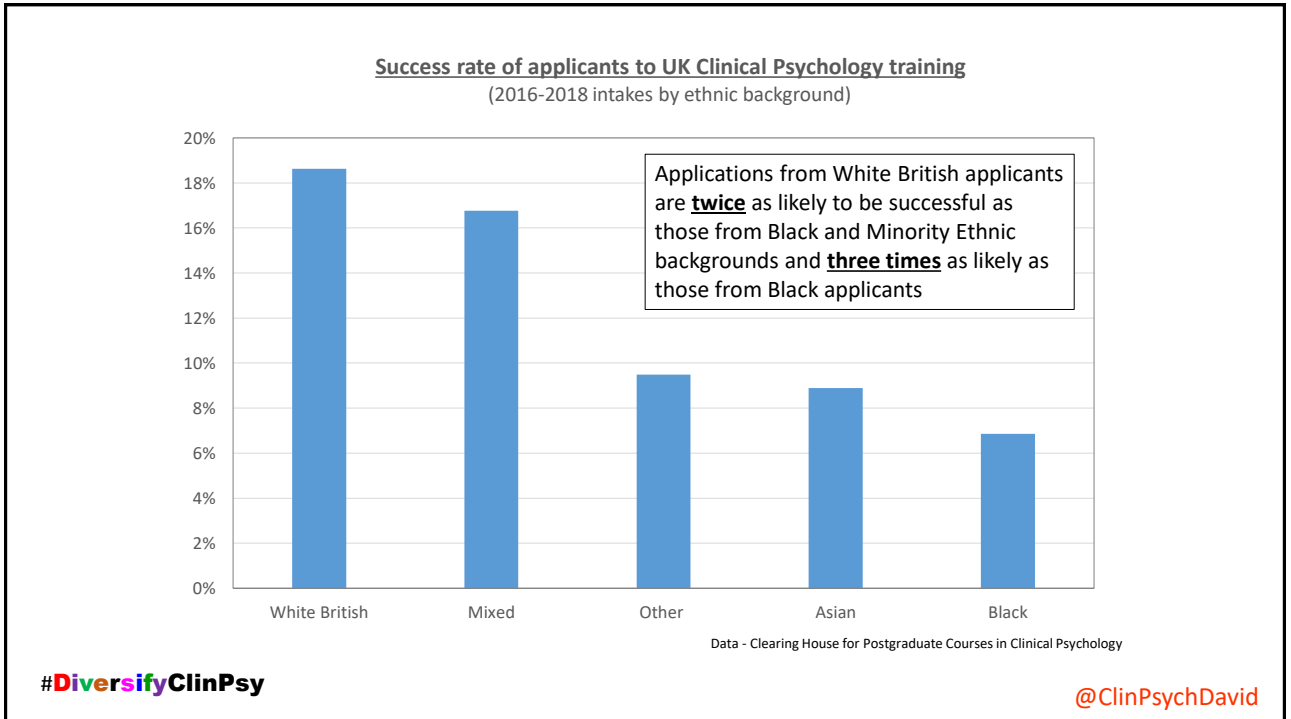
Acceptance rates
(Clearing House 2016-18 entry)



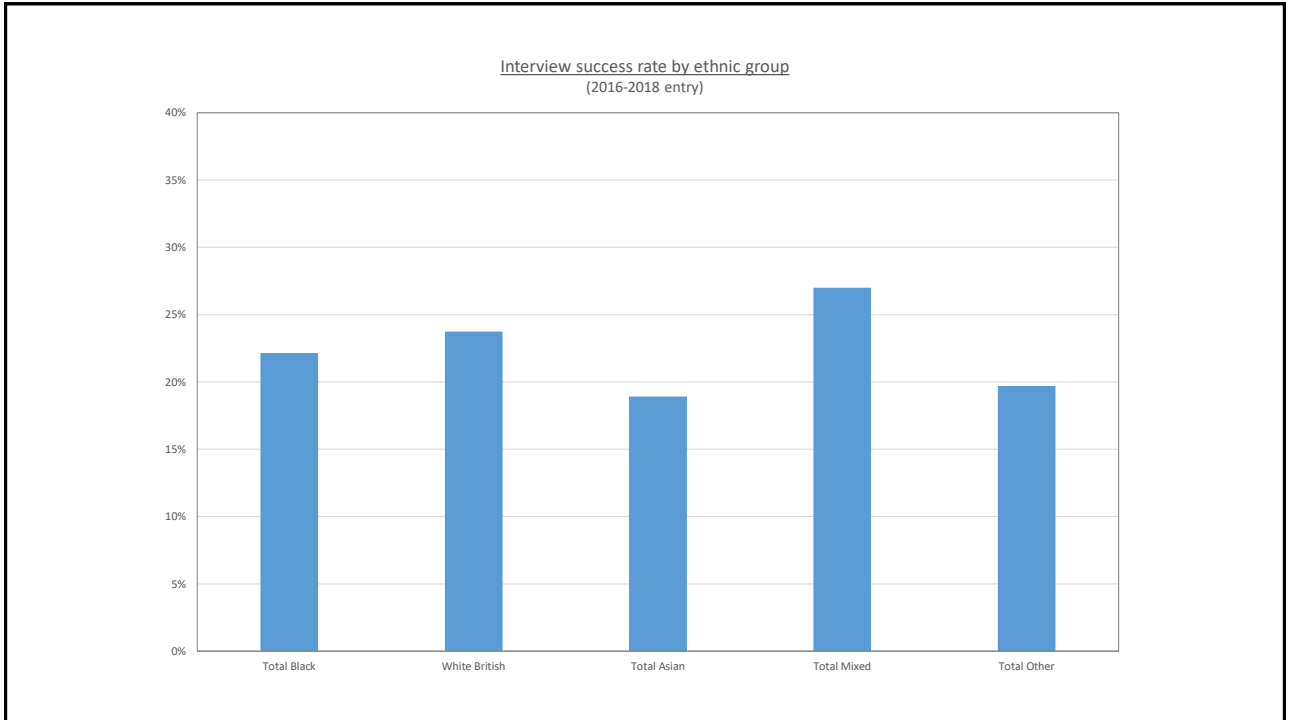
16



17



18



19

Probability of being shortlisted for interview

(Clearing House Data: 2016-18 intakes)

- 1 in 5 White British applicants were shortlisted for interview
- 1 in 9 Asian applicants were shortlisted for interview
- 1 in 13 Black applicants were shortlisted for interview

Data source: Clearing House for Postgraduate Courses in Clinical Psychology (2016-2018 Intakes)

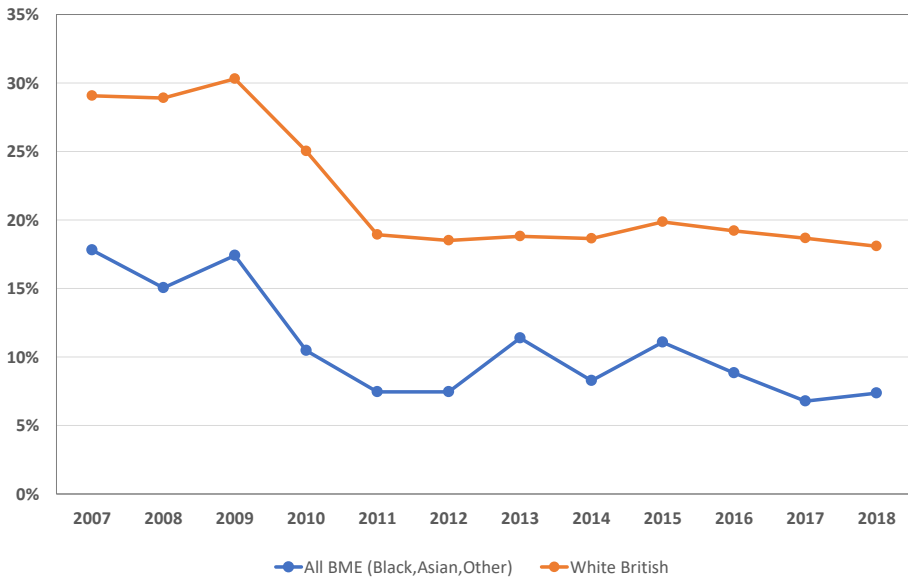
#DiversifyClinPsy @ClinPsychDavid

20

But it must be getting better, isn't it?

21

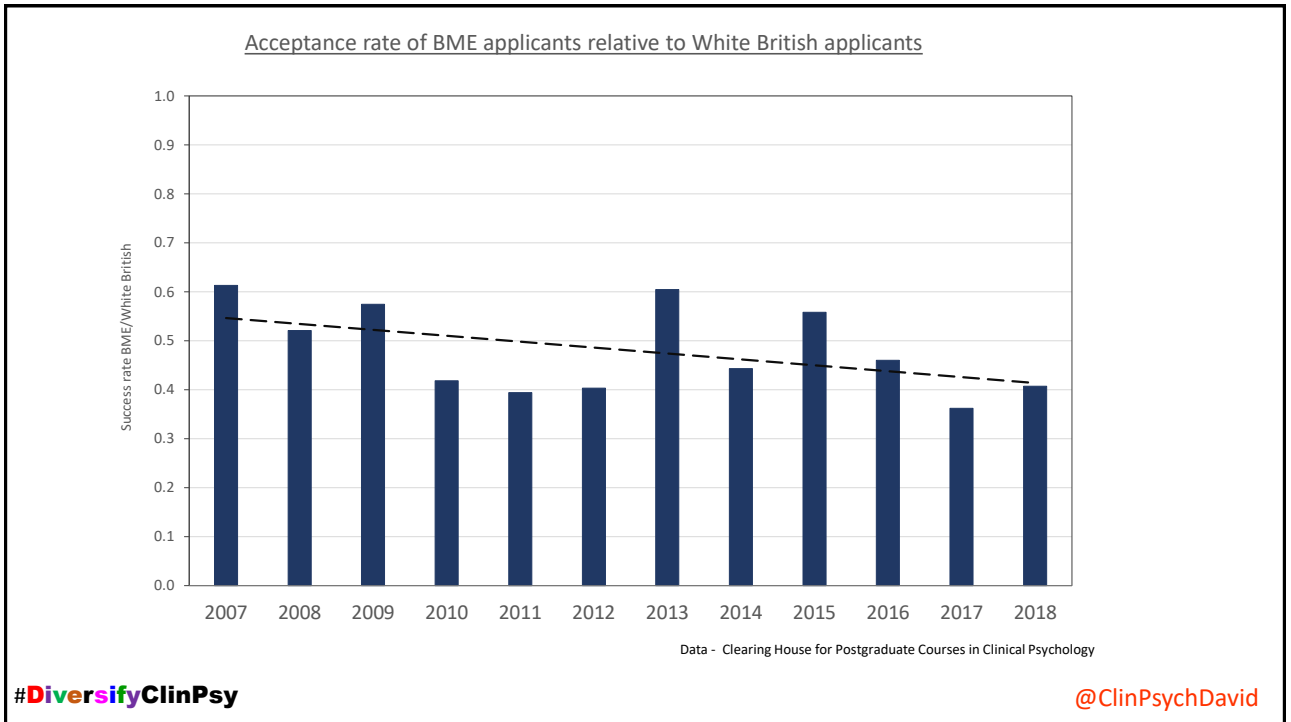
Success rate of applicants to Clinical Psychology Doctoral Training Programmes



#DiversifyClinPsy

@ClinPsychDavid

22



23

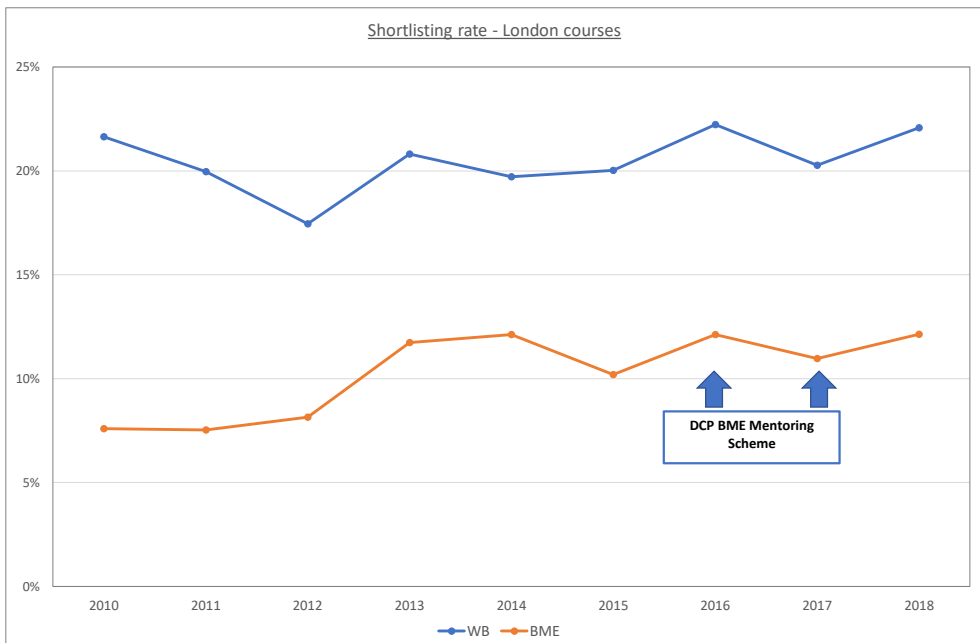


24

Outreach & mentoring



25



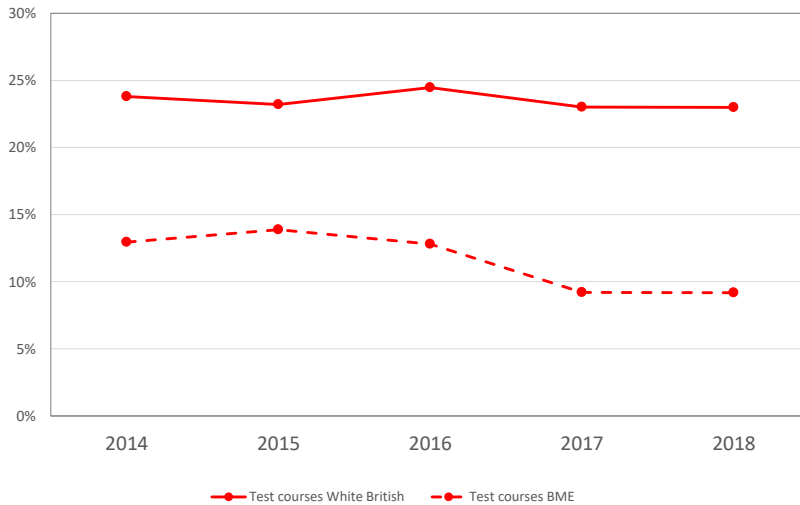
26

Pre-interview testing



27

Shortlisting rates - Courses using pre-selection tests vs form-only courses



#DiversifyClinPsy

@ClinPsychDavid

28

- The disparity in shortlisting rates for applicants from different ethnic backgrounds is **at least as large** for courses using pre-selection tests and there is some evidence to suggest it is actually larger than for those courses relying on the application form alone.
- Therefore, it seems clear that the use of pre-selection tests **does not result in increased ethnic diversity**.

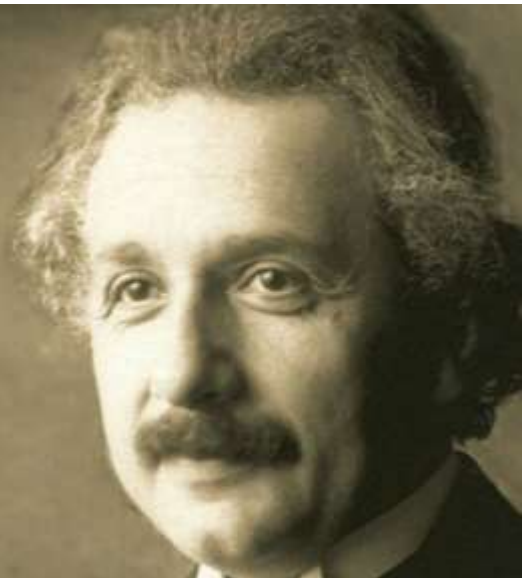
#DiversifyClinPsy

@ClinPsychDavid

29

"We cannot solve
our problems with
the same thinking
we used when we
created them."

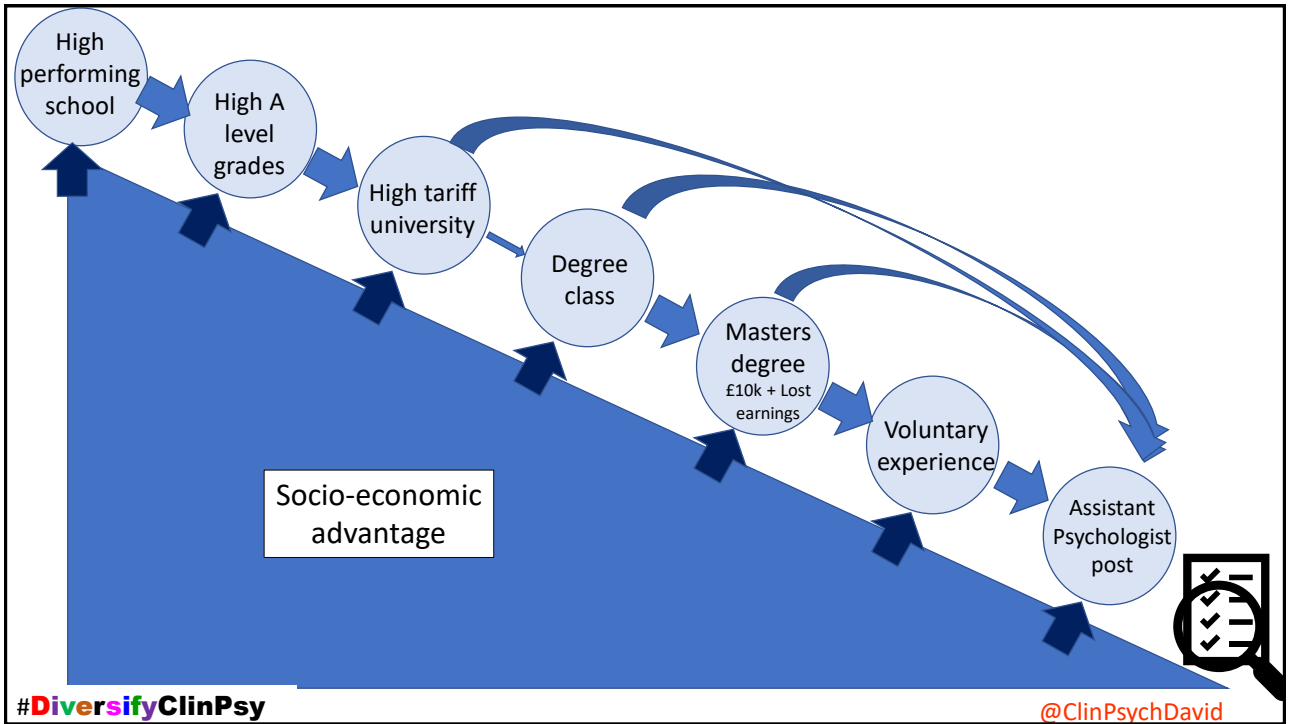
- Albert Einstein



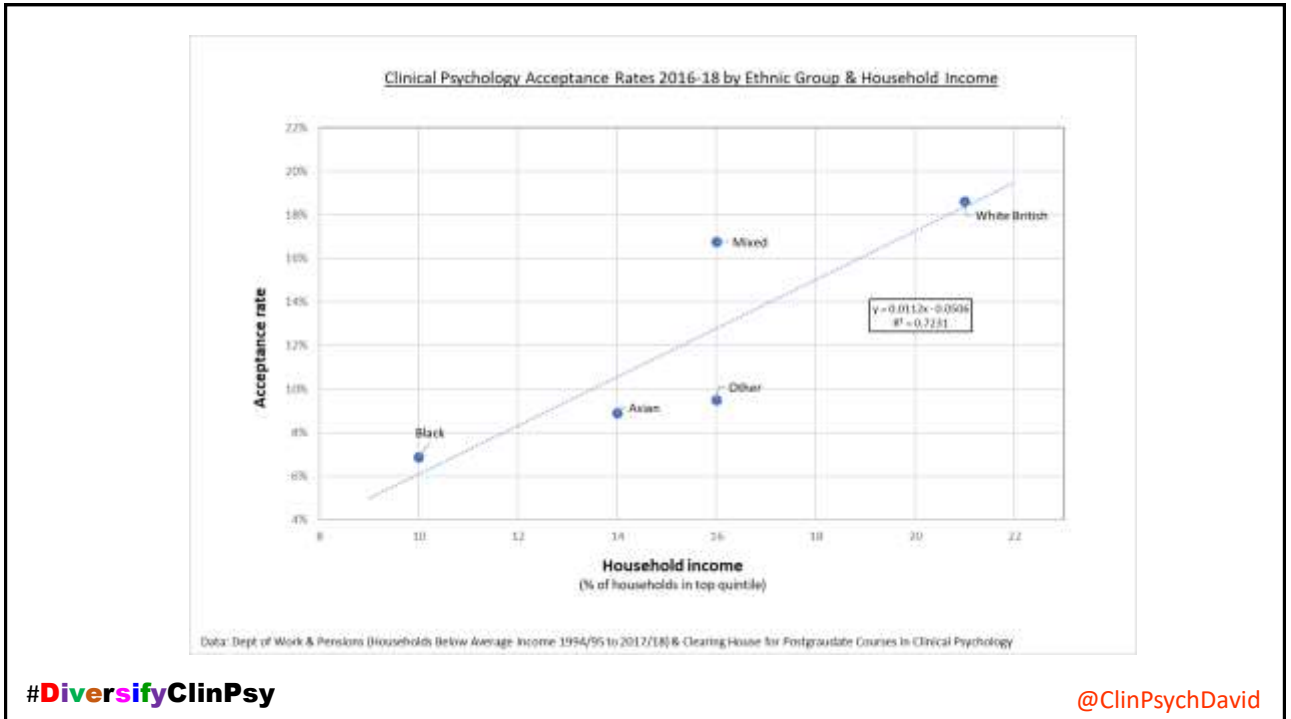
#DiversifyClinPsy

@ClinPsychDavid

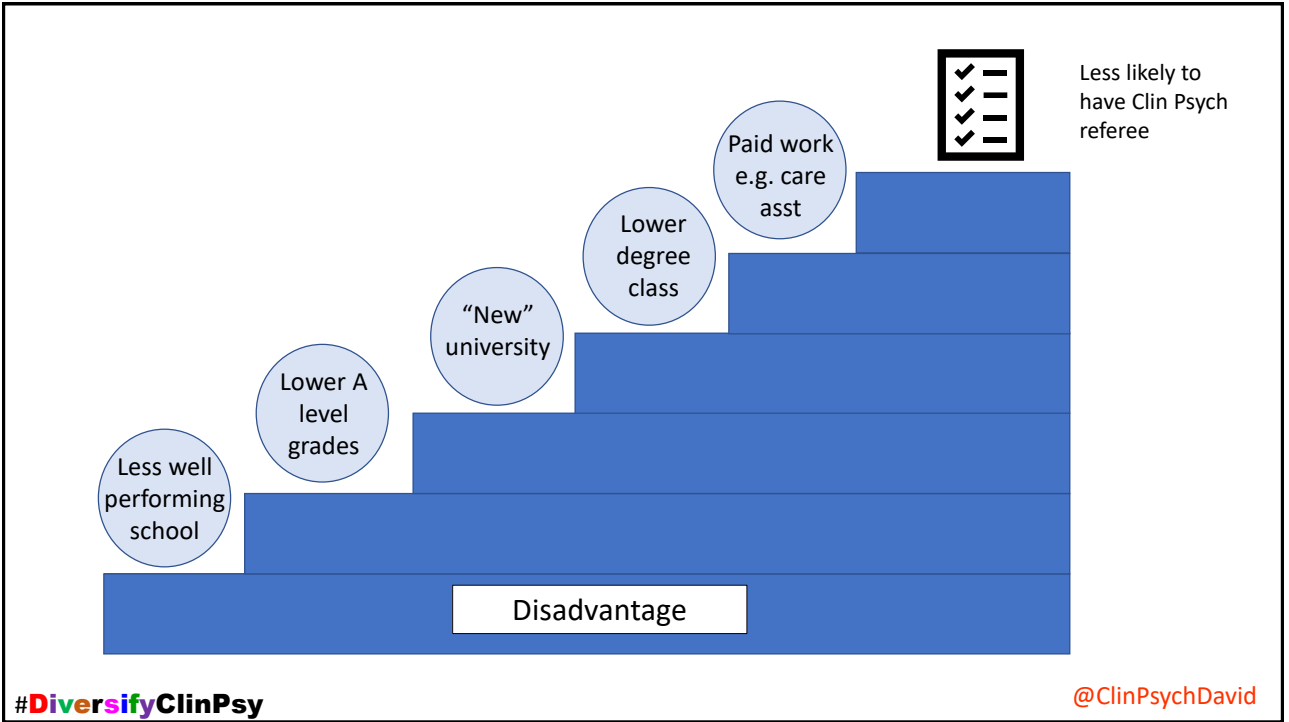
30



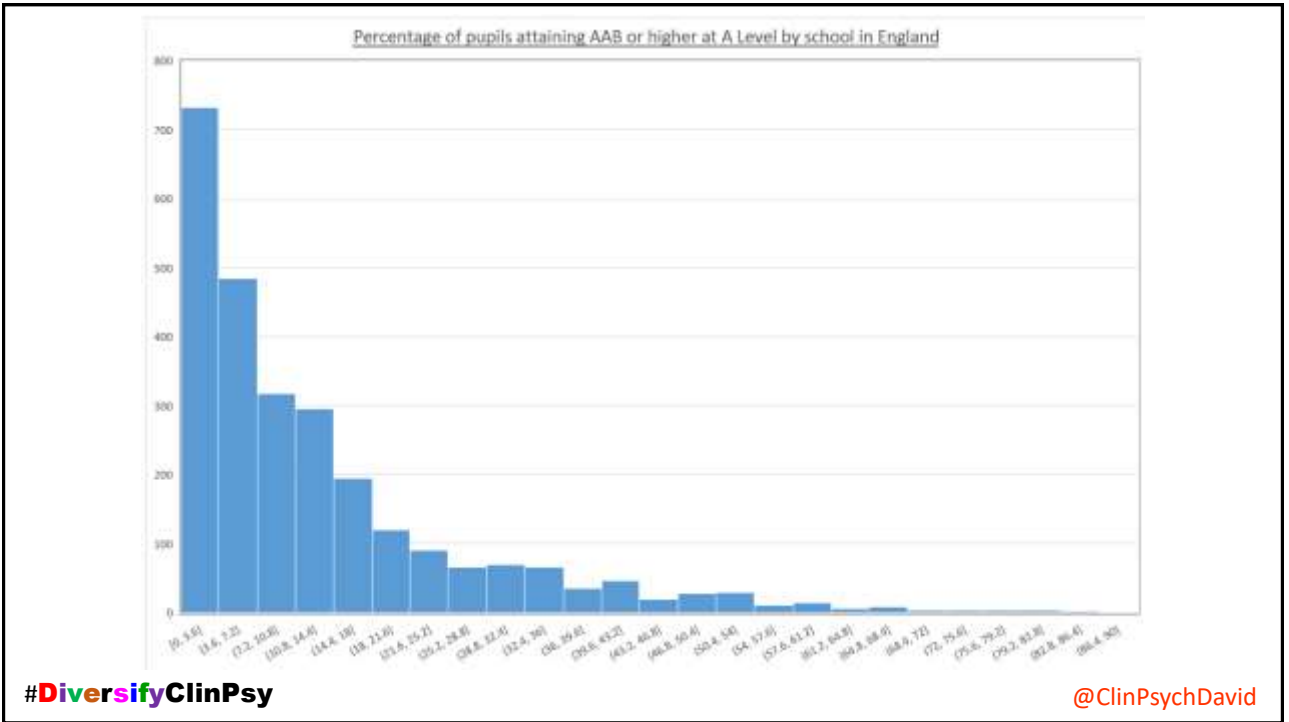
31



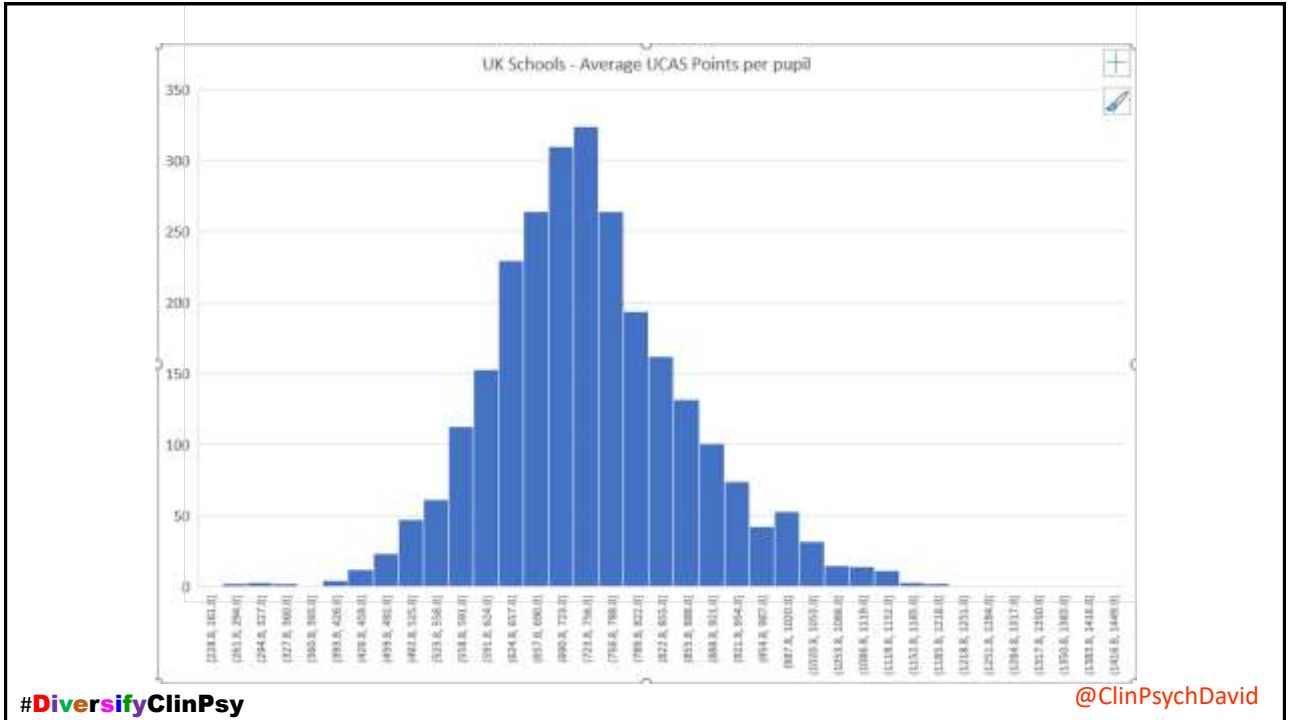
32



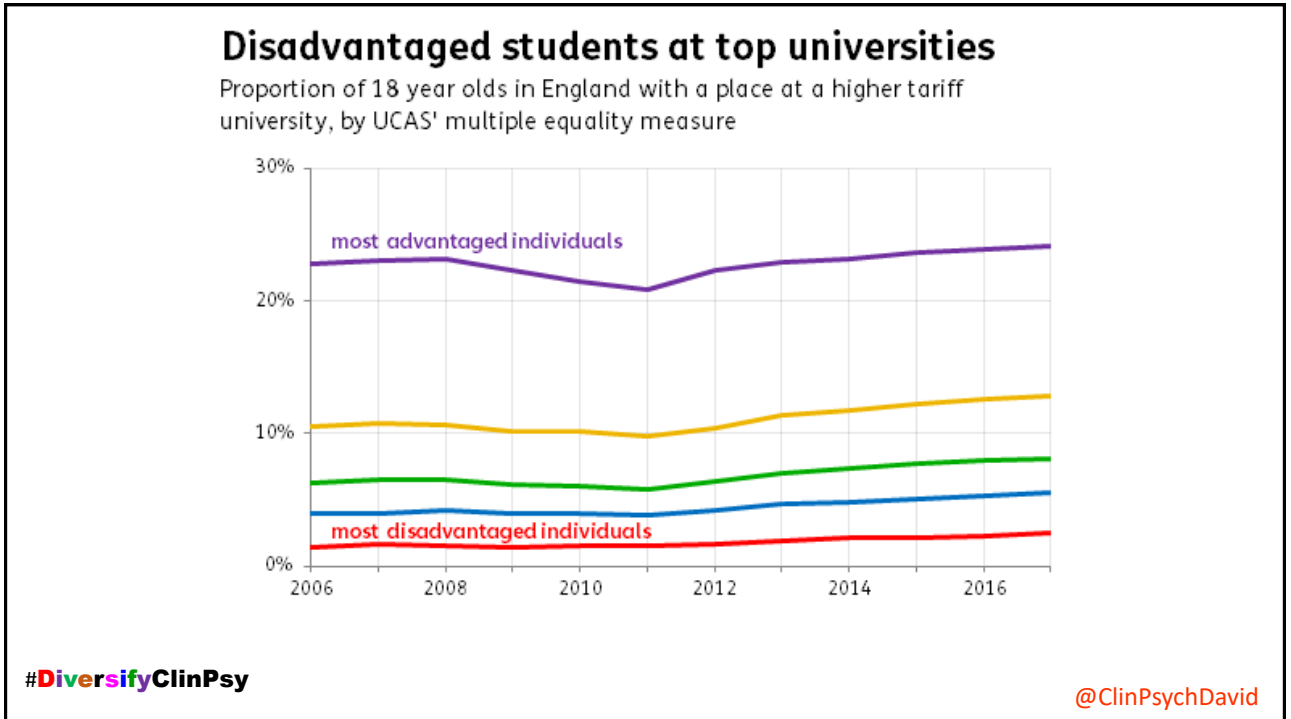
33



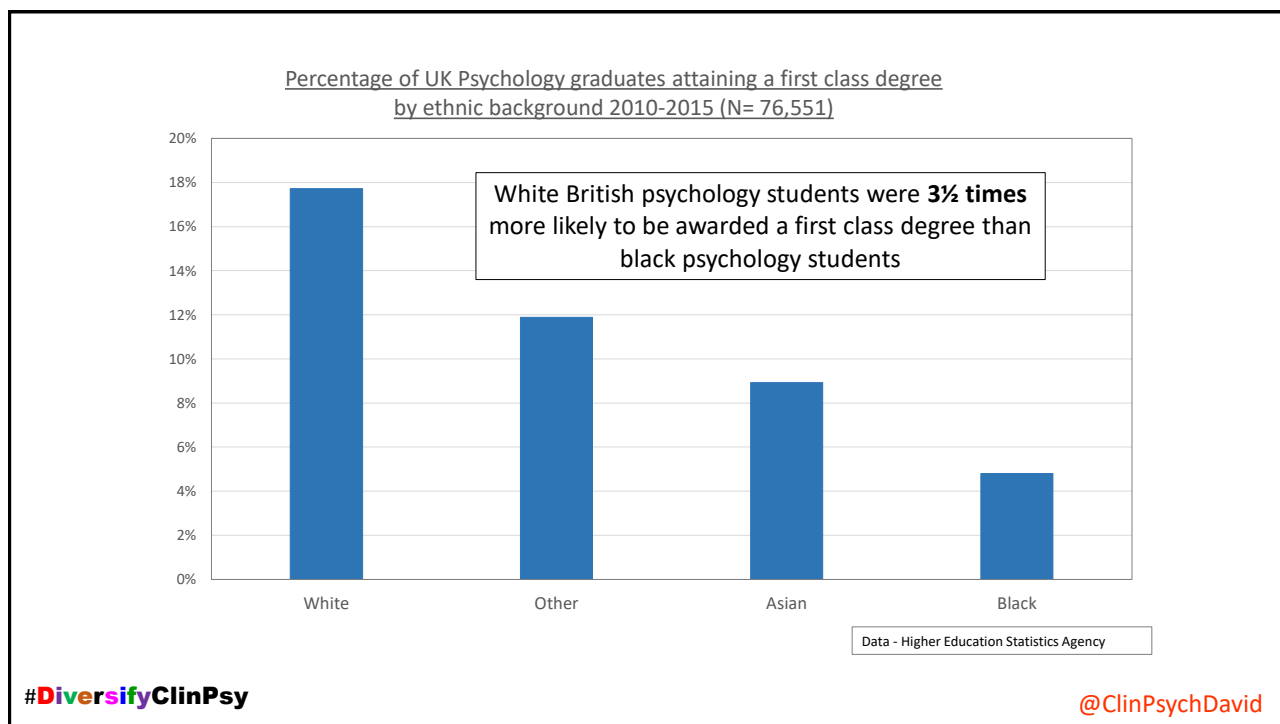
34



35



36



37

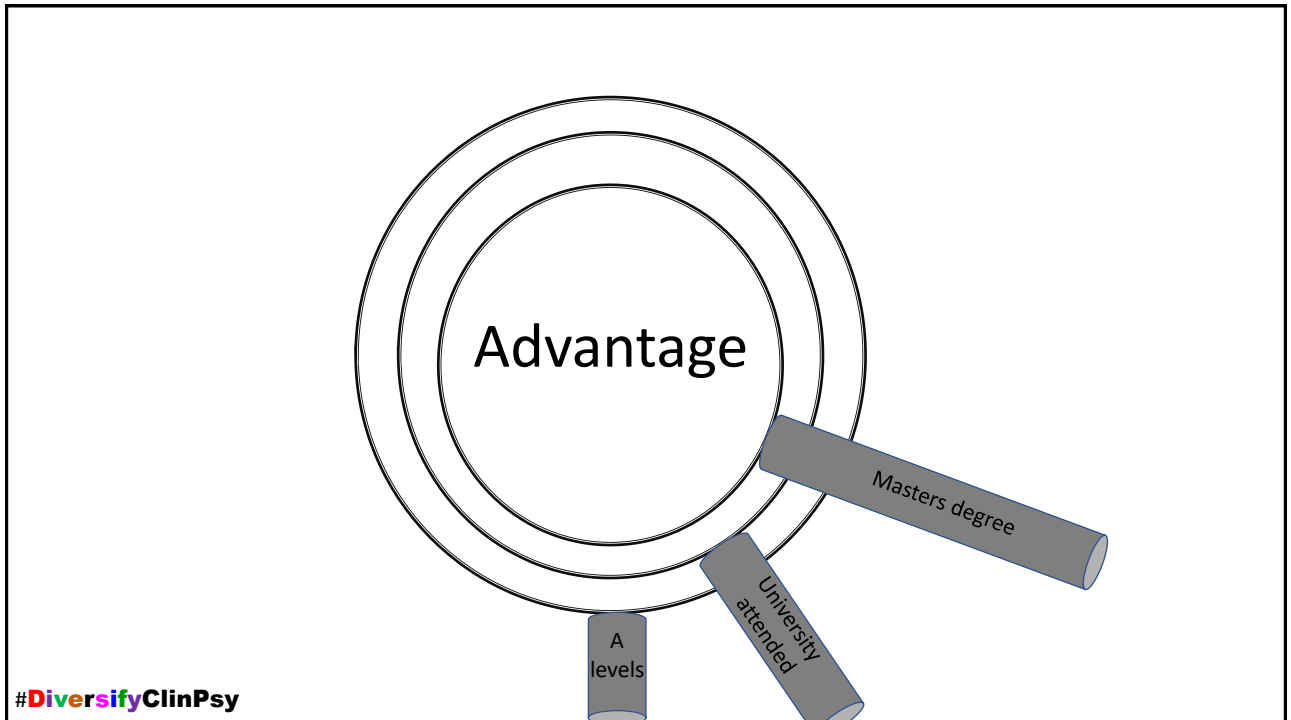
Boyle et al (1993) found that ethnic minorities were under-represented in assistant posts, suggesting that courses would introduce an undesirable bias into selection if they over-valued the assistant role.

Boyle M., Baker M., Bennett E. & Charman T. (1993) Selection for clinical psychology courses: a comparison of applicants from ethnic minority and majority groups to the University of East London Clinical Psychology Forum 56 9-13

#DiversifyClinPsy

@ClinPsychDavid

38



39

If your course is using non-contextualized A level results or type of university attended in addition to degree result in your admissions process then:

Not only are you not promoting inclusion you are **actively working against it** and potentially **undoing** the work of universities' increasing access programmes (possibly even your own!)

#DiversifyClinPsy

@ClinPsychDavid

40

Looking hard – in the wrong direction

- Much of our current focus is looking backwards at attainment but our task is to identify potential to become an excellent clinical psychologist.



#DiversifyClinPsy

@ClinPsychDavid

Insight
Insight 5 | May 2019

Office for Students

Contextual admissions

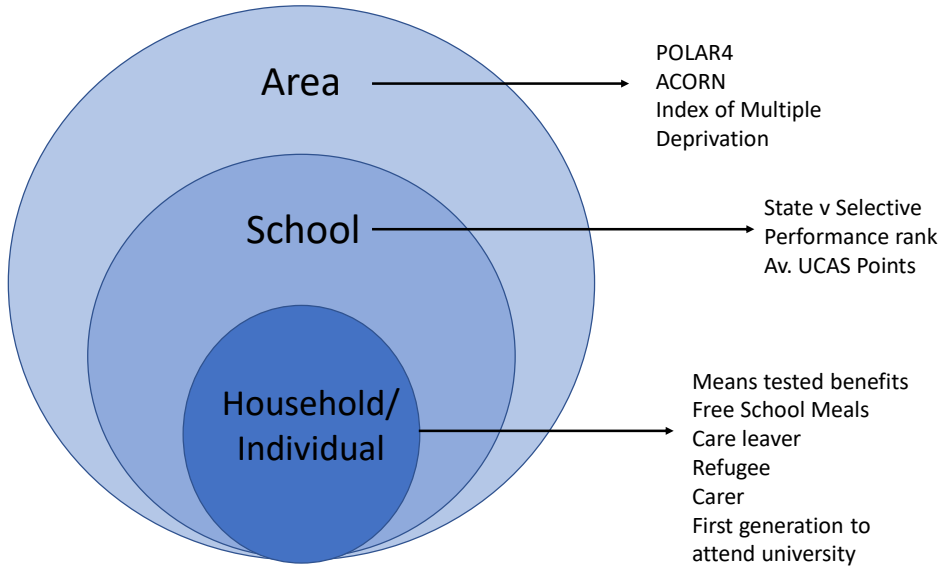
Promoting fairness and rethinking merit

Introduction
This insight brief is concerned with students' access to higher education, which can be affected by a range of circumstances. Contextual admissions are used by universities and colleges, including many of the most selective, to take account of these. The above admissions routes to identify applicants with the greatest potential to succeed in higher education, rather than relying on the highest ranked exam results alone.
An one admissions official put it, "No university that claims to be serious about widening participation can ignore contextual admissions."
The debate is now about how contextual admissions can be designed to make more rapid progress towards narrowing the gaps between the most and least represented groups in higher education.
In parts of the sector, good progress has been made in recruiting disadvantaged students.¹ Overall, however, analysis shows that contextual admissions have not yet had a significant impact on fair access to higher education. At present, for example, the most educationally disadvantaged students are 5.7 times more likely to attend a higher-tier provider than the most disadvantaged.²
"The Office for Students (OfS) is committed to helping universities and colleges improve these gaps in the next 10 years, with the expectation of significant improvement over the next five years. We are launching our regulation of access and participation to provide the tools and flexible frameworks need to make a major change in progress. We have also published a set of key performance measures for gauging progress, including one which reflects our aim to reduce the gap at higher-tier providers between the most and least disadvantaged groups.³ We want to see ambition and innovation from providers, with demonstrable impact by 2024-25."

Office for Students

<https://www.officeforstudents.org.uk/publications/contextual-admissions-promoting-fairness-and-rethinking-merit/>

Potential indicators of disadvantage



#DiversifyClinPsy

@ClinPsychDavid

43

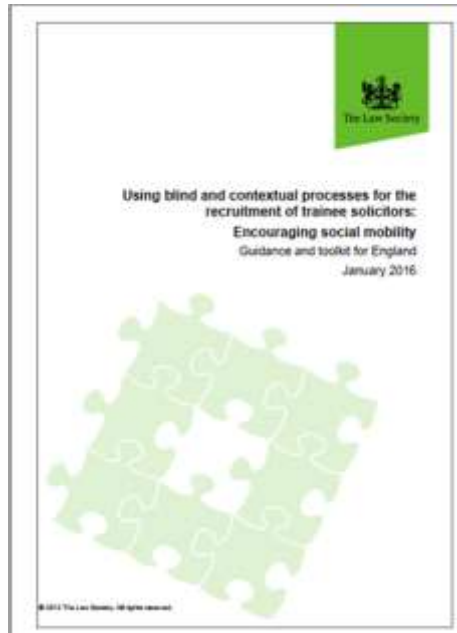
Table 3. How contextual indicators are used to inform admissions decisions

University name	No info given to applicants in general	Applicants may receive additional consideration for an offer	Prioritised for interview	Prioritised for standard offer	One grade reduction in standard entry requirements	Two or more grade reductions in standard entry requirements	Prioritised for acceptance as reserves at confirmation
Salford				Discretionary			
Birmingham					Guaranteed	Guaranteed*	Discretionary
Bristol			Guaranteed*	Guaranteed*	Guaranteed		
Cardiff		✓					
Cardiff			Discretionary	Discretionary			Discretionary
Durham				Discretionary		Discretionary/Guaranteed*	
Edinburgh				Guaranteed		Guaranteed	
Exeter				Discretionary	Discretionary		
Glasgow				Guaranteed		Guaranteed	
Imperial		✓					
King's			Discretionary	Discretionary	Discretionary	Discretionary*	Discretionary
Lancaster	✓			Guaranteed*			
Leeds	✓					Guaranteed*	
Liverpool	✓					Guaranteed*	Discretionary
LSE		✓					
Manchester				Discretionary	Guaranteed*	Guaranteed*	Discretionary
Newcastle	✓				Guaranteed*		
Nottingham				Discretionary	Discretionary		
Oxford		✓					
Reading	✓		Guaranteed*	Guaranteed*			
Royal Holloway							Discretionary
Sheffield		✓					
Southampton			Discretionary	Discretionary	Discretionary	Discretionary*	
St Andrews					Discretionary	Discretionary	
Stirling					Discretionary	Guaranteed*	
Surrey	✓				Guaranteed*		
UCL	✓						
Warwick					Discretionary	Discretionary	
York	✓						

* participants in widening participation scheme only

Boliver, V. et al (2017)

44



45

Imagine you're asked to review two application forms. Here's the key information for each applicant:

NAME	A-LEVEL RESULTS	UNIVERSITY	WORK EXPERIENCE
Jonathan	AAA	2:1, King's College London	Has legal work experience
Katy	BBB	1 st , Manchester Metropolitan	No legal work experience

Which candidate would you hire? On the face of it Jonathan may appear to be the stronger candidate, but let's add some supplementary information that puts Katy's *achievements* in context:

NAME	A-LEVEL RESULTS	UNIVERSITY	WORK EXPERIENCE	SCHOOL'S AVERAGE A-LEVEL RESULT	POSTCODE OF CHILDHOOD HOME
Jonathan	AAA	2:1, King's College London	Has legal work experience	AAA*	Neighbourhood one of the least deprived in the country
Katy	BBB	1 st , Manchester Metropolitan	No legal work experience	DDC	Neighbourhood one of the most deprived in the country

Has this changed your opinion of who might be the better candidate?

46

Rare contextual recruitment system

- Adopted 87% of UK's top law firms
- 27% of trainees now have flag
- 6% of trainees are only brought to interview because of contextual flags

Flag system

- Care leaver
- Bottom 40% school
- FSM
- 1st gen - only in conjunction with low POLAR postcode
- No use of POLAR alone
- No use of ethnicity alone

#DiversifyClinPsy

@ClinPsychDavid

47

Five recommendations for Action



- 1. Stop** making the problem even worse by using uncontextualized A level results or university attended in shortlisting, remove these from the application form.
- 2. Don't** rely on the use pre-selection tests or outreach/mentoring schemes alone to increase diversity. They won't.
- 3. Include meaningful contextual information** in the Clearing House application form e.g. Free school meals recipient, family income support, care-leaver/refugee status, first generation, secondary school performance, Index of Multiple Deprivation (IMD).
- 4. Use it** proactively as part of a fairer, more holistic, shortlisting process.
- 5. Provide** appropriate support & mentoring before & after selection.

#DiversifyClinPsy

@ClinPsychDavid

48