

An Evaluation of the Yorkshire and Humber Clinical
Psychology Training Programmes' 2018 Open Day for
applicants from a Black and Minority Ethnic background

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1.Introduction

1.1 Underrepresentation of Black, Asian and Minority Ethnic (BAME) communities in clinical psychology

Black, Asian and Minority Ethnic (BAME) individuals are underrepresented in the UK clinical psychology workforce. In 2014, around 9.6% of qualified Clinical Psychologists were from a BAME background (Department of Health, 2014) whereas over 14% of the UK population were from these communities (Office of National Statistics, 2011).

Although this shows an increase from 2004 data, which showed that 7.4% of Clinical Psychologists were from a BAME background (Department of Health, 2004), the profession remains unrepresentative of the general population.

The lack of diversity in the qualified workforce is reflected on clinical psychology training programs. Data collected by the Clearing House for Postgraduate Courses in Clinical Psychology (CHPCCP, 2018) shows that 12% of trainees are from BAME backgrounds compared with 14% of the national population. This disparity widens significantly when local population data is taken into account, for example in London where only 15% of trainees identify as BAME (CHPCCP, 2018) compared to 44% of the local population (Greater London Authority, 2018).

This underrepresentation is despite psychology being a popular choice of undergraduate degree for BAME students (Turpin & Fensom, 2004).

1.2 Factors contributing to underrepresentation

There are a number of factors believed to contribute to the underrepresentation of people from BAME communities in clinical psychology. Nationally, application rates from BAME candidates to training programs are above the expected level (CHPCCP, 2018). However, in areas of higher BAME population density application numbers from BAME applications are well below what might be expected, although it should be noted that candidates commonly apply to courses across the country and not just in their local area (CHPCCP, 2018). We could infer from this that although low application rates are part of the picture in areas of the country that are more ethnically diverse, other factors are also

relevant. This is backed up by CHPCCP data showing that people from BAME communities are less likely to be accepted onto clinical psychology training courses than their white counterparts at both the shortlisting and the interview stages (CHPCCP, 2018).

Scior et al. (2007) tracked applicants to the University College London clinical psychology training course to examine the reasons for lower acceptance rates. They found that white applicants had significantly higher A-level points, more had a first class degree, attended 'older' universities and had higher reference scores than BAME applicants. White applicants were also more likely to have worked as Assistant Psychologists or Research Assistants. BAME applicants were also far more likely to be rejected at the earliest stage of the selection process due to not meeting the basic entry criteria.

These findings could indicate indirect discrimination in the screening process, which relies heavily on educational attainment and as a result could be biased against applicants who were unable to access good schools and universities. It could also be the case that BAME applicants lack access to mentoring, careers guidance and advice from Clinical Psychologists. This is a view shared by Wright (2008) who found that shortlisters scored applications from BAME candidates as significantly lower on reflectiveness than applications from white candidates. Wright also found the BAME applicants showed less understanding of what the clinical psychology role involves. BAME applicants are also almost twice as likely to have dependents (Scior et al, 2007) and be living in areas of greater socioeconomic deprivation (Griffiths, 2007) than white applicants. These could act as barriers to being able to focus on studying and take on unpaid work experience.

In the study by Scior et al (2007), having an 'ethnic minority name' did not independently predict whether applicants were offered a place or not, which might offer some reassurance around the role of direct bias as a factor.

1.3 The Yorkshire and Humber Clinical Psychology Training

Program's (Y&H) Open Day

The British Psychological Society (BPS) highlights that the clinical psychology workforce should better reflect the communities it serves (Turpin and Fensom, 2004). There is research to suggest that BAME individuals are more likely to experience problems with their mental health. Individuals from BAME communities are more likely to be admitted to inpatient services (Gajwani et al, 2016). According to the Mental Health Foundation (MHF), BAME individuals living in the UK are more likely to be diagnosed with mental health problems, admitted to hospital, experience poor treatment outcomes and disengage from mainstream mental health services, leading to social exclusion and a deterioration in their mental health (MHF, 2018). The BPS have produced a number of recommendations to remedy the underrepresentation of BAME Clinical Psychologists, including promoting the profession within BAME communities, encouraging and supporting applications from BAME candidates (e.g. through outreach events) and promoting research into the barriers faced by individuals from BAME communities in entering the profession (Turpin and Fensom, 2004).

With this in mind, the clinical psychology training courses at the Universities of Hull, Leeds and Sheffield joined together to host the first Y&H open day for potential applicants from BAME backgrounds. The aims of the open day were to increase knowledge about the application process, what clinical psychology training involves and what courses are looking for in applicants. The open day was held at the University of Leeds and involved talks from each of the three courses and local clinicians, and smaller group discussions.

This Service Evaluation Project (SEP) aimed to evaluate how effective the open day was in meeting these aims and how useful the attendees found the event.

2.Methodology

2.1 Aims

The aim of this Service Evaluation Project was to evaluate the effectiveness and usefulness of the first Y&H open day for potential applicants from BAME communities, with a view to use the findings to shape and improve any future open days or other targeted recruitment activities.

2.2 Design

This evaluation used a quantitative design. A qualitative design was considered and completed by a different trainee on the University of Leeds Doctorate in Clinical Psychology Training Course (Leeds DCLin).

2.3 Participants

The participants for this evaluation were attendees of the Y&H open day held on 9th August 2018. Attendees were psychology graduates who self-identified as belonging to a BAME community and were interested in pursuing a career in clinical psychology. The open day itself was advertised by contacting all of the clinical psychology supervisors and departments in the Yorkshire and Humber region, and all the universities in the Yorkshire and Humber region that had an undergraduate or postgraduate program in psychology, as well as all current clinical psychology trainees on the Yorkshire and Humber training courses. All those contacted were encouraged to disseminate the invitation to the event widely. The Division of Clinical Psychology for Yorkshire and Humber and the Division of Clinical Psychology Minorities in Clinical Training group also advertised the event via social media. Places at the open day were allocated on a first come first served basis.

2.4 Procedure

Pre questionnaire

An email (see Appendix A) was sent from the Leeds DCLin administrators' account to all confirmed open day attendees two weeks before the event. This email invited attendees to take part in the first stage of the evaluation by completing an online questionnaire via the

JISC Online Surveys platform. The questionnaire was comprised of 19 statements (e.g. 'Clinical Psychology is a professional I belong in', see Appendix B for the full list of statements) and participants were asked to indicate how much they agreed with each statement using a five item Likert scale. The answer options were Strongly Agree, Agree, Neither Agree nor Disagree, Disagree and Strongly Disagree. The statements were devised by the author of this SEP and the SEP supervisor and chosen to capture participants' appraisal of their skills and understanding relating to clinical psychology application and training, as well as their beliefs around whether being from a BAME background would hold them back and whether they belong in the profession. The SEP author attended the open day, and invited participants who had not had a chance to complete the online questionnaire to complete a paper copy before the day started.

Post questionnaire

Time was allocated at the end of the open day for attendees to complete a second questionnaire if they wished. The SEP author was given time to explain the questionnaire to the room and gave our paper copies for participants to complete, which were collected as attendees were leaving. This questionnaire was comprised of the same 19 statements as the pre questionnaire for comparison, along with a further ten statements about their experience of the open day. As with the pre questionnaire, participants indicated their level of agreement with all statements using the same five item Likert scale. (see Appendix C for the additional post questionnaire items). There was also one free text item asking 'Is there anything you would like us to know that we haven't asked about?'.

Follow up questionnaire

Two months after the open day an email (see Appendix D) was sent from the Leeds DClin administrators' account to all open day attendees inviting them to take part in the third and final questionnaire. This was an online questionnaire comprised of five statements around what had changed for participants as a result of the open day (see Appendix E for the list of statements). Again participants were asked to indicate their

level of agreement with each statement using the same five item Likert scale. There was a free text item inviting participants to give more detail about their answers.

2.5 Ethical issues

Ethics approval

Ethical approval for this SEP was granted by the The University of Leeds Doctorate in Clinical Psychology Research and Ethics Committee (Faculty of Medicine and Health). The reference number for ethical approval is DClInREC17-013.

Informed consent

A Participant Information Sheet (see Appendix E) was provided via the online survey platform, which participants could read though before taking part in the study. The SEP author's contact details were provided on both the invitation emails and the PIS and potential participants were encouraged to contact her if they had any questions about taking part. The SEP author was also available on the open day for questions. Consent was taken as implicit once participants clicked through the survey to complete the online questionnaire.

Withdrawal from the SEP

Participants were informed that they could withdraw from the SEP by closing the window of the online questionnaire. In this case their data was not retained. Once the online questionnaire had been sent participants could withdraw their responses up to one week after completing the survey by emailing the DClIn course team on their generic email address with the 'receipt number' given to them at the end of the survey. A receipt number was also provided at the top of each paper copy of the questionnaire. Participants' data could not be withdrawn later than one week from submission as analysis would have begun.

In the event, no participants chose to withdraw their data. Had they done so, the course team administrators would have passed on the receipt number, but no other identifiable

information to preserve anonymity, to the SEP author to remove the participant's data from the analysis.

Confidentiality and data storage

The anonymity of participants was maintained as no personally identifiable information was collected. Survey responses were exported from the Online Surveys platform (or typed into Microsoft Excel by the SEP author for paper copies) and then transferred onto the M drive, a secure computer drive managed by the University of Leeds to which only the research team had access and which was password protected. Paper copies of the questionnaires will be shredded via the Leeds DCLin confidential waste facilities once the SEP assignment is complete and has been fully assessed.

2.6 Analysis

The 19 questions administered before and after the open day were analysed using independent t-tests on SPSS software. Participants answered anonymously and therefore the pre and post answers could not be matched.

To calculate a mean agreement score for each item, answers were allocated a number using the following system (Sullivan and Artino, 2013):

1 = Strongly Disagree

2 = Disagree

3 = Neither Agree nor Disagree

4 = Agree

5 = Strongly Agree

The results from the ten post only questions and the five follow up questions and the free text data are presented and interpreted descriptively.

3.Results

Sample sizes

There were 57 individuals booked on to the open day and invited to answer the pre questionnaire. There was a 57.89% response rate (n=33).

There were 30 attendees at the open day. All 30 were invited to complete the post questionnaire and 100% responded.

The follow up questionnaire was sent to the 30 individuals who attended the open day and provided an email address to the Leeds DCLin administrators. There was a response rate of 20% (n=6).

Pre-post comparison

Table 1 shows the means and standard deviations for all statistically significant comparisons.

Table 1.
Pre and post means and standard deviations for significant results

<i>Statement</i>	<i>Pre</i>		<i>Post</i>	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Being from a BAME background will hold me back in this career	3.12	1.20	2.42	.96
I have the knowledge I need to write a successful application	3.00	1.07	4.00	.82
I have the knowledge I need to prepare for interview	2.68	.98	3.90	.87
I have the knowledge I need to do well at interview	2.59	1.02	3.86	.84
I have a good understanding of what clinical psychology training involves	3.62	1.05	4.46	.56

I understand the skills and qualities needed by a good candidate for clinical psychology training	3.79	.91	4.39	.50
I understand what courses are looking for from applicants	2.97	1.00	4.33	.68
I know how to communicate my learning and experience well on my application	3.15	1.05	3.86	.88
I know how to communicate my learning and experience well at interview	3.06	1.04	3.73	.94
I understand the ethos of the Leeds course	3.00	1.18	4.11	.79
I have a good understanding of the areas I need to work on before applying/ applying again	3.18	.10	4.29	.53

Analysis of the available pre and post data using t-tests showed that after the open day, participants were significantly more likely to agree with the following statements:

- **I have the knowledge I need to write a successful application:** $t(61.11) = -4.25$, $p < .001$, $r = 0.48$ (medium effect size).
- **I have the knowledge I need to prepare for interview:** $t(63) = -5.33$, $p < .001$, $r = 0.56$ (large effect size)
- **I have the knowledge I need to do well at interview:** $t(61) = -5.37$, $p < .001$, $r = 0.57$ (large effect size).
- **I have a good understanding of what clinical psychology training involves:** $t(49.66) = -4.17$, $p < .001$, $r = 0.46$ (medium effect size).
- **I understand the skills and qualities needed by a good candidate for Clinical Psychology training:** $t(51.77) = -3.29$, $p = 0.002$, $r = 0.41$ (medium effect size).
- **I understand what courses are looking for from applicants:** $t(59) = -6.06$, $p < .001$, $r = 0.62$ (large effect size).
- **I know how to communicate my learning and experience well on my application:** $t(61) = -2.91$, $p = .005$, $r = 0.35$ (medium effect size).

- **I know how to communicate my learning and experience well at interview:**
 $t(62) = -2.7, p = .009, r = 0.35$ (medium effect size).
- **I understand the ethos of the Leeds course:** $t(60) = -4.25, p < .001, r = 0.48$
(medium effect size).
- **I have a good understanding of the areas I need to work on before applying/
applying again:** $t(63) = -5.54, p < .001, r = 0.57$ (large effect size).

Participants were significantly less likely to agree with the statement **‘Being from a BAME background will hold me back in this career’**: $t(63) = 2.58, p = 0.012, r = 0.31$ (medium effect size). There was no significant change in the agreement rate for the remaining nine statements.

Post questionnaire only items

For each statement, Table 2 shows the number of participants that selected each answer option and the corresponding percentage of the answers that this represents. A majority of participants indicated agreement for all statements. The free text responses for the post questionnaire can be seen in Appendix F.

Table 2.
Post questionnaire answer response totals and percentages

<i>Statement</i>	<i>Strongly Disagree</i>		<i>Disagree</i>		<i>Neither Agree nor Disagree</i>		<i>Agree</i>		<i>Strongly Agree</i>	
	<i>N.</i>	<i>%</i>	<i>N.</i>	<i>%</i>	<i>N.</i>	<i>%</i>	<i>N.</i>	<i>%</i>	<i>N.</i>	<i>%</i>
I am going to approach my application differently after the open day	0	0%	2	6.45%	2	6.45%	10	32.26%	17	54.84%
I learned things I did not previously know	0	0%	1	3.23%	1	3.23%	9	29.03%	20	64.52%
The open day was well organised	0	0%	0	0%	0	0%	10	32.26%	21	67.74%
The session facilitators	0	0%	1	3.23%	0	0%	6	19.35%	24	77.42%

were enthusiastic										
The session facilitators were knowledgeable about their topic	0	0%	0	0%	0	0%	7	22.58%	24	77.42%
The session facilitators handled their topic sensitively	0	0%	0	0%	0	0%	7	22.58%	24	77.42%
The sessions were engaging	0	0%	0	0%	0	0%	9	29.03%	22	70.97%
The open day covered topics relevant to me as an aspiring trainee	0	0%	2	6.45%	0	0%	9	29.03%	20	64.52%
The open day covered topics relevant to me as a person from a BAME background	1	3.23%	2	6.45%	4	12.9%	11	35.48%	13	41.94%
I was provided with enough information ahead of the open day	1	3.23%	1	3.23%	2	6.45%	9	29.03%	18	58.06%

Follow up questionnaire results

For each statement, Table 3 shows the number of participants that selected each answer option and the corresponding percentage of the answers that this represents. The free text responses for the follow up questionnaire can be seen in Appendix G.

Table 3.
Follow up questionnaire answer response totals and percentages

<i>Statement 'As a result of the open day I....'</i>	<i>Strongly Disagree</i>		<i>Disagree</i>		<i>Neither Agree nor Disagree</i>		<i>Agree</i>		<i>Strongly Agree</i>	
	<i>N.</i>	<i>%</i>	<i>N.</i>	<i>%</i>	<i>N.</i>	<i>%</i>	<i>N.</i>	<i>%</i>	<i>N.</i>	<i>%</i>
Have been feeling more confident about applying for DClin training	0	0%	0	0%	4	66.68%	1	16.67%	1	16.67%
Am approaching the application process differently	0	0%	1	16.67%	1	16.67%	3	50.1%	1	16.67%
Feel I have a more realistic idea of what makes a successful application	0	0%	1	16.67%	2	33.4%	2	33.4%	1	16.67%
Have taken steps I would not have taken to improve my application	0	0%	2	33.4%	3	50.1%	1	16.67%	0	0%
I am planning to apply for DClin training this year	0	0%	2	33.4%	1	16.67%	1	16.67%	2	33.4%

4. Discussion

4.1 Key Findings

How effective was the open day in meeting its aims?

The open day aimed to increase knowledge about the application process, what clinical psychology training involves and what courses are looking for in applicants. The results suggest that the open day was successful in meeting these aims. After the open day, attendees were significantly more likely to agree that they had the knowledge they need to do well at application and interview, that they have a good understanding of what training involves and that they understand what courses are looking for in applicants.

Of the statements in which where there was no significant change in agreement after the open day, most could be seen as statements evaluating the confidence of the attendees

e.g. 'I feel optimistic about how likely I am to be accepted onto training in the future' and 'I can develop the skills I need to write a successful application'. Attendees indicated strong agreement with these statements before and after the open day. There was also a high level agreement both before and after the open day with the statement 'Clinical Psychology is the right career for me'. At two month follow up, a majority of attendees neither agreed nor disagreed that the open day had left them more confident about applying. These findings, taken with the results that were significant, suggest that this is a group of people who are confident in their abilities and believe that they belong in the profession, but are lacking in sources of knowledge and understanding about the career and how to access it, as has been suggested by previous research (e.g. Turpin and Fensom, 2004).

How useful did attendees find the event?

The results indicate that attendees found the event useful in several ways. Responses to the overall day were positive. A considerable majority of attendees agreed that the topics covered were relevant to them as aspiring trainees from a BAME background and that they were handled in a sensitive and engaging way. Immediately after the event, a majority agreed they would be approaching applying differently and this was maintained at two-month follow-up. However, attendees disagreed or felt neutral at follow up that they had taken steps they would not have taken to improve their application. This could be for several reasons. It could be that attendees' outlook to applying had changed, but the day has not had an impact on their practical approach to applying. It could also be the case that at only two months after the event attendees had not yet implemented any learning from the day.

There was some criticism and feedback for improvement of the event in the free text answers (see Appendices F and G). There was one comment in the post questionnaire and at follow up that the open day did not address the systemic challenges of being from a BAME background on this career path, and another attendee reflected that consideration of other kinds of diversity would also have been helpful, for example sexuality. Several

attendees also felt that more of a practical focus on completing the application form and practicing interviews would have been useful.

4.2 Strengths and Limitations

A strength of this SEP is the high response rate for the follow up questionnaire completed at the end of the open day. All attendees completed this questionnaire meaning that all attendees had the opportunity to share their views. Conversely, a limitation of the SEP is the low (20%) response rate for the two month follow up questionnaire. With only six attendees responding, it is difficult to draw meaningful conclusions about the impact of the open day over time. A future SEP could track longer term impact of this or any subsequent open days to better understand whether the open day affected outcomes such as acceptance onto Clinical Psychology training.

This SEP could have been improved by consulting people who identify as belonging to a BAME community on the research design, and in particular on the questions asked in the evaluation. None of the individuals involved in conducting the SEP are from a BAME background. The BPS acknowledges that while a one or two individuals can never fully represent a whole community, it is good practice to include people from the same population as the participant pool in research design for their unique perspective on the topic being researched (Sheldon and Harding, 2010).

4.3 Recommendations

As the overall feedback from the day was positive and indicated that attendees found the event useful, it is recommended that the open day is repeated regularly alongside other targeted recruitment activities. Future open day organisers should consider incorporating the feedback around addressing the reasons, including systemic reasons, for BAME applicants' lower success rates. This would provide attendees with a greater rationale for the day and acknowledge the barriers they face. Future open days would benefit from a more practical, workshop style, rather than the group discuss/ question and answer format used this time. It could be that this practical support is better delivered through other

methods, such as a mentoring or careers advice scheme. Such schemes have been implemented with success by other training courses (Scior et al, 2016).

To determine whether initiatives such as the open day have an impact over time, future open days could be evaluated at longer follow up periods to better understand whether attendees have been able to make use of what they learned. BAME acceptance rates should continue to be monitored across the Y&H region and nationally.

4.4 Dissemination

The findings of this evaluation were discussed with the commissioners and presented at a poster conference at the University of Leeds.

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6. Appendices

Appendix A: Email invitation to take part in the SEP

Subject: Invitation to take part in open day evaluation

Dear Open Day Attendee,

We look forward to welcoming you to the DCLin open day on Thursday 9th August.

One of the current second year trainees (.....) is conducting an evaluation of the open day, which forms part of her research requirements for the course. For the first part of the evaluation we are inviting all attendees to complete a brief, anonymous online survey **before the open day**.

For more details about the evaluation and to take part in the first survey, please click here:

..... will be available at the open day to answer any questions you have about the evaluation. You can also email her atif you have any questions or would like to discuss the evaluation further before deciding whether to take part.

Best Wishes,

Appendix B: Nineteen statements included in the pre and post questionnaires

1. Clinical psychology is a profession I belong in
2. Clinical psychology is the right career for me
3. Being from a BAME background will hold me back in this career
4. I have the knowledge I need to write a successful application
5. I have the knowledge I need to prepare for interview
6. I have the knowledge I need to do well at interview
7. I can develop the skills I need to write a successful application
8. I can develop the skills I need to prepare for interview
9. I can develop the skills I need to do well at interview
10. I feel optimistic about how likely I am to be accepted onto training in the future
11. I have a good understanding of what DCLin training involves
12. I am ready to apply/ apply again for DCLin training
13. I understand the skills and qualities needed in a good candidate for clinical psychology training
14. I understand what courses are looking for from applicants
15. I know how to communicate my learning and experience well on my application
16. I know how to communicate my learning and experience well at interview
17. I understand the ethos of the Leeds course
18. I have a good understanding of the areas I need to work on before applying/ applying again
19. I am planning to apply for DCLin training this year

Appendix C: Ten statements included in the post only questionnaire

1. I am going to approach applying differently after the open day
2. I learned things I did not previously know
3. The open day was well organised
4. The session facilitators were enthusiastic
5. The session facilitators were knowledgeable about their topic
6. The session facilitators handled their topic sensitively
7. The sessions were engaging
8. The open day covered topics relevant to me as an aspiring trainee
9. The open day covered topics relevant to me as a person from a BAME background
10. I was provided with enough information ahead of the open day

Appendix D: Email invitation to take in the Follow-up questionnaire

Subject: Leeds open day evaluation

Subject: Leeds open day evaluation

Dear Open Day Attendee,

Thank you for attending the DClin open day on Thursday 9th August. For the final part of our evaluation of the open day, we are inviting you to complete a brief online survey about how you have used the information given to you on the day. The survey will close **two weeks from today**.

All attendees are invited to complete this questionnaire regardless of whether you completed the first two.

To complete the survey, please click here:

You can email if you have any questions or would like to discuss the evaluation further before deciding whether to take part.

Best Wishes,

Appendix E: Six statements included in the follow-up questionnaire

As a result of the open day I

1. Have been feeling more confident about applying for DClIn training
2. Am approaching the application process differently
3. Feel I have a more realistic idea of what makes a successful application
4. Have taken steps I would not have taken to improve my application
5. I am planning to apply for DClIn training this year

Appendix F: Participant Information Sheet

Leeds DClin 2018 Open Day Evaluation

You are invited to take part in an evaluation of the open day taking place on Thursday 9th August 2018.

Research and experience show that people from Black, Asian and Minority Ethnic (BAME) groups continue to be underrepresented in Clinical Psychology. The open day attempts to encourage those identifying as BAME to apply for training and to provide information and skills on the application process, what training involves and working as a BAME Clinical Psychologist. This is the first time such an open day has been held by the University of Leeds course. The evaluation has been commissioned by the course team to consider the extent to which the open day has been useful to those attending, and to improve any future recruitment events.

This evaluation is being conducted by....., a current second year Trainee Clinical Psychologist at the University of Leeds, studying for a Doctorate in Clinical Psychology. The evaluation forms part of her research requirement for the course. The evaluation is supervised by Dr Thomas Cliffe, Lecturer in Clinical Psychology at the University of Leeds (contact details at the end of this page). This project has been approved by the School of Medicine Research Ethics Committee (reference number:.....) at the Faculty of Medicine and Health, University of Leeds.

WHAT AM I BEING ASKED TO DO?

This evaluation involves completing three brief questionnaires about applying for the Doctorate in Clinical Psychology and about the open day specifically. Some of the questions in these questionnaires ask specifically about your experience as a person from a Black, Asian or Minority Ethnic background. The first questionnaire should be completed before the open day.

The second questionnaire will be given to you at the end of the open day (time has been allocated into the day's schedule for this). The final questionnaire will be emailed to you around two months after the open day.

After reading the information on this page, if you consent to taking part in the evaluation then click the 'Next' button to complete the first survey.

WHAT ARE THE RISKS AND BENEFITS OF TAKING PART?

Participation is entirely voluntary. Information on who takes part in the evaluation will not be revealed to anyone on the University of Leeds course team. Your answers are anonymous and cannot be linked to you. Your decision to take part will have no influence on your attendance at the open day or on any applications you might make to the University of Leeds Doctorate in Clinical Psychology.

There are no anticipated risks to you of taking part in this evaluation. Unfortunately, it is not possible to compensate you for your participation. Whilst there are no immediate benefits for those participating, it is hoped that the results will help to improve future recruitment activities and open days run by the course.

PARTICIPANTS' RIGHTS

Participation in this study is entirely voluntary and you do not have to take part.

You may decide to stop the survey at any time without giving a reason. If you exit the survey before finishing your data will not be retained.

If you do complete the survey and then decide to withdraw, you can ask for your data to be destroyed up to one week after completion of the survey by contacting (contact details at the end of this page) the DCLin course team at meddclin@leeds.ac.uk and giving the receipt number assigned to you once you complete the survey. The course team will then contact to pass on your receipt number (but no identifying information) so that your data can be deleted. As no identifying information is collected from you, if you do not retain this receipt number it will not be possible to locate your responses and destroy your data. After one week, it will not be possible to withdraw your data because analysis will have started.

You have the right to have your questions about the evaluation answered. If you have any questions as a result of reading this information sheet, you should contact before you begin the survey.

CONFIDENTIALITY/ANONYMITY

No personally identifiable information will be collected from you as part of this evaluation. This means that participation is entirely anonymous and your responses to the surveys will not be linked to you. Survey responses will be exported from Online Surveys and then transferred onto a secure computer drive managed by the University of Leeds to which only the research team will have access and which will be password protected

WHAT WILL HAPPEN WITH THE RESULTS?

After the data has been analysed, the results will be written up as part of the researcher's Service Evaluation Project (SEP), which is submitted to the course team for marking. The results will also be presented at the SEP conference in October 2018, which is attended by all current DCLin trainees at the University of Leeds and the course staff.

FOR FURTHER INFORMATION

..... will be glad to answer your questions about this study. You can contact her at..... She will also be available at the open day to discuss the evaluation in person.

If you have questions about your rights in this evaluation, or you have any other questions, concerns, suggestions, or complaints that you do not feel can be addressed by....., please contact the study supervisor Dr Tom Cliffe (Lecturer in Clinical Psychology) at the Clinical Psychology Training Programme (Tel: 0113 343 3407 Email: t.d.cliffe@leeds.ac.uk).

Appendix G: Post questionnaire free text box responses

- Very useful, informative and helpful
- It didn't feel like the open day addressed the systemic challenges of being a clinical psychologist with a BME background in regards to what may hold people back from becoming successful.
- Everything I needed to know was presented. Thank you!
- Offering 1:1 mentoring with a clinical psychologist over a period of time 6 months' plus
- Day was mainly based upon discussions. Would have liked to have practised answering interview questions. Maybe have a practical session before interviews next year. Would have liked to have a session/ more info on research methods. Some of us graduated over 10 years ago! Maybe practice reviewing a journal like expected on the Sheffield course. Good to understand what courses are looking for but so varied too, which makes it more challenging to apply.
- It would be very useful to be able to keep in touch with some of the trainees to ask more questions. Will you please share people's emails with us, of course with people's permissions.
- Very interesting for a graduate psychology student
- Would different methods of diversity have been relevant e.g. LGBT? Is there a hierarchy of minorities? Just as a side - perhaps touching upon future funding from NHS may have been helpful from us to hear from the 'front line' how this is likely to look
- It would be interesting to find out the impact of this event and see if there has been a difference in the diversity of applicants and those who get on the course. Thanks for making the event free and accessible! I found it very useful!
- Please organise a mentoring scheme
- Sharon Prince was an excellent speaker and was really inspiring as a clinical psychologist. The room acoustics were poor, quite hard to hear speakers.
- Thank you. Informative day. Interesting to hear from service user panel who seemed positive and enthusiastic about input into training. Will look forward to hear about results from evaluation. It would have been helpful to have a scale at the top of each page though. Thanks.
- How many students mature students on Leeds Dclin training 30+ each year, 40+ years old, 50+ years old
- The day was very useful in helping me to understand further about CP and in helping on what to focus for my application. Another session focusing on applications would be useful.
- No. Thank you the day was very useful, tutors present were approachable and helpful.

Appendix H: Follow-up questionnaire free text box responses

- Based on what I have taken away from the event, I have made my application more personal to me. This has actually made me more anxious, as I feel more vulnerable to scrutiny to the people who will be looking at my application.
- I feel like I have a better understanding of the process however will not be applying this year as I don't quite feel ready just yet.
- I can't remember what I learned from the day and if I have used that knowledge in writing my application. A lot of the information shared on the day I was already aware of. Everyone (psychologists, peers) informs me to be 'reflective' and that's all the advice I feel I have received and actively used. I made a few friends on this day (a couple who were more experienced and possibly better candidates than me) who felt put off by the competitive feel of the day and are now no longer applying. I feel that although the researcher was lovely and helpful, the aim of the day was more about collecting data for DClin projects instead of helping applicants.
- It was interesting to hear about the course and how well other trainees are finding the course. However there was not much specific to help ethnic minority applicants have an equal chance with white Caucasian applicants. It became equally awkward when it was raised as to why there may be unconscious bias within the applications for ethnic minorities as there was no explanation as to why fewer applicants are able to access the course.
- I am still in process of making the decision as to whether I wish to apply, mainly due to some concerns about study commitments and family commitments. (If this was available on a part time basis, I would probably have a decision to proceed).