

An evaluation of the online selection
process for the University of Leeds
Doctorate in Clinical Psychology 2020

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Commissioned by Dr Tom Isherwood

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Introduction

The University of Leeds (UoL) Doctoral Clinical Psychology programme (DClinPsychol) follows the British Psychological Society (BPS) Standards for the accreditation of doctoral programmes in clinical psychology (2019). This document includes standards for selection which are set to ensure consistent entry criteria which promote equality and diversity in access to courses. The UoL DClinPsychol selection interview follows the principles of behavioural and value-based interviewing (Isherwood, 2015). This includes an introduction from course staff, 20 minutes to prepare a response to a question which is presented in the interview, an interview with three members of the course team and local clinical psychologists, an interview with a service user and carer (SUC) panel and a chance to talk to current trainees.

A national lockdown was introduced in England in March 2020, due to the pandemic. As a result, the UoL DClinPsychol programme, along with other course centres, moved selection online for 2020 entry. Whilst most elements were easily translated online, the SUC panel could not be included due to difficulties organising equipment. As this is a novel way to select for DClinPsychol trainees, the implications of adapting the selection process to an online format are unknown. There is limited research available on DClinPsychol selection processes. This research centres around shortlisting for interview, selection tests and predictors of success and outcome on training, rather than experiences of interviewing (Hemmings & Simpson, 2008; John, 2010; Scior et al., 2014). An evaluation was therefore commissioned by Dr Tom Isherwood, admissions tutor for the UoL DClinPsychol programme.

This report will explore the literature on the effects and implications of online interviews, before moving on to outline how this evaluation was conducted, the findings and implications and recommendations.

Online interviews

Taking DClinPsychol selection online was unexpected and unfamiliar. In an age of exponential online growth, employers are turning to online, virtual recruitment methods

(OfficeTeam, 2012; Institute of Student Employers, 2019). Whilst limited, literature is emerging regarding the implications of online video interviews for job recruitment.

Video calls impact communication, from reduced social cues, a lack of eye contact and a poor connection. Delays, lags and reduced fluency in video communication can impact on candidate performance and perceptions of the other party. Interviewers have been found to rate candidates as less likeable, friendly, attentive and hireable when online compared to in-person (Schonenberg, Roake & Koeppe, 2014; Lick & Johnson, 2015; Fiechter, Fealing, Gerrerd & Kornell, 2018). Knowledge of this bias notwithstanding, interviewers continue to rate candidates interviewed online as less hireable (Fiechter et al., 2018). Additionally, when delays and lags are experienced in video interviews, it was found that communication style was attributed to the person, not the situation (Schoenenberg et al., 2014). In the current evaluation, all candidates were interviewed online and therefore no candidate was significantly disadvantaged by this however the implications of this should be considered.

Despite awareness of the underrepresentation of people from minority groups in the profession, intake for DClinPsychol training continues to experience this (Scior, Grey, Halsey & Roth, 2007; York, 2020). Whilst limited, there is evidence that interviewers are less likely to discriminate against candidates when conducting interviews through online video platforms (Kroll & Ziegler, 2016). It was hypothesised this may be underpinned by social identity theory (Tajfel & Turner, 1986 in Kroll & Zeigler, 2016; Brown, 2000). In the Kroll & Ziegler study, the interviewers were classed as a “higher status” group and the authors argued that the interviewers were less likely to feel threatened, reducing the need to reinforce their group identity through hiring people they view as similar to their group (Ashford & Mael, 1989). The paper does not clarify why this finding related only to online interviews and why similar findings are not found in in person interviews, as should be the case according to this theory.

When comparing in-person and video interviews, an obvious difference is the ability to see oneself. Most video conferencing platforms allow users to see themselves on the video call. This setting is automated when turning on your camera. During video calls, individuals who can see themselves experience increased levels of self-awareness (Miller et al., 2017). This leads

candidates to feel distracted and experience increase sensitivity to feedback. Focus and attention are taken away from the task and has implications for candidate performance in interviews. Relational communication is affected in those who can see themselves during video interviews with reduced expressions of certainty reported (Miller et al., 2017). Impression formation of interviewers and their ability to connect with candidates may be negatively impacted by this.

Although limited and perhaps not generalisable to this population, the available literature highlights ways in which video interviews may help or hinder job interviews conducted through video interviews. This innovative research will be important to consider when evaluating the online selection process for the UoL DClinPsychol this year.

Aims

The overall aim of this evaluation project was to evaluate the alternative selection procedure implemented due to covid-19 on the Doctorate in Clinical Psychology Programme at the University of Leeds. More specifically, the aims of the study were:

1. To explore candidates' experiences of the online interview process
2. To evaluate differences in experiences of online versus in-person interviews
3. To evaluate interviewers' experiences of online versus in-person interviews
4. To understand any critical differences between the online versus in-person interviews

Method

Design

A cross-sectional, mixed methods design was employed. Four data sources were used: an online questionnaire completed by 2020 entry candidates, an online questionnaire completed by 2016-19 candidates, interviews with 2020 candidates and interviews with interview panel members (IPMs) for the course. Other designs were considered however as there is no previous research available regarding video interviewing for DClinPsychol programmes, a qualitative design was considered most appropriate. The online questionnaire was designed by the course

and was used routinely in previous years to collect feedback on candidates' experiences. This questionnaire was not amended for data collection from 2020 candidates as this would not have allowed for comparison between online and in-person interviews. This design was chosen to allow all candidates the opportunity to take part whilst collecting in-depth data from all involved in the process. Whilst focus groups could have been employed this was not feasible due to time constraints.

Participants and recruitment

Online survey

All candidates interviewed for the UoL DClinPsychol 2020 intake were invited to take part in the evaluation (n=59) (Appendix G). Candidates who completed the feedback survey (n=41) were given the option to consent to their data being used in this evaluation (n=31). No demographic information was collected as part of the online survey, as this data is not routinely collected.

Feedback survey data from candidates interviewing for the UoL DClinPsychol in 2017, 2018, 2019 (n=165) was used. This data was anonymous and was aggregated for these years.

Candidates

Of participants (n=31) who consented to their data being used in this evaluation, 17 volunteered to take part in the interviews. All were contacted regarding the next stage of the evaluation and nine were interviewed. The remaining eight did not take part due to other commitments during the interview week and therefore not practically being able to take part. The candidates who participated in the interviews included eight females and one male. Three candidate participants said they had been interviewed at Leeds in person previously.

Interviewers

All 12 IPMs were contacted by e-mail and invited to take part in the evaluation (Appendix H). Five IPMs volunteered and all completed an interview. The IPMs who participated in the

research interviews included four females and one male. The IPMs had a range of previous experience in interviewing candidates for the DClinPsychol.

Ethics

Ethical approval was granted by the University of Leeds Research Ethics Committee (Reference: DClinREC19-010, Date:12th May 2020)

Consent

Candidate participants were awaiting their results on the outcome of their interview. They were therefore made aware their participation in this evaluation was voluntary and would have no effect upon their potential selection for the course.

Participants were made aware their anonymised data may be used by the course for future research and evaluation. Parameters of consent and data withdrawal are clearly outlined in the Participant information sheet (PIS) and consent process (Appendix I).

Confidentiality and anonymity

The 2017-19 online survey data used in this evaluation was routinely collected by the course. As this data was historical and anonymous, participants could not be contacted to consent to their data being used. Data were aggregated to ensure no participants could be identified and anonymity was ensured. No quotes from candidates who have completed the survey from previous years will be used in the write up of this evaluation.

The anonymity of respondents was maintained as the survey did not collect any personally identifiable information. Identifying features were removed from transcription and text holders used.

Procedure

Online survey

All candidates were e-mailed by the course administration staff following their interview with a link to a feedback survey. The online survey consisted of six questions (Appendix A). This survey has been designed by the course programme team and is used routinely following interviews to collect feedback to improve the selection process.

At the end of the online survey for 2020 entry candidates, participants were asked if they wish to consent to their data being used in the evaluation. A participant information sheet (Appendix B) was provided followed by a consent form (Appendix C).

Candidate interviews

Participants who consented to be contacted at the end of the online survey were contacted by the researcher to arrange an interview. Interviews were held in May 2020, during the week of the interviews, before finding out the results of their interview for a place on the course.

Interviews were conducted through Microsoft Teams, Zoom or telephone call dependant on participant preference. Participants were offered the opportunity to re-read the information sheet and ask questions before giving their verbal consent. The interviews were audio-recorded and lasted around 20 minutes (see appendix D for interview schedule).

Interview panel member interviews

All IPMs for the Leeds DClinPsychol 2020 intake were e-mailed by the course administration staff following the interviews regarding this evaluation. They were invited to contact the researcher if they wished to take part.

Research interviews with IPMs were held in May 2020, in the two weeks following interviews. Interviews were conducted through Microsoft Teams, Zoom or telephone call dependant on

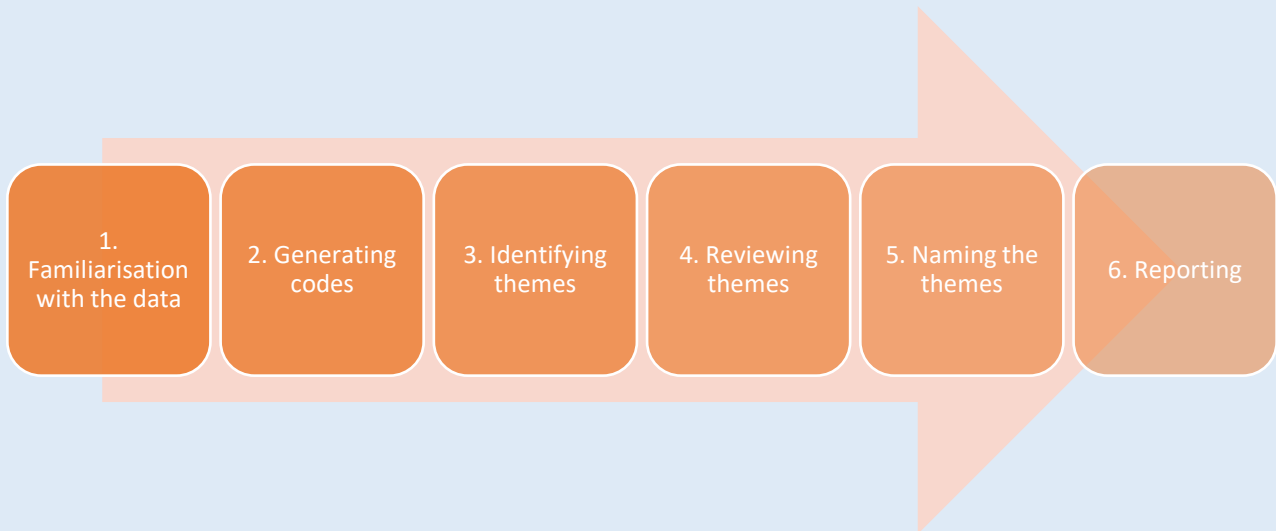
participant preference. Participants were offered the opportunity to re-read the information sheet (Appendix E) and ask questions before giving their verbal consent. Interviews were audio-recorded and lasted around 20 minutes (see Appendix F for interview schedule).

Analysis

Quantitative data from the online survey were analysed using descriptive statistics.

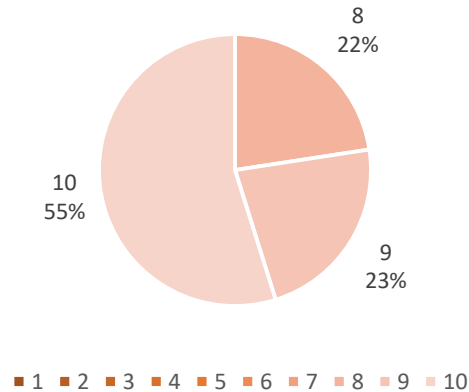
Interviews were transcribed verbatim by the researcher to be analysed. Qualitative data from the online survey and interviews with candidates and IPMs were analysed using thematic analysis. This is outlined below in Figure 1. Thematic analysis analyses the whole dataset to acquire repeating patterns of meaning. This method of analysis was chosen because it describes the data in rich detail (Braun & Clarke, 2006). The thematic analysis was inductive as it was data-driven rather than based on theoretical interest or a pre-existing coding framework.

Figure 1: Thematic Analysis Outline, based on Braun & Clarke (2006)



Results

Candidates rating of running of the day
(with 1 being poor and 10 being excellent)



Online survey: 2020

The return rate for candidates completing the survey and consenting to their data being used in this evaluation was 55% (n=31).

The data presented below, in Figure 2, shows the majority (55%) of candidates rated the running of the day as 10 (excellent), with the remainder rating is as 9 (23%) or 8 (22%).

Figure 2. Candidates (2020 entry) rating on the running of the day

Table 1 below describes the themes, along with descriptors for questions candidates were asked regarding what worked well, what should be changed or done differently and why they applied to Leeds. Regarding what worked well, these themes focussed on their experience of planning before the interviews, how the day ran and how this made them feel about the course. Regarding what could be changed, whilst a third of the participants said they would not change anything these themes centred around practical aspects of interviews, some focussed on technology and others more general.

Next, participants were asked to comment on the extent to which the selection process at Leeds was fair and inclusive. There were two groups of responses to this question: one group who felt the process was fair and inclusive (n=20), and the other who said they could not comment on this aspect (n=6): *“I feel the questions that were asked as part of the process were fair and did not prioritise any one type of experience”*. – P3

Candidate Online Survey 2020 Themes		
Question	Theme	Quotes
2. What do you think worked well?	1. Organisation (n=23)	<i>“The process went very smoothly and there were contingency plans....”</i> – P12
	2. Welcome Talk (n=17)	<i>“Introductory talks were good for putting us all at ease”</i> – P15
	3. Waiting Room (n=12)	<i>“Very grateful for the opportunity to get to hear what the current trainees had to say...glad that Leeds decided to include it in the pandemic version.”</i> – P8
	4. Technology (n=9)	<i>“Zoom was a good choice of technology compared to others I have used”</i> – P6
3. What should we do differently or change?	1. Timings (n=6)	<i>“...more time between each meeting”</i> – P29
	2. Aspects of the interview (n=6)	<i>“...difficulty with involving service users on the panel due to the nature of the remote interviewing this year...alternative way to seek service user feedback...”</i> – P24
	3. Communication (n=3)	<i>“...send out an email with all of the relevant zoom links, rather than sending separate emails for each zoom link”</i> – P7

6. Finally, in a few words, why did you apply to Leeds?	1. Location (n=15)	<i>"... Leeds would be a great place to live, which is a factor I consider for my overall well-being." – P31</i>
	2. Ethos (n=15)	<i>"...holistic approach and their focus on issues around inequality and their general ethos." – P11</i>
	3. PPD (n=12)	<i>"Like the focus on diversity and professional development." – P1</i>
	4. Reputation (n=10)	<i>"People speak very highly of the course, and it's reflective focus." – P3</i>
	5. Breadth of teaching (n=8)	<i>"... more choice and flexibility than at other courses." – P20</i>

Table 1. Themes identified in the online survey for 2020 entry candidates

Of those who had attended an interview for the Leeds DClinPsychol in previous years (n=7), most felt it was comparable to previous years, however, some (n=2) expressed they preferred the interviews being online: *"I preferred it being online as felt I was less anxious..."* – p16; with others (n=3) saying they preferred the in-person interview *"It felt more friendly and personal previously."* – p10.

Finally, participants were asked why they had applied to the Leeds DClinPsychol. Five themes emerged from participants' responses. Most were regarding location, with others focussed on things they had read and been told about the course. These are presented in Table 1.

Online survey: 2017-2019

Data from candidates interviewed for 2017, 2018 and 2019 (n=165) cohorts were aggregated and analysed using descriptive statistics and thematic analysis.

The data presented below, in Figure 3, shows the majority of candidates rated the running of the day between 8-10 (93%) with 10 being excellent. The remainder rated is as between 4-6 (7%).

Candidates rating of running of the day (1 being poor and 10 being excellent)

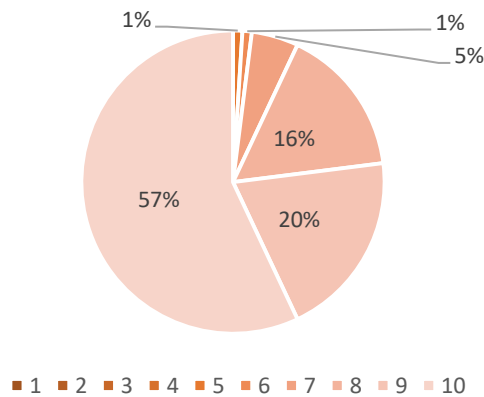


Figure 3. Candidates (2017-2019 entry) rating on the running of the day

Table 2 below describes the themes, along with descriptors for questions candidates were asked regarding what worked well, what should be changed or done differently and why they applied to Leeds. The five themes regarding what candidates thought worked were similar to those of online interviews with the addition of the SUC panel, and without a theme regarding technology which suggests the interviews translated well online. Whilst the most common response was there were no changes, four themes were identified in the data regarding what candidates thought could be improved. These themes differed from those from the online interviews, focussing on aspects such as getting lost in the building. Themes regarding why candidates applied to Leeds did not differ between the online and in-person groups.

Candidate Online Survey 2017-19 Themes		
Question	Theme	Description
2. What do you think worked well?	1. Organisation	Strengths of the communication and organisation before & during the interviews.
	2. Personality	Warmth & friendliness felt from those involved made candidates feel at ease.
	3. Waiting room	Space to talk to current trainees was valued. The waiting room was a space where they felt relaxed.
	4. Welcome talk	The welcome talk made candidates feel welcomes and wanted. Humour and the informal feel to the talk were valued.
	5. Service user and carer panel	Candidates felt this panel asked different types of questions, therefore felt they could show different skills. This demonstrated to candidates the importance placed on SUC involvement.
3. What should we do differently or change?	1. Organisation	Some candidates reported not enough breaks and others felt there was too much waiting around. Some candidates felt disadvantaged by order of panels.
	2. Navigation	The physical surroundings of the interview: candidates reported getting lost on the way to the building and around the building.

	3. Waiting Room	Although viewed as a strength, it was also reported to feel busy at times particularly around group changeovers. Candidates said they would value a quiet space.
	4. Aspects of the interview	These were mostly practical aspects such as size and layout of interview rooms, wanting laminated written questions written, clock, pen and paper.
4. Finally, in a few words, why did you apply to Leeds?	1. Reputation	This theme included the reputation of the course, research, university, and placements as well as support offered
	2. Location	Being located close to the countryside, support networks and being in the north were all described as motivators.
	3. PPD	Candidates described feeling the course places value on PPD, including the importance of SUC involvement.
	4. Breath of teaching	Candidates described health psychology, neuropsychology, systemic practice and CAT.
	5. Ethos	Including the focus and value placed on diversity by the course.

Table 2. Themes from candidate online survey aggregated data 2016-2019

Candidate interviews

Candidate’s interviews were analysed using thematic analysis. Two main themes emerged from candidate interviews. These main themes and subthemes are depicted in Figure 5.

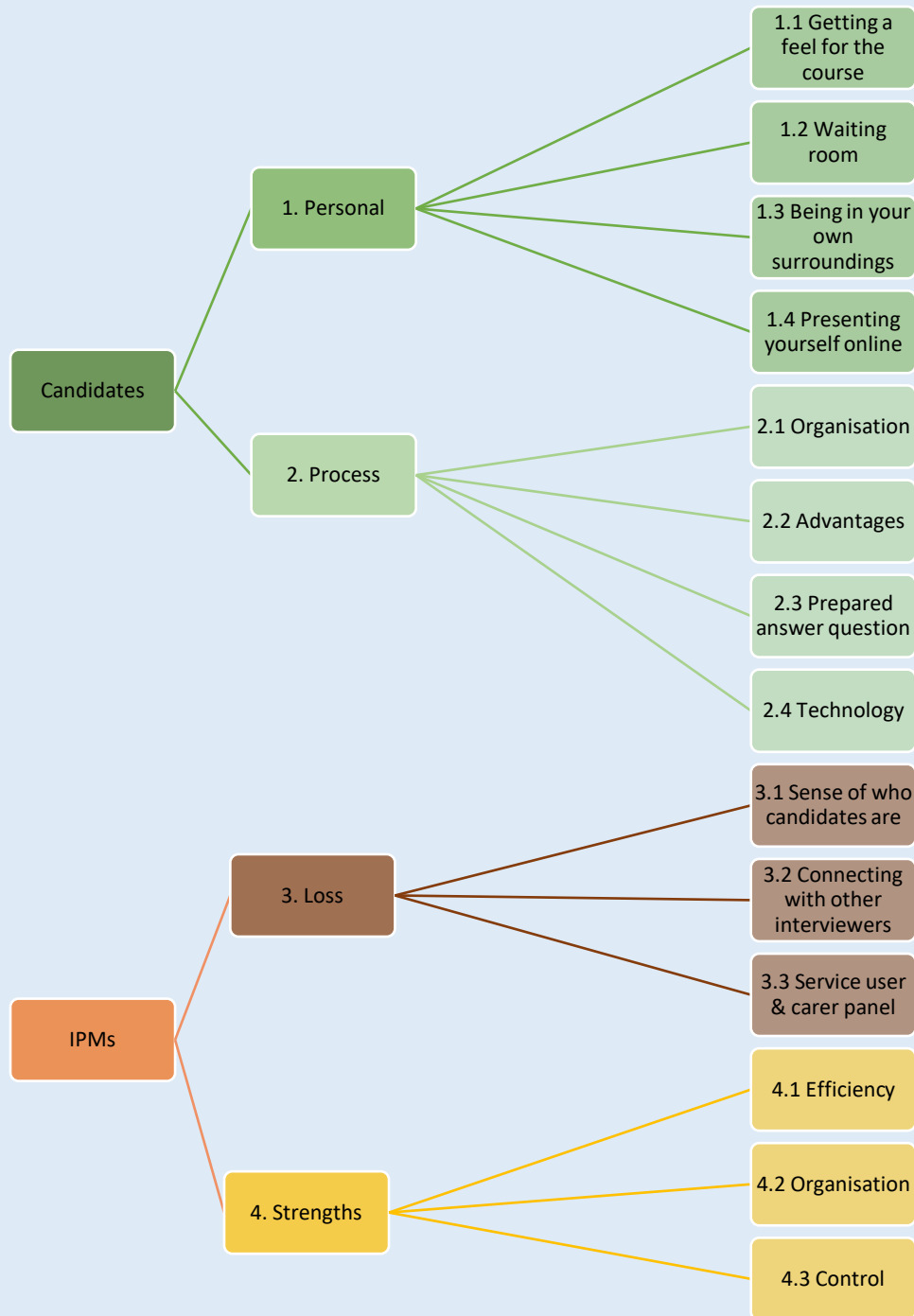


Figure 5. Themes from candidate and IPM interviews

Theme 1. Personal

This theme describes the candidate's experiences of the personal impact of the interviews taking place online.

Despite some anxieties regarding being able to **get a feel for the course** participants felt the warmth and friendliness was maintained *"...initially meeting with Jan and Tom...It was relaxed... put across the ethos and the sense of the course... Last year, I felt like I was getting the same level of information..."* – C8. Some candidates said they appreciated other courses doing tours of the department and campus via video.

Participants spoke of how appreciative they were of trainees giving up their time however the **waiting room** part of the online process did not translate well online. *"...I didn't have a lot of time in between the introductory talk and then moving into the current trainee talk, and then the actual interview...found it more helpful if I could talk to current trainees alongside the ID check or after, or before the ID check"* – C7

For most participants **being in your own surroundings** was seen as a benefit *"It's quite nice to be in your own home and be able to walk around your house prior to an interview and then leave...you're not having to then think about travelling or those parts"* – C8. For participants who had additional roles and responsibilities at home, however, this was seen as a disadvantage to them *"...control of the personal environment so...I've got two children... in the back of my mind, wondering if the littlest one going to have a meltdown? And also being in an interview was odd... something about de-roling and roling when you're at home"* – C1.

All participants spoke about interpersonal communication and non-verbal cues, and how you could **present yourself online** in the way you can in an in-person interview *"the main thing I think concerned me was like, will I be able to get across like interpersonal skills...Which is so important for this interview more than any other I think."* – C6. Most saw this as a disadvantage to them *"I thought that wouldn't be able to come across as well through a digital interview... I wouldn't think they'd get a sense of me either..."* – C9. The addition of being able to see yourself on camera was also identified as a negative by some candidates *"I was kind of thinking, alright, now feel calm, I*

could see myself getting redder and panicking and I was like, 'okay, I'm detached from what's happening'..." – C4.

Theme 2. Process

This theme describes some of the aspects candidates found to help or hinder the online interview process.

All participants spoke of how well **organised** the online interview process had been, from the communication beforehand to the smooth running of the day. *"... the communication was really good... The emails coming through regular to update... I knew exactly what was going to happen."*

– C9

Practically, there were some **advantages to being online** such as travel, accommodation and parking *"...wasn't any kind of pressure of where to put my car and I'm gonna have to move it or... like I knew like, once it was over, I could just shut my laptop and walk away and forget about it."*

– C4. This was particularly important to candidates given the global pandemic at the time *"...relieved because the idea of having to travel to a city very far away from me, face-to-face, during a pandemic, felt a bit scary"* – C3

The **prepared answer question** was another element of the interview process participants felt changed when translated online. Five of the eight participants talked about their worries regarding a potential change in expectation from IPMs regarding this *"... we've now got 24 hours, is the expectation that I am going to massively prepare for? ... my answer would have been very different had I only had 20 minutes...I think that's like statement of, you know, we're not expecting like an essay type thing would have been really reassuring."* – C4. Three of these participants also discussed concerns they may be disadvantaged by this due to working or caring responsibilities the night before the interview *"...however I felt like being given the question the day before, put quite, increased a little bit of pressure, anxiety the day before...if I was didn't have the time the day before to think about that question ...had other commitments"* – C8.

The **technology** was a worry for most participants. There was anxiety regarding technology failing and being unfamiliar with the technology used: *"... extra anxieties about whether or not*

the technology is going to fail. But it feels like there's another expectation of level of skill that's required." – C1. Despite the initial anxieties regarding technology, for most participants, there were few issues, and these were resolved. Despite this, it remained a worry for some participants as to the outcome of their success in the interview *"...It kept, it kind of dropping out and I had to ask her to repeat herself a few times... did that come across as like annoying?..."* – C6. To resolve this problem, three candidates made a suggestion regarding having the questions available to them on screen *"The other course presented the questions in the screenshare which I think was helpful to have sight of the question"* – C5.

IPM interviews

The data collected during the interviews with IPM participants were analysed using thematic analysis. Two main themes emerged from interviewer interviews: loss and strengths. These main themes and subthemes are depicted above in Figure 5.

Theme 3. Loss

Members of the interviewing panels described a sense of loss through the interviews moving online.

The first loss IPMs discussed was a **sense of who candidates are**. Participants described having to work harder to connect with candidates in a virtual format *"... it's more about that interpersonal getting a sense of the person... we had to them work quite hard to make it to kind of bring those into the interview to make it feel a little bit more like a felt connection with people..."* - P1

The second theme of loss described concerned **connecting with other IPMs**. There was a real sense value is placed on connecting with other clinical psychologists during the in-person interviews and this could not be translated online *"...that was a challenge... we sort of check in and chat about maybe what's going on with the panels..."* - P2. Additionally, there was a curiosity about how this change in connection with other IPMs may impact upon how they selected candidates *"... in a room together all all the time you there is a strange kind of sense of*

familiarity that kind of forms over time...that really aids the process because you can be more honest about, with each other, about your perceptions, but also some of your biases” - P5.

Whilst not falling under the above themes, related to the difficulties in connecting with candidates and IPMs, two of the five IPMs discussed increased self-consciousness when interviewing online *“I was so aware of my body language and posture, facial expressions, particularly my facial expressions, as I could see my own face which is disrupting. I’d catch myself like pulling a really frowny face...I remember like one particular... my eyebrows just shot, shot up and I looked really shocked. I know she noticed because she quickly tried to backtrack. So that was that was one aspect of it and it felt really intense” – P.3.*

Finally, the loss of the **service user and carer panel** was felt by the interviewing panel *“...we couldn't incorporate service users... a big, a big loss. I think we all commented on that throughout the week... if we were to do it again, making sure that we do incorporate that voice.” - P5.* Their value in bringing something different to the interview process, and the particular importance of this when lacking an emotional connection in person was seen as particularly important *“it was a shame that we couldn't have a service user carer panels because they really, were one of the main things that they they focus on is kind of interpersonal emotional connection. That would have sort of, I guess, sort of bolstered our opinion” - P2.*

Theme 4. Strengths

Whilst many losses were experienced by the IPMs, there was an additional theme of strength.

The first strength experienced by interviews was the **efficiency** the online interview process allowed *“... there's a way in which you kind of get down to business and you make things you know, run on time.” – P1.* It was felt this increased efficiency was due to the difference in processes when interviewing online *“... the interviews are probably they probably stick, stuck to time better...interviewee just kind of popping up into the room when we were ready, and then leaving when the interview was done...it was quite efficient” – p5*

Whilst the interviews had to be moved online quickly, in a format new to most, IPMs spoke highly of the **organisation** of the online interviews “...how well people did to organise it... I think I think it's a real a real credit to the course actually” – P2. This was both in terms of the organisation before the interviews and the smooth running of the interview week “...so well organised... we've got all the packs on time. All of the candidates were ready, the waiting room worked well... I think that made a massive difference.” – P4

Finally, there was a sense of increased **control** the IPMs experienced in the online interviews “it felt like we had more control over the whole process... control the waiting room and when we let people in...we could we could take the time, we needed to have the discussions we needed to have between seeing people...in control of the timing of it all” - P3

Discussion

Aim one: To explore candidates' experiences of the online interview process

The results from both the online survey and interviews with candidates revealed their experiences of the online interviews were largely positive. Participants spoke of how their technology worries before interviews had been mitigated through the excellent organisational and communication skills of the programme team. This was also supported by the warm, welcoming, and friendly nature of everyone they encountered throughout the interview process. Whilst some candidates spoke of favouring in-person interviews, none alluded video interviews should not be used again if required.

Aim Two: To evaluate differences in experiences of online versus in-person interviews

The results from the online questionnaire completed by candidates suggested there were few differences experienced in online interviews when compared to the experience of those in the in-person interviews in previous years. Any differences were a result of using online platforms, such as concerns about technology, compared to concerns regarding getting lost in the building.

Less than half of the participants, both in the candidate and IPM samples, had previous experience of being interviewed online. This makes any comparisons of online and in person interviews difficult. Almost all participants did have experience of being interviewed by or interviewing at other course centres which is likely where their comparisons will have been drawn from. Interviews with both groups revealed several themes which made some of the differences experienced in online interviews more apparent.

For candidates, this was in their personal experience of being interviewed online as well as the different processes because of changes. For example, the impact of being interviewed in their own home was viewed positively by some candidates as they felt more in control of their surroundings. For other candidates, this experience was viewed negatively due to transitions between roles feeling unclear. Most of these factors could not be controlled for on an online interview. Adaptations regarding the waiting room and getting a feel for the course could be considered.

Aim Three: To evaluate interviewers' experiences of online versus in-person interviews

For IPMs, there was a real sense of loss of personal connection when interviewing online compared to in-person, with both candidates and fellow IPMs. The loss of connection and sense of who candidates are was exacerbated by the loss of the SUC panel. It was clear that IPMs' value this perspective when selecting candidates, in really getting a felt sense of candidates. Along with this, they outlined several strengths that the online nature of the selection process this year afforded them, regarding efficiency, organisation, and increased control.

Whilst this was not a distinct theme, both candidates and IPMs described being increased self-awareness seeing themselves on the screen. The results reflect previous research regarding increased level of self-awareness brought about through video calling software. Previous research has demonstrated this can have implications on the candidate's performance in the interview (Miller et al., 2017) and is therefore an area which should be considered.

Aim Four: To understand any critical differences between the online versus in-person interviews

There were some concerns from candidates who had caring responsibilities and how being at home might impact both their ability to prepare an answer to a question the night before, and not be distracted during the interview. These could be mitigated by allowing candidates time to complete the prepared answer question during the interview and allowing transparent conversations regarding interruptions between IPMs and candidates.

For IPMs, the loss of the SUC panel was felt to have an impact on being able to get a felt sense of who candidates were. If interviews are completed online in the future, consideration regarding how the SUC panel could be implemented should be prioritised.

The results of this evaluation did not reveal any difference which could be perceived as having a critical effect upon the outcomes of selecting trainees for the DClInPsychol. It should be held in mind the small sample size, potential for bias in participants' responses and lack of comparison from in person interviews makes drawing any firm conclusions difficult.

Reflexivity

Reflecting on my experiences of conducting this SEP, there were a few areas which stood out. Throughout this evaluation, I have considered how my own experiences of being interviewed for the UoL DClInPsychol have influenced the questions I have asked and the impact this may have had on my analysis. Whilst I have attempted to take a neutral stance, I must acknowledge my affiliation with the course and that I perceive the course positively. Throughout the evaluation and analysis I sought non-confirmatory evidence for emerging themes in an attempt to reduce the impact of this.

I have reflected on the impact of power throughout this evaluation. I noticed a stark difference in how I felt interviewing participants who were IPMs and participants who were candidates. For the candidate participants, I was aware of a worry they might perceive me as being in a position of power. This may have prevented them from being honest. I attempted to mitigate

this through communicating on the online survey, e-mails and during the interview that this evaluation would not influence whether they got a place, as well as establish rapport with them.

Many of the IPM participants would be clinical psychologists I knew professionally and therefore I felt a pressure to conduct the interviews well. It may also have prevented me from asking certain questions. Where this felt appropriate, I named this difficulty with the participants to allow me to take a curious stance.

Quality

Guidelines for quality in qualitative research were utilised (Elliott, Fischer, & Rennie, 1999). These are outlined below in Table 3.

Quality Check Framework	
Criteria	Description of how criteria were considered
<i>1. Owning one's perspective</i>	The impact of my perspective as a trainee conducting this evaluation for my qualification was discussed above.
<i>2. Situating the sample</i>	Descriptive data regarding participants was not collected in this evaluation. This is not routinely collected by the course when seeking feedback. Due to this report being read by people potentially known to the participants, this could have also led to a breach in participant anonymity.
<i>3. Grounding in examples</i>	Quotes from participants have been used throughout the evaluation report. Due to space constraints in this report, some themes only included one quote to illustrate.
<i>4. Credibility checks</i>	The themes were discussed with Dr Gary Latchford (Joint Programme Director) as academic tutor to check the quality of the analysis, for face validity and to ensure the themes were mutually agreed upon.

5. <i>Coherence</i>	A map of the themes was provided in the report. Descriptions of the themes were included to further explain any nuance in the data.
6. <i>General versus specific tasks</i>	The purpose of this evaluation was to provide a general understanding regarding the experiences of candidates and interview panel members on the UoL DClinPsychol for 2020 entry.
7. <i>Resonating with readers</i>	This report, including the results, was sent to the commissioner to ensure this resonates with them. Due to time constraints, it was not possible to gain feedback from participants in the research regarding this.

Table 3. Quality checks for the evaluation (Based on Elliot, Fischer & Rennie, 1999)

Strengths and limitations

There were some limitations to this evaluation. The number of candidates interviewed was small and therefore there may be a bias to those who had a particular experience. Few participants' interviewed, both candidates and IPMs, had an experience of both in-person and online interviews. This made any comparison, and therefore the ability to discover any critical differences between the two difficult.

Secondly, there may have been a social desirability bias in participants' responses. For candidates, they may have felt less able to be open and honest during the interview due to concerns regarding how this may impact the outcome of their interview. Whilst every effort was made to reduce this, it is likely still present.

It was not possible to know how diverse the sample was. Due to the unexpected nature of a pandemic, the SEP had to be quickly put together. Underrepresentation of marginalised groups is a particular issue in clinical psychology training (Scior et al., 2007; York, 2020). Previous research suggesting reduced discrimination in online compared to in-person interviews (Kroll & Ziegler, 2016). Better understanding the impact of online interviews on people from diverse and minority backgrounds is important. Participants were asked if there were any aspects of

the interview process they felt were unfair or discriminated against them in any way. Participants could have been given the option to include data regarding ethnicity, gender, sexuality and disability to further our understanding of this.

One strength of this SEP is that it utilised different methods to collect data. The online survey allowed participants to give their feedback anonymously. It is hoped this would reduce social desirability in the participants' answers. The interviews gave candidate participants the chance to expand on their answers and talk in-depth about their experiences. It also allows the admissions team to consider perspectives of both candidates and IPMs which both impact upon the selection process.

Recommendations

In conclusion, this SEP set out to evaluate the alternative selection procedure on the UoL DClinPsychol by exploring participants' experiences of online interviews and understand any differences in the experience of online versus in-person interviews. There were several findings which could be considered should interviews take place in a virtual format in the future. These are outlined below in Table 4.

Online DClinPsychol Interview Recommendations
Service user and carer involvement
The value of the service user & carer panel was highlighted throughout. This was felt important in getting a felt sense of candidates, which was harder online. Their involvement in interviews should remain a key focus. Some examples given by participants were through their involvement in the main panel, asking trainees to pre-record the answer to a question which is sent to SUC panel members or including questions set by the SUC panel in the main interview.
Increasing Access

Consider offering candidates the possibility for interview questions on the screen. This may support candidates who have difficulties with hearing and is, therefore, more inclusive.

Secondly, it may be useful to consider how the prepared answer question for the interview is delivered if interviews are to take place online again. Candidates who have other responsibilities may not have protected time prepare the evening before and therefore has the potential to disadvantage parents and carers.

Trainee Involvement

Candidates value the input of trainees in the interview process however alternatives to an online 'waiting room' as the only opportunity to speak to current trainees would be preferred by candidates. This may be through offering time after the interview is completed or offering time on a different day such as when ID checks are completed.

Video Calling

It is possible that increased levels of self-consciousness and distraction may be experienced through seeing oneself online. Considering this, it may be useful to provide information regarding settings on video conferencing software in order that interviewers and candidates do not have to view themselves on screen.

Offering candidates the possibility for interview questions on screen, as described above, may also reduce some of the difficulties that may be experienced in delays, lags, and decreased fluency on video calls.

Information Regarding the Campus and City

Many potential trainees know little about the campus of the city. Finding ways to provide this information would support candidates to feel more informed when selecting a course centre. This could be facilitated through creating videos of the city and campus and sending this as a link to candidates before the interviews.

Areas of Strength

The organisation and communication before and during the interviews were highlighted as a strength by almost every participant, both candidates and interview panel members. Many candidates described that the friendly and warm nature came through, even online, and felt comparable to in-

person interviews for candidates with experience of this. This is a credit to the course team. Keep doing what you are doing.

Table 4. Recommendations from the evaluation regarding future online DClinPsychol interviews

Dissemination

- An initial summary of data provided to the commissioner for selection sub-committee, July 2020.
- Presentation at the University of Leeds SEP Conference, October 2020 (Appendix J).
- Draft of the report sent to the commissioner at University of Leeds, November 2020
- Final report uploaded to University of Leeds website.

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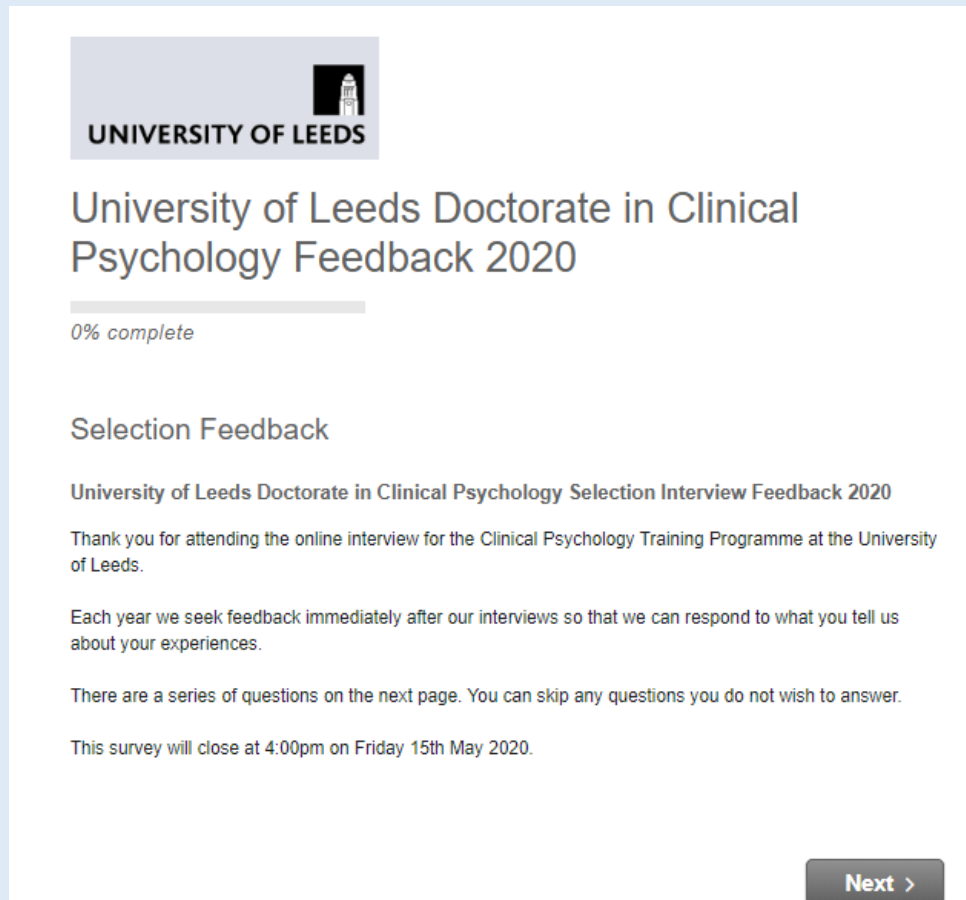
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Appendices

Appendix A – Online Survey



The screenshot shows a survey page for the University of Leeds Doctorate in Clinical Psychology. At the top left is the University of Leeds logo, which includes a stylized building icon and the text "UNIVERSITY OF LEEDS". The main title of the survey is "University of Leeds Doctorate in Clinical Psychology Feedback 2020". Below the title is a progress bar that is currently empty, with the text "0% complete" underneath it. The section is titled "Selection Feedback". The main heading for the survey is "University of Leeds Doctorate in Clinical Psychology Selection Interview Feedback 2020". The text on the page reads: "Thank you for attending the online interview for the Clinical Psychology Training Programme at the University of Leeds." followed by "Each year we seek feedback immediately after our interviews so that we can respond to what you tell us about your experiences." and "There are a series of questions on the next page. You can skip any questions you do not wish to answer." At the bottom, it states "This survey will close at 4:00pm on Friday 15th May 2020." A dark grey button with the text "Next >" is located in the bottom right corner.

UNIVERSITY OF LEEDS

University of Leeds Doctorate in Clinical Psychology Feedback 2020

0% complete

Selection Feedback

University of Leeds Doctorate in Clinical Psychology Selection Interview Feedback 2020

Thank you for attending the online interview for the Clinical Psychology Training Programme at the University of Leeds.

Each year we seek feedback immediately after our interviews so that we can respond to what you tell us about your experiences.

There are a series of questions on the next page. You can skip any questions you do not wish to answer.

This survey will close at 4:00pm on Friday 15th May 2020.

Next >



University of Leeds Doctorate in Clinical Psychology Feedback 2020

14% complete

My interview experience

This part of the survey uses a table of questions, [you do not see the questions instead?](#)

1

	1 (Poor)	2	3	4	5	6	7	8	9	10 (Excellent)
Please rate the running of the day on a scale of 1 to 10 with 1 being poor and 10 being excellent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2 What do you think worked well?

3 What should we do differently or change?

4 Please comment on the extent to which the selection process at Leeds was fair and inclusive, based on your experience?

5. Have you previously had an interview for the University of Leeds Doctorate in Clinical Psychology Programme?

Yes
 No

6. If yes, how did the interview this year compare to previous years?

7. Finally, in a few words, why did you apply to Leeds?

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Appendix B – Participant information sheet (Online Survey)



University of Leeds Doctorate in Clinical Psychology Feedback 2020

28% complete

Evaluation Project

Thank you for taking the time to share your thoughts on the interview process.

This year has been different for you and for us in terms of the whole process being online. The Selection Team has commissioned a Service Evaluation Project, which one of our second years, Lucy Rigley, is running for us. This will evaluate the interview process from the perspectives of both candidates and interviewers.

We would like to be able to use the responses you have just made as part of the evaluation.

Participation in all aspects of the evaluation is entirely voluntary, any contributions are anonymous and no person-identifiable details will be reproduced in any reporting or dissemination. **These contributions are entirely separate from our decision making processes and they will have no bearing or influence on any outcomes of the interviews.**


There is further information on the evaluation on the next page to help you decide whether you want to take part.

7. Please select one of the options below:

- I would like more information on the evaluation
- I do not want more information about the evaluation. Please do not use my data in the evaluation and submit my data

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University of Leeds Doctorate in Clinical Psychology Feedback 2020

42% complete

Participant Information: Survey Data

Evaluating the University of Leeds Doctorate in Clinical Psychology Training Programme alternative selection process 2020

The University of Leeds Doctorate in Clinical Psychology Programme is running an evaluation on the alternative online selection process this year. We would like to know about your experience of the selection process.

Please take the time to read the following information carefully to help you decide whether or not you would like your responses to this survey to be used for the purpose of this evaluation. It is important to understand the purpose of the study and what it will involve. **Your participation in this study is entirely separate from the decision making processes for the course and they will have no bearing or influence on any outcomes of the interviews.**

What is the purpose of the evaluation?

Due to the current pandemic, the interview process for the Doctorate in Clinical Psychology programme has been adapted to an online, streamlined process. The study aims to evaluate the online interview process for the University of Leeds DClinPsychol 2020. This information will be used to understand how the selection process could be improved should the need for further online interviews occur in the future.

Why have I been invited to take part?

You have been invited because you have been interviewed for the University of Leeds DClinPsychol 2020. All candidates are asked for their feedback on the interview process.

What will be involved if I agree to take part in this study?

This study involves two stages. During the first stage, you are invited opt-in for your data from this survey to be used in the evaluation. You cannot withdraw this data from the evaluation once you have consented to it being used and submitted your response due to the survey being anonymised.

If you choose to complete this survey and opt-in to your data being used for the evaluation, you will be invited to the second stage of the evaluation. You will be asked if you want to provide your email address and if you agree to be contacted by the researcher. The researcher may contact you by email to complete the second stage of the evaluation. Not everyone who opts in will be interviewed due to capacity.

The second stage of this evaluation is an interview with a researcher to talk further about your experience of your interview for the University of Leeds DClinPsychol 2020. This can be online or on the telephone on a day and time which suits you, between Wednesday 13th May 2020 and Friday 15th May 2020 at 16:00. The interview will last for around 20 minutes. This interview will be recorded. You can withdraw your data up to one week after your participation, after which point it will be analysed and therefore can no longer be withdrawn.

Do I have to take part in the study?

It is up to you whether to take part. Your participation in this study is entirely separate from the decision making processes for the course and they will have no bearing or influence on any outcomes of the interviews. If you decide to take part, you will be asked to complete a consent form. You may also choose not to respond to any of the individual questions or statements on the questionnaire. You do not have to give a reason for withdrawing or not responding to any question or statement. You can withdraw at any point during the study and withdraw your data for up to one week after the study by contacting the researchers, without having to give a reason.

What will happen to the information obtained by the study?

The data will be analysed, written up and presented to staff and students of the Clinical Psychology Training Programme at the University of Leeds. All the information will be anonymised so it will not be possible to identify an individual who participates in this study. Quotes may be used however any identifying features will be removed. It is possible that this evaluation may be written up for publication in a journal or presentation at a conference.

All the information you provide in the study will be confidential. All data will be stored on a secure electronic drive. All research material will only be accessible to members of the research team. All the data obtained will be treated as confidential and stored securely as required by the Data Protection Act. For further information about the University's use of personal data please see: <https://dataprotection.leeds.ac.uk/wp-content/uploads/sites/48/2019/02/Research-Privacy-Notice.pdf>

Who has reviewed this study?

This study has been reviewed by the School of Medicine Research Ethics Committee, University of Leeds [DClinREC19-010 Date: 12/05/2020].

If I have questions about the study, who can I ask?

If you would like any further information, please contact Lucy Rigley (Trainee Clinical Psychologist), who is conducting this service evaluation hs17ljr@leeds.ac.uk. If you have any feedback or concerns, you can contact the project supervisor, Dr Gary Latchford (g.latchford@leeds.ac.uk)

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8. Do you want to consent to your data being used in the evaluation

- Yes
 No

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Appendix C – Consent form (online survey)



University of Leeds Doctorate in Clinical Psychology Feedback 2020

57% complete

Consent Form

This part of the survey uses a table of questions, [view as separate questions instead?](#)

Consent Form:
Please read the statements and tick the box to indicate that you agree, to show you have understood and agree.

	Yes	No
I confirm that I have read the participant information (V.2 DATE: 11/05/2020) and understood what I am being asked to do in this research.	<input type="radio"/>	<input type="radio"/>
I understand that my participation is voluntary. I do not have to consent to my data from this questionnaire being used in this evaluation and this will have no bearing or influence on any outcomes of the interviews	<input type="radio"/>	<input type="radio"/>
I understand that I cannot withdraw my data from the research once I have submitted my responses as they will be anonymised.	<input type="radio"/>	<input type="radio"/>
I give consent for my anonymised data to be stored and used in the analysis of this research, and possible future research.	<input type="radio"/>	<input type="radio"/>
I give consent for my anonymised data to be used in the write up of this service evaluation project and presentation to the course.	<input type="radio"/>	<input type="radio"/>
I give consent for my anonymised data to be used in the write up for journal articles and/or conference presentations.	<input type="radio"/>	<input type="radio"/>
I understand that data collected from the study may be looked at by members of the research team where it is relevant to my taking part in this study. I give permission for these individuals to have access to this data.	<input type="radio"/>	<input type="radio"/>

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University of Leeds Doctorate in Clinical Psychology Feedback 2020

71% complete

Evaluation Interview

The second stage of this study is an interview with a researcher to talk further about your experience of your interview for the University of Leeds DClinPsychol 2020. This can be online or on the telephone on a day and time which suits you, between Wednesday 13th May 2020 and Friday 15th May 2020. The interview will last for around 20 minutes.

If you choose "yes" and you provide a valid email address you may be contacted with further information, but participation will be entirely voluntary. If you choose "no" you will not be contacted in relation to this research.

10. Do you wish to be considered for the next stage of the evaluation?

- Yes, please consider me for the next stage of this evaluation
- No, I do not wish to be considered for the next stage of this evaluation

a. If yes, please enter your e-mail address:

Please click finish below to submit your responses.

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Finish ✓



University of Leeds Doctorate in Clinical Psychology Feedback 2020

100% complete

Thank you

Thank you again for taking the time to complete this survey.

If you have provided consent, your survey data will be used in the Service Evaluation Project as described.

If you have indicated that you would like to be considered for the next part of the research, you will be contacted by e-mail by 4:00pm on Friday 15th May 2020. If we reach capacity for recruitment before this time you will be e-mailed to inform you of this.

If you have further questions about this study or have experienced any distress after taking part in this study, you can e-mail hs17jlr@leeds.ac.uk to discuss this further.

Appendix D – Interview Schedule (Candidates)

Evaluating the University of Leeds Doctorate in Clinical Psychology Training Programme alternative selection process 2020

Topic guide for semi-structured interview questions to be asked to Leeds DClinPsychol interview candidates 2020. Interviews will be informed by the following topic guide; semi-structured interviews allow for flexibility. Not all questions will necessarily be asked nor in this order.

Procedure:

Check information sheet and consent form has been received, that they have read and understood them. Complete verbal consent (Appendix I), ensuring this is stored in a separate file.

1. What were your initial thoughts/ expectations about online interviews? *Prompts – Was there anything you were worried about? Was there anything you thought might be better about online interviews?*
2. What was your experience of attending your DClinPsychol interview online at Leeds? *Prompts - did it fit with your expectations? Did you find it helpful in any way? Was there any issues?*
3. Were there any aspects of the interview process that were particularly good?
4. Inclusivity and diversity are important in the DClinPsychol selection process. Were there any aspects of the selection process at Leeds that felt unfair and or excluded you in any way? *Prompts - Access to tech resources? Inclusivity of questions?*
5. Have you had an interview at Leeds before? If yes *Prompts – how do you think the online process differed from the face to face process? Were there any advantages to online interviews? Was there anything that was more difficult about the online interviews?*
6. Do you have any ideas about how the online interview process could be improved? *Prompts - is there anything you would change about the online interview process at Leeds from your experience of it?*

Further information

Is there anything else you would like to tell me that you feel we have not covered?

After interview

- Thank them for taking part
- Ask for consent regarding future contact for any follow up interviews/research.
- Follow up any risk issues should they arise
- Allow time for any further questions before ending

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Appendix E – Participant information sheet video interviews (Interviewers)

Evaluating the University of Leeds Doctorate in Clinical Psychology Training Programme alternative selection process 2020

You are being invited to take part in a study. Taking part in this study is completely voluntary. **Your participation in this study will not affect the process of selection in any way.** It is important for you to understand what the study is about and what it will involve. Please take time to read the following information carefully. Talk to others about the study if you wish.

What is the purpose of the study?

The study aims to evaluate the online interview process for the University of Leeds DClinPsychol 2020. This information will be used to understand how the selection process could be improved should the need for further online interviews occur in the future.

Why have I been chosen?

You have been invited because you have been interviewed for the Leeds DClinPsychol 2020. You completed an online questionnaire about your experience of this and expressed an interest in taking part in an interview.

What will happen to me if I take part?

If you decide to take part in the study, you will be contacted by Lucy Rigley (Trainee Clinical Psychologist) who will arrange a telephone/online interview with you this week, before Friday 15th May 2020 at 16:00. This will be arranged at a time that suits you. This interview will be recorded and transcribed in order for the data to be analysed. Once the interview has been transcribed, the recording will be deleted.

During this interview you will be asked about your experience of the online DClinPsychol interview at the University of Leeds. You can choose not to answer any questions you do not

want to. You can withdraw at any point during the interview. You can ask to withdraw your interview data up to one week after the interview by contacting Lucy Rigley (hs17ljr@leeds.ac.uk). After one week your data will be analysed and therefore can no longer be withdrawn from the research.

Do I have to take part?

It is up to you whether to take part. **Your participation in this study is entirely separate from the decision making processes for the course and they will have no bearing or influence on any outcomes of the interviews.** If you decide to take part, you will be asked to verbally give consent to take part. You may also choose not to respond to any of the individual questions. You do not have to give a reason for withdrawing or not responding to any question or statement. You can withdraw at any point during the study and withdraw your data for up to one week after the study by contacting Lucy Rigley, without having to give a reason.

What will happen to the information I provide?

The data will be analysed, written up and presented to staff and students of the Clinical Psychology Training Programme at the University of Leeds. All the information will be anonymised so it will not be possible to identify an individual who participates in this study. Quotes may be used in writing up and presenting this research however anonymity will be preserved. It is possible that this evaluation may be written up for publication in a journal or presentation at a conference.

All the information you provide in the study will be confidential. All data will be stored on a secure electronic drive. All research material will only be accessible to members of the research team. This data may be used in future evaluations and research in the future by the course team but will be anonymised. All the data obtained will be treated as confidential and stored securely as required by the Data Protection Act. For further information about the University's use of personal data please see: <https://dataprotection.leeds.ac.uk/wp-content/uploads/sites/48/2019/02/Research-Privacy-Notice.pdf>

Who has reviewed the study?

This study has been reviewed by the University of Leeds, Research Ethics Committee (reference number: DClinREC19-010 Date: 12/05/2020).

What if there is a problem?

If you would like any further information, please contact Lucy Rigley (Trainee Clinical Psychologist), who is conducting this service evaluation hs17ljr@leeds.ac.uk. If you have any feedback or concerns, you can contact the project supervisor, Dr Gary Latchford (g.latchford@leeds.ac.uk).

Consent Form

Please read the statements aloud and state that you agree to show you have understood and agree

I confirm that I have read the participant information (V:2 DATE:11/05/2020) and understood what I am being asked to do in this research.

I understand that my participation is voluntary. I do not have to consent to my data from this questionnaire being used in this evaluation and this will have no bearing or influence on any outcomes of the interviews

I understand that I can withdraw my data up to one week after I have completed this interview by contacting Lucy Rigley (hs17ljr@leeds.ac.uk). After this time I will be unable to withdraw my data due to analysis.

I give consent for my anonymised data to be stored and used in the analysis of this research, and possible future research.

I give consent for my anonymised data to be used in the write up of this service evaluation project and presentation to the course.

I give consent for my anonymised data to be used in the write up for journal articles and/or conference presentations.

I understand that data collected from the study may be looked at by responsible members of the research team where it is relevant to my taking part in this study. I give permission for these individuals to have access to this data.

This study has been reviewed by the University of Leeds, Research Ethics Committee (reference number: DClInREC19-010 Date: 12/05/2020).

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Appendix F - Interview Schedule (Interview panel members)

Evaluating the University of Leeds Doctorate in Clinical Psychology Training Programme alternative selection process 2020

Topic guide for semi-structured interview questions to be asked to Leeds DClInPsychol interviewers 2020. Interviews will be informed by the following topic guide; semi-structured interviews allow for flexibility. Not all questions will necessarily be asked nor in this order.

Procedure:

Check information sheet and consent form has been received, that they have read and understood them. Complete verbal consent (Appendix I), ensuring this is stored in a separate file.

1. Can you tell me about your initial thoughts about interviewing online? *Prompts: Did you anticipate any benefits to interviewing online? Did you have any concerns about interviewing online?*
2. Have you had any previous experience of conducting interviews online? *Prompts: If you have had previous experience, were there any benefits or difficulties? If you have not, are there any reasons why you haven't done this before?*
3. What has been your experience of conducting the University of Leeds DClInPsychol interviews online?
4. In your experience, were there any benefits to interviewing online? *Prompt: have you noticed any positive differences interviewing online?*
5. Did you experience any challenges in the online interviews? *Prompt: have you found ways to overcome this/these?*
6. Have you interviewed candidates for the UoL DClInPsychol previously? Were there differences in the face to face vs online interviews?
7. Are there any factors that you feel were added through interviewing online?
8. Are there any factors that you feel were missed/lost due to interviewing online?
9. Is there anything that you would change about the interviews online?
10. Inclusivity and diversity are important in the DClInPsychol selection process. Were there any aspects of the selection process at Leeds that felt were unfair and or excluded candidates in any way?
11. Are there any ways you feel the online interview process could be improved?
12. What is your opinion on using video calling for DClInPsychol interviews in the future?

Further information

- Is there anything else you would like to tell me that you feel we have not covered?
- How has it been for you to take part in this evaluation?

After interview

- Thank them for taking part
- Ask for consent regarding future contact for any follow up interviews/research.
- Follow up any risk issues should they arise
- Allow time for any further questions before ending

V2 11/05/2020

Appendix G - E-mail invitation to give feedback (Candidates)

Dear Candidate

Thank you for attending the online interview for the Clinical Psychology Training Programme at the University of Leeds.

Each year we seek feedback immediately after our interviews so that we can respond to what you tell us about your experiences.

This year has been different for you and for us in terms of the whole process being online. The Selection Team has commissioned a Service Evaluation Project, which one of our second years, Lucy Rigley, is running for us. This will evaluate the interview process from the perspectives of both candidates and interviewers.

Participation in all aspects of the evaluation is entirely voluntary, any contributions are anonymous and no person-identifiable details will be reproduced in any reporting or dissemination. **These contributions are entirely separate from our decision making processes and they will have no bearing or influence on any outcomes of the interviews.** You can take part in the online survey and choose whether you would like your data to be used for the evaluation at the end.

If you would like to take part in the evaluation, please click on this link <https://leeds.onlinesurveys.ac.uk/leeds-feedback>

Thank you for taking the time to consider this.

Kind regards

Tom

Appendix H - E-mail invitation to give feedback (Interviewers)

Dear Panellist

Thank you for being part of the panel for the online interviews for the Clinical Psychology Training Programme at the University of Leeds.

Each year we seek feedback immediately after our interviews so that we can respond to what you tell us about your experiences.

This year has been different for you and for us in terms of the whole process being online. The Selection Team has commissioned a Service Evaluation Project, which one of our second years, Lucy Rigley, is running for us. This will evaluate the interview process from the perspectives of both candidates and interviewers.

Participation in all aspects of the evaluation is entirely voluntary, any contributions are anonymous and no person-identifiable details will be reproduced in any reporting or dissemination.

If you would like to express interest in taking part, please contact Lucy Rigley hs17ljr@leeds.ac.uk and she will share the participant information sheet and answer any questions that you have.

Thank you for taking the time to consider this

Kind regards

Tom

V1 07/05/2020

[Appendix I - Participant information sheet video interviews \(Candidates\)](#)

Evaluating the University of Leeds Doctorate in Clinical Psychology Training Programme alternative selection process 2020

You are being invited to take part in a study. Taking part in this study is completely voluntary. **Your participation in this study will not affect the process of selection in any way.** It is important for you to understand what the study is about and what it will

involve. Please take time to read the following information carefully. Talk to others about the study if you wish.

What is the purpose of the study?

The study aims to evaluate the online interview process for the University of Leeds DClinPsychol 2020. This information will be used to understand how the selection process could be improved should the need for further online interviews occur in the future.

Why have I been chosen?

You have been invited because you have been interviewed for the Leeds DClinPsychol 2020. You completed an online questionnaire about your experience of this and expressed an interest in taking part in an interview.

What will happen to me if I take part?

If you decide to take part in the study, you will be contacted by Lucy Rigley (Trainee Clinical Psychologist) who will arrange a telephone/online interview with you this week, before Friday 15th May 2020 at 16:00. This will be arranged at a time that suits you. This interview will be recorded and transcribed in order for the data to be analysed. Once the interview has been transcribed, the recording will be deleted.

During this interview you will be asked about your experience of the online DClinPsychol interview at the University of Leeds. You can choose not to answer any questions you do not want to. You can withdraw at any point during the interview. You can ask to withdraw your interview data up to one week after the interview by contacting Lucy Rigley (hs17ljr@leeds.ac.uk). After one week your data will be analysed and therefore can no longer be withdrawn from the research.

Do I have to take part?

It is up to you whether to take part. **Your participation in this study is entirely separate from the decision making processes for the course and they will have no bearing or influence on any outcomes of the interviews.** If you decide to take part, you will be asked to verbally give consent to take part. You may also choose not to respond to any

of the individual questions. You do not have to give a reason for withdrawing or not responding to any question or statement. You can withdraw at any point during the study and withdraw your data for up to one week after the study by contacting Lucy Rigley, without having to give a reason.

What will happen to the information I provide?

The data will be analysed, written up and presented to staff and students of the Clinical Psychology Training Programme at the University of Leeds. All the information will be anonymised so it will not be possible to identify an individual who participates in this study. Quotes may be used in writing up and presenting this research however anonymity will be preserved. It is possible that this evaluation may be written up for publication in a journal or presentation at a conference.

All the information you provide in the study will be confidential. All data will be stored on a secure electronic drive. All research material will only be accessible to members of the research team. This data may be used in future evaluations and research in the future by the course team but will be anonymised. All the data obtained will be treated as confidential and stored securely as required by the Data Protection Act. For further information about the University's use of personal data please see: <https://dataprotection.leeds.ac.uk/wp-content/uploads/sites/48/2019/02/Research-Privacy-Notice.pdf>

Who has reviewed the study?

This study has been reviewed by the University of Leeds, Research Ethics Committee (reference number: DCLinREC19-010 Date: 12/05/2020).

What if there is a problem?

If you would like any further information, please contact Lucy Rigley (Trainee Clinical Psychologist), who is conducting this service evaluation hs17ljr@leeds.ac.uk. If you have any feedback or concerns, you can contact the project supervisor, Dr Gary Latchford (g.latchford@leeds.ac.uk).

Consent Form

Please read the statements aloud and state that you agree to show you have understood and agree

I confirm that I have read the participant information (V:2 DATE:11/05/2020) and understood what I am being asked to do in this research.

I understand that my participation is voluntary. I do not have to consent to my data from this questionnaire being used in this evaluation and this will have no bearing or influence on any outcomes of the interviews

I understand that I can withdraw my data up to one week after I have completed this interview by contacting Lucy Rigley (hs17ljr@leeds.ac.uk). After this time I will be unable to withdraw my data due to analysis.

I give consent for my anonymised data to be stored and used in the analysis of this research, and possible future research.

I give consent for my anonymised data to be used in the write up of this service evaluation project and presentation to the course.

I give consent for my anonymised data to be used in the write up for journal articles and/or conference presentations.

I understand that data collected from the study may be looked at by responsible members of the research team where it is relevant to my taking part in this study. I give permission for these individuals to have access to this data.

This study has been reviewed by the University of Leeds, Research Ethics Committee (reference number: DCLinREC19-010 Date: 12/05/2020).

V2 11/05/2020




DClinPsychol online selection process: an evaluation

Lucy Rigley, Psychologist in Clinical Training
Commissioned by: Dr Tom Isherwood



Background



- DClinPsychol selection process
- Impact of covid
- Taking the interviews online
- What does the research tell us about interviewing online?

Evaluation

To evaluate the alternative selection procedure due to covid-19 on the Doctorate in Clinical Psychology Programme at the University of Leeds.

- Design: Online survey & semi-structured interviews
- Participants: Candidates and interviewers
- Analysis: Thematic analysis

Results

1. Personal

- 1.1 Getting a feel for the course
- 1.2 Waiting room
- 1.3 Being in own surroundings
- 1.4 Presenting yourself online

2. Process

- 2.1 Organisation
- 2.2 Advantages
- 2.3 Prepared answer question
- 2.4 Technology

CANDIDATES

3. Loss

- 3.1 Sense of who candidates see
- 3.2 Connecting with other interviewers
- 3.3 Service user & carer panel

4. Strengths

- 4.1 Efficiency
- 4.2 Organisation
- 4.3 Control

INTERVIEW PANEL



Recommendations

- Stop looking at yourself
- Interview questions
- Waiting room
- Service user & carer panel
- Campus & city
- Keep doing what you're doing!

