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Diversity and Inclusion in the UK Psychology: A Nationwide Survey

Short title:

Diversity and Inclusion in the UK Psychology

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Abstract

Recently, there has been a resurgence of interest regarding diversity and inclusion (D&I) movements within psychology in the UK. However, there haven't been any attempts made thus far at gathering insights into the attitudes held by the members of the UK psychology community towards such initiatives. To this end, the authors conducted a nationwide survey with the purpose of identifying the levels of support towards D&I movements, the members' view on their progression as well as what obstacles the movements may be currently facing. The authors found that the members of the UK psychology community overwhelmingly support D&I movements. Furthermore, survey participants (N =82) proposed curriculum diversification and re-conceptualisation of expertise, as two policies likely to advance the D&I cause. Accordingly, the authors argue that a unified movement with a clearly set agenda aimed at challenging the systems underpinning contemporary psychology may bring about further improvement to the field.

Keywords: Diversity, Inclusion, Locus of Enunciation, Contemporary Psychology

Introduction

Recently, the UK government has come under scrutiny due to its apparent willingness to quit the European Convention on Human Rights over its inability to cope with “dangerous foreign nationals“ (Asthana & Mason 2016). In face of this potentiality as well as the UK government's already more-than-questionable record regarding the treatment of refugees (Asif & Kienzler 2022) as well as the narratives employed with regards to migrant policy (Syal 2022), it may be argued that it is the duty of non-governmental actors to awake and serve as a deterrent to the anti-human rights politics as espoused by the governing party. By extension, it may be reasoned that the field of psychology in the UK, amongst others, ought to play its part in mending the present state of affairs. Fortunately, this has already been recognised by the British Psychological Society which founded the Human Rights Advisory Group, a Taskforce of Equity, Diversity and Inclusion aimed at translating the society's commitments to foster a diverse and inclusive environment into tangible efforts. Likewise, many UK universities followed suite by releasing declarations and plans of their own (Halpin 2020).

Background

According to Prilleltensky (1997), an absence of a clearly articulated moral stance, defined as the assumptions and values that underpin one’s conception of reality, has the potential to lead to considerable cases of abuse and excess of power in psychological research and practice. For instance, psychologists might unconsciously assume they know what is best for their clients without accounting for the differences in their cultural and religious backgrounds. Grosfoguel (2007) argues for recognising the importance of a researchers and practitioner’s locus of enunciation, their body-political and geo-political location. Since individuals do not speak from a vacuum, but rather their views are informed by the ethnic, racial, gender and sexual context

(Grosfoguel, 2007). In other words, a psychologist's positionality informs their understanding of a particular topic (Decolonial Psychology Editorial Collective 2021). To this end, Diniz De Figueiredo and Martinez (2019) argue that it is essential to unmask a researcher's, and a practitioner's, loci of enunciation as to determine the positionality of their knowledge. Otherwise Western Sciences will only be further empowered at perpetuating the myth of truthful universal knowledge (Grosfoguel, 2007).

Rober and Seltzer (2010) posit how contemporary therapeutic approaches may lead to a re-colonization of patients by having therapists impose their own learned ideologies onto their clients, absent of the consideration for the client's worldviews and understandings. Furthermore, Mills (2015) argues that psychologists failed to grasp the multidimensionality of poverty thus far and he claims the field has only perpetuated the understanding of societal ills as mostly residing within individuals, as opposed to the environments that are ridden with injustices and entrenched inequalities. Accordingly, Adams, Estrada-Villalta and Gómez Ordóñez (2018) conclude that present-day, hegemonic psychology is heavily based in the ways of being of the historically privileged groups, thus failing to account for the diversity in experiences and perspectives as exhibited by otherised individuals.

Psychology still fails to acknowledge the skewedness of the lens through which it interprets reality. Consequently, it stands that a change is needed – either in the diversity of the field's locus of enunciation or a re-classification of the fields knowledge cannon(s) as mostly regionally applicable rather than globally.

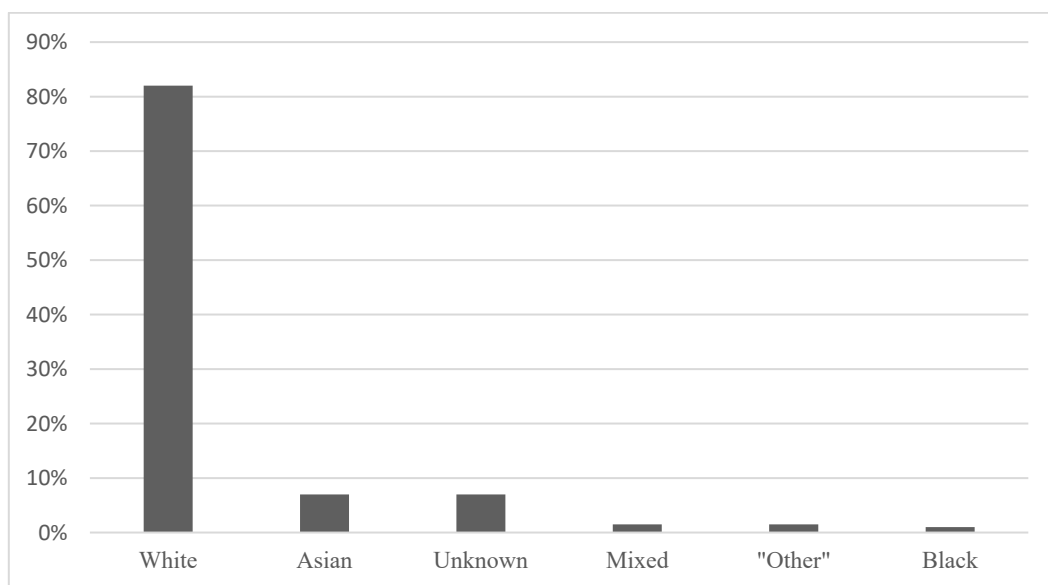
In this article will be referencing data provided by (1) the HCPC regarding the demographics of the surveyed registered practitioner psychologists, (2) BPS with respect to the demographics of its members and (3) the official government data of Higher Education Statistics Agency (HESA).

Race. At present moment, no biological basis exists for the category “race” (Rattansi 2020). Instead, it is widely believed that race, as a concept, was created for the purposes of maintaining power hierarchies within societies and, as such, ought to be viewed as a social construct (Joseph 2020).

The breakdown of the UK-wide across racial/ ethnic lines goes as follows – 87.1% of individuals identify as White, 7% identify as Asian or Asian British, 3% identify as Black or Black British, 2% identify as Mixed, 0.9% Others and 0.1% identify as Roma/ Traveller/ Irish Traveller (Office for National Statistics 2013).

According to the HCPC survey (2020), 90% of registered practitioner psychologists in the UK identify as White, followed by 4.3% Asian, 1.7% Black and 3.6% Other. Similarly, 92% of BPS members identify as White, 1.7% as Black and 6.7% as others. Although the HESA does not provide subject-specific data for the ethnic background of the UK academic staff, Black professors make up less than 1% (0.7%), Asian professors constitute 7%, Mixed and “Other”-identifying make up 1.5% each and White professors form 82% (2021).

Figure 1. Demographics of the UK Professors



Sex. According to the HCPC (2020) and the BPS (2016), female psychologists make up most registered practitioner psychologists (75,4%), followed by male (23,5%) and others (1,2%), while the university-wide statistics still show large sex-based discrepancies in senior positions: male academics hold 69% of senior posts as opposed to 31% female academics (HESA, 2020). Similarly, 76% psychology journal Editorial boards remain heavily staffed with male academics (Palser et al., 2022) and persist a publishing and citation gender gap (Odic & Wojcik 2020).

Sexuality. 7% of the UK registered practitioner psychologists identify as Gay, Lesbian and Queer, whereas 88% identify a heterosexual and 5% as other (HCPC) while the BPS did not publish any statistics. According to HESA (2020), 0.9% of total academic staff identify as Bisexual, 1.1% and 0.6% identify as either Gay man or Gay woman/ Lesbian, 0.3% identify as other, 42% identify as heterosexual and 45.3% left the field blank whilst 9.8% refused to provide a response.

Present data indicates that sexual minorities seem to be well-represented in the field of psychology with 7% of registered practitioner psychologists identifying as Gay, Lesbian and Queer as opposed to 2.7% of total UK population (Office for National Statistics, 2013).

Nevertheless, despite the field mirroring well national estimates, LGBTQ- related psychology themes are said to remain mostly ignored by the mainstream field (Clarke & Peel, 2007)

Disability. 21% of total UK population self-identified as disabled (Hackett, Steptoe, Lang, & Jackson, 2020), while 12% of practitioner psychologists in the UK have a declared form of disability (HCPC, 2020) and 5.2% of junior academics and 3.7% of senior academics (HESA, 2020). This data clearly points towards a significant underrepresentation of disabled individuals in the field (Olsen, Griffiths, Soorenian, & Porter, 2020, Kithcin, 1998).

Overview

Overall, psychology as discipline remains heavily influenced by the epistemic location of its White, male, heteronormative and able-bodied members. Accordingly, it may be argued that a re-envisioning of the field's structures and practices is needed for psychology to be able to work for the varied mosaic of human experiences and knowledge. It is important to note that while the UK has robust legal protections for human rights (Human Rights Act, 1998), there are challenges and areas for improvement in the psychological research and practice and in the implementation and access to mental health services.

Method

A nationwide survey aimed investigating the attitudes held by the members of UK psychology divisions and organisations regarding diversity and inclusion (D&I) movements was distributed in 182 Higher Education Department in the UK and by BPS and HCPC members by email. The online survey was created using the Qualtrics software (<https://www.qualtrics.com>), it comprised of 19 questions (Figures 2 and 3). The study was approved by the ethics committee of the School of Health in Social Sciences of the University of Edinburgh.

Participants

The participants' inclusion criteria were to be over the age of 18, living in the UK, able to read & write, fluent in English and currently working in the field of psychology in the UK.

Materials

Figure 2. First part of the survey

1. Do you believe there is a need to increase diversity and inclusion within psychology in the UK?
 - a. Yes
 - b. No
2. If yes, why do you believe there should be greater diversity and inclusion within psychology in the UK?
 - WRITE IN
3. Do you believe there has been a move in the last 10 years, within psychology in the UK, towards greater diversity and inclusion?
 - a. Yes
 - b. No
4. In your view, have the head bodies (BPS, HCPC), thus far, implemented and/ or proposed policies and changes adequate enough to increase diversity and inclusion within the field in the UK?
 - a. Yes
 - b. No
5. In your view, has your primary organization (if that is neither BPS nor HCPC) implemented and/ or proposed policies and changes adequate enough to increase staff diversity and inclusion amongst its own ranks?
 - a. Yes
 - b. No
6. In your view, has there been a shift, amongst journal publications, towards publishing research and content that is more reflective of human diversity (cultural, societal and otherwise)?
 - a. Yes
 - b. No
7. In your view, what aspect of psychology in the UK has witnessed the greatest shift towards greater diversity and inclusion?
 - a. University Curriculums
 - b. Board/ Leadership Roles Recruitment
 - c. University Staff Recruitment
 - d. University Student Recruitment
 - e. Journal Publications
 - f. There wasn't a significant difference between the various aspects
8. In your view, what aspect of psychology in the UK has witnessed the smallest (if any) shift towards greater diversity and inclusion?
 - a. University Curriculums
 - b. Board/ Leadership Roles Recruitment
 - c. University Staff Recruitment
 - d. University Student Recruitment
 - e. Journal Publications
 - f. There wasn't a significant difference between the various aspects

Figure 3. Second part of the survey

9. On a scale from 1 to 5, how satisfied are you with the changes that have been implemented and/ or proposed thus far by the general field? (1 being not at all, 5 being exceeded all of my expectations)
 - a. 1
 - b. 2
 - c. 3
 - d. 4
 - e. 5
10. Do you have any policy suggestions that you believe could have a positive impact if implemented?
 - a. Yes (Please specify)
 - b. No
11. Do you believe most of your colleagues support the calls for greater diversity and inclusion within psychology in the UK?
 - a. Yes
 - b. Most are ambivalent
 - c. No
12. Do you believe most UK university leaders (Deans, Chancellors, etc.) are committed to increasing diversity and inclusion within the field of psychology?
 - a. Yes
 - b. No
13. Do you believe the current UK university psychology curriculums represent human diversity (cultural, societal and otherwise) adequately?
 - a. Yes
 - b. No
14. On a scale from 1 to 5, how optimistic are you about the field achieving greater diversity and inclusion within the next 10 – 15 years? (1 being not at all, 5 being completely certain)
 - a. 1
 - b. 2
 - c. 3
 - d. 4
 - e. 5

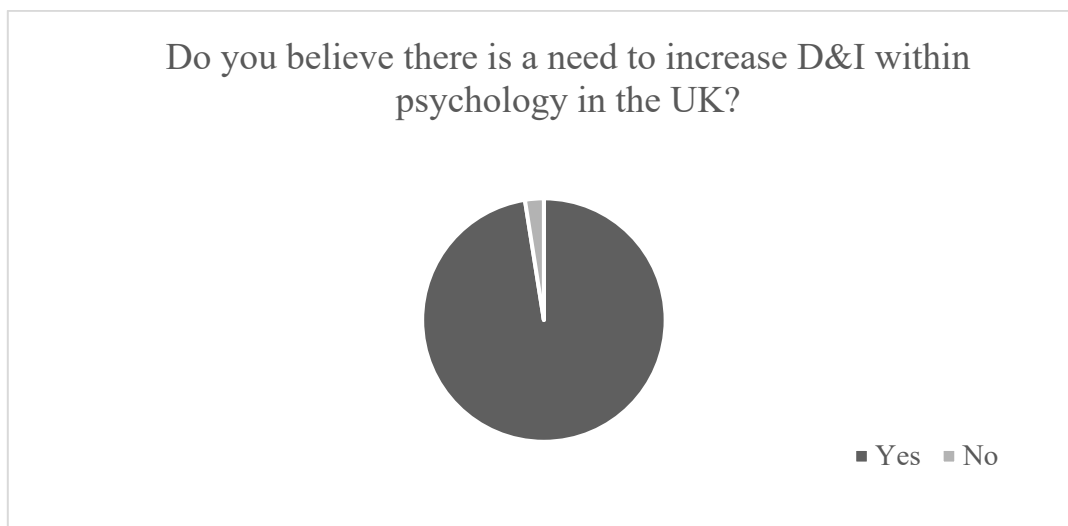
Results

Eighty-two participants responded to the survey from 17 UK universities, along with the NHS and the BPS. Most respondents identified as female (77%), (male 19%; non-binary 3%; and did not wish to specify 1%) White (72%) (Asian or Asian British 10%; Black/ Black British/ Caribbean/ African 5%; Mixed 4% or Other 9%) and came from the 30-40 age group (44%), followed by the 20-30 age group (25%), 40-50 (23%), 50-60 (8%) and 60 onwards (1%) (Appendices B and C).

Quantitative Data

Vast majority of respondents believed there was a need to increase D&I within psychology in the UK (97.5%) (Figure 4), but they also recognised a change in the past 10 years. Most respondents believed that their primary organisations failed to implement and/or propose policies adequate to increase staff D&I amongst their ranks (57%).

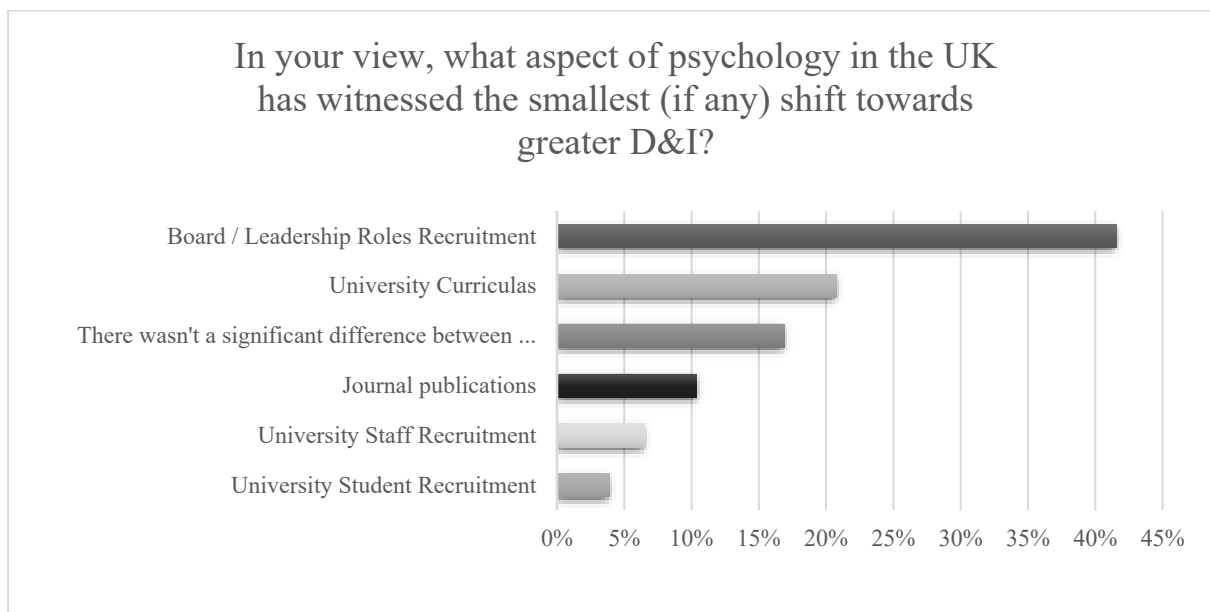
Figure 4. Responses to Q1 from the survey



56.25% of participants thought there was a shift, amongst journal publications, towards publishing research and content that is more reflective of human diversity and in university

student recruitment D&I (31.25%). Conversely, majority of respondents (41%) indicated that board/leadership roles recruitment witnessed the smallest shift towards greater D&I, followed by university curriculums (20.78%), those that did not believe there was a significant difference between the various aspects of the field (16.88%), journal publications (10.39%), university staff recruitment (6.49%) and university student recruitment (3.9%) (Figure 5).

Figure 5. Responses to Q6 from the survey



Overall, 50.63% of respondents indicated that they are not satisfied with the changes implemented so far, but also thought that most of their colleagues supported the calls for greater D&I within psychology in the UK (72.5%). They did not believe that most UK university leaders (Deans, Chancellors, etc.) were committed to increasing D&I within the field. Similarly, a vast majority of respondents (89.97%) indicated they did not believe that current UK university psychology curriculums represented human diversity adequately.

Qualitative Data

Thematic analysis was chosen due to its epistemological flexibility (Braun & Clarke 2006), followed a six-step procedure (Braun and Clarke 2006). The responses were uploaded to NVIVO 10 (QSR International Pty Ltd. 2012).

Q2: “Why Do You Believe There Should be Greater D&I in Psychology in the UK?”

Analysis of the responses generated one main theme: (1) Psychology is unrepresentative of the global and UK population; and two subthemes: (a) Psychological knowledge is skewed, (b) Psychological practitioners are limited in their ability to help.

The unrepresentativeness of psychology. Nearly all respondents voiced their belief that UK psychology organisations and divisions were heavily dominated by White individuals from prosperous background and fail to represent the populations of the UK and the world adequately.

“Still very pale male and stale, very few diverse perspectives making it through, meaning it is not representative of the UK / the real world.” **White, 30-40, Non-Binary.**

“It is predominantly white and while PhDs or DCLinPsych tend to be women, Profs are more likely to be men. We need psychologist who represent the wide community at all levels.” **White, 30-40, Female**

Psychological Knowledge is Skewed. Many participants suggested that, due to low numbers of ethnic and cultural minorities, the field’s knowledge does not represent all of humankind (Adams et al. 2018).

“Psychology theories and research are strongly influenced by Westerner culture and still today most of participants of psychology studies are White. More diversity is

needed not only in terms of staff's cultural background, but also in terms of the theoretical approach to the study of the mind” **White, 30-40, Female**

Hereby, respondents argued that the field should diversify its ranks as to expand its ability to truly understand the variety underpinning the human experience. By doing so, they agreed with Pickren and Teo (2020) who also argued that psychology ought to diversify its researchers and practitioners.

Limited Ability to Help. Several respondents argued that psychologists, due to their background (predominantly White and of middle to higher socioeconomic status), may not be effective in treating individuals coming from backgrounds different to theirs.

“Most psychologists and students appear to be white British females. This can create blind spots in both teaching and approaches of psychologists when dealing with other cultures, ..., without greater diversity we will not be aware of our own biases” **White, 20-30, Female**

Accordingly, it was suggested that by increasing diversity in the field, the field might be able to “level up” its ability to assist individuals across social groups.

“The inclusion of a more diverse workforce may help to break barriers and stigmas for those from marginalised groups to approach services when in distress as they are more likely to be understood and specific cultural needs and awareness being taken into consideration” **Black, Black British, Caribbean or African, 30-40, Female**

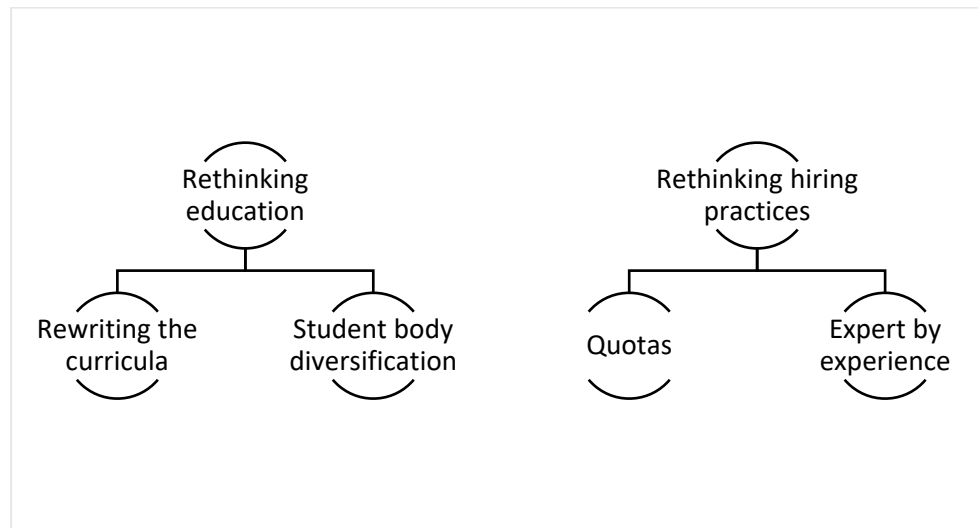
In other words, the respondents sided with Grosfoguel (2007) and the Decolonial Psychology Editorial Collective (2020) that argued how one’s positionality influences their understanding of the topics.

Q10: “Do You Have Any Policy Suggestions That You Believe Could Have a Positive Impact

if Implemented?”

Analysis of question 10 generated two main themes: (1) Rethinking Education and, (2) Rethinking hiring practices, along with two subthemes each (Figure 8).

Figure 8. *Final thematic map for responses to Q10 from the survey*



Rethinking Education. Various respondents suggested policies aimed at altering the current educational practices by: (1) Rewriting the curricula and, (2) Student body diversification.

Rewriting the Curricula. Curriculums should include cross-cultural studies and differing perspectives following the reasoning provided by Grosfougel (2007), Bhatia (2018) regarding the myth of “truthful universal knowledge” (Grosfougel 2007, p. 213) as espoused by hegemonic psychology.

“Diversify reading lists for curricula in psychology including studies from non-western countries.” **White, 50-60, Female**

Considering the BPS acknowledgment of the importance of having a diverse curriculum (2020), it should play a role in ensuring the adequacy of present UK university curriculums with respect to D&I, since the establishment heralds a highly prestigious accreditation program.

“BPS could impose greater demands in terms of diversity in teaching psychology topics in order for courses to be accredited” **White, 30-40, Female**

“Equality and diversity should form a more explicit part of the accreditation/reaccreditation requirements” **White, 30-40, Female**

Student Body Diversification. Additionally, respondents suggested that efforts should be made towards diversifying the UK student body. For instance, it was argued that scholarships could be set up to support students.

“Scholarships for people with specific demographics, I know this is unpopular however, many people are disadvantaged and unable to be on par with peers due to this and further support is needed to 'level up’”. **White, 30-40, Female**

That said, there has already been a pattern of diversification of the HE student body in view of several domains – ethnicity, sexuality, gender identity and disability (Office for Students 2020).

Rethinking Hiring Practices ensuring the existence of pathways for historically underrepresented groups. In particular, their suggestions may be summarised into two sub-themes: (1) Quotas and (2) Expertise by experience.

Quotas. It might ensure adequate representation.

“There should be a specified ratio of underrepresented people hired in all levels.”

Middle Eastern, 30-40, Female

“Interviews should be offered to more diverse people even if it means having a quota, same as having to get gender mixed panels.” **White, 30-40, Female**

However, it has been argued that privileged groups in the UK do not view the possibility of quotas favourably (Morgenroth & Ryan 2018).

Expert by Experience. Lastly, respondents proposed a re-envisioning of conventional job requirements as to account for one’s experience.

“A reduction in traditional job/study requirements in favour of "life experience".”

White, 20-30, Female

To this end, one respondent called for a detailed overhaul of the existing hiring policies whilst emphasizing the importance of gaining expertise via experience.

“I think all protected characteristics need to be considered in recruitment into the profession - this will take a long time, but each area needs to be considered individually and a policy around each one drawn up. Expert by experience involvement will be crucial.” **White, 50-60, Female**

Likewise, it remains to be seen how the rest of the field that wishes to respond to these issues adequately may overcome the current (and historical) power struggles.

Discussion

The survey showed three main takeaways. Firstly, significant a significant majority of respondents believe there is a need to increase D&I in the UK. This is predominantly due to the view that the field is built upon a “skewed knowledge base” as well as that psychologists are

currently limited in their ability to help clients. Secondly even though there has been a shift towards greater D&I in the past 10 years, further action is needed for adequate transformation. Lastly, respondents reported a lack of commitment in championing D&I within the upper ranks of educational institutions. How could we re-purpose the psychological landscape so that it serves and represents all of humankind following human rights principles (e.g. see UNSDGG 2003), despite the perceived obstacles?

A more unified radical movement with a clearly outlined agenda aimed at challenging the systems underpinning contemporary psychology could bring significant improvement. Below the authors will delineate the limitations of present psychological frameworks for the purposes of increasing the respect of human rights together with D&I.

Limitations of Present Psychological Frameworks

The Universality / Nationality Paradox

The UK universities have long been promoting psychology-related research and teaching as universally applicable, even though its academic staff's loci of enunciation are far from adequately representing the global tapestry of epistemic locations.

This may be due to what the authors term the "Universality / Nationality Paradox" – a phenomenon that refers to the tendency of universities to simultaneously claim the production of universally applicable knowledge whilst adhering to the view of "representation" as constrained by a particular nation's demographics. Thereby, exemplifying the field's paradoxical aspirations in striving to speak on behalf of all mankind whilst perpetuating the epistemological homogeneity, as defined by a particular nation's demographics.

The Myth of Objectivity

Contemporary science has been built upon the understanding of people as rational individuals that can produce objective knowledge via the scientific method (Fee, 1982). An understanding that characterises science as a value-free endeavour. And, by doing so, propagates the belief that, from an epistemological point of view, the diversity of an institution's staff is irrelevant to its ability to see reality fully and clearly. Since, the reasoning suggests if any researcher were to follow the scientific method, regardless of their epistemic location, they would come to view the one and same reality. A belief that still very much resonates in the halls of academia (Grzanka, 2018) and, as such, actively denies the importance of one's positionality.

Neoliberalism

Likewise, researchers noted how the academia's growing adoption of a neoliberal mindset, which favours profits above all else, has been disproportionately impacting disabled academics (Olsen et al., 2020). As they have been deemed inefficient due their inability to keep up with their able-bodied peers without the investments into needed assistance by the university (ex, hiring interpreters). Thereby, making it apparent that the current economic frameworks underpinning psychology are inherently unprepared (and unable) to accommodate the very reasonable ideals of D&I movements.

“Psychology Re-Envisioned”

The field would benefit from a radical movement that would merge various specialized D&I sub-divisions into a unified whole. A merging of (already compatible) interests, resulting in a unified front, would result in the needed accumulation of power.

The authors propose the following list of principles/ action guidelines, set to address the presented limitations of current psychological framework, to serve as the needed consensus for the inception of a unified D&I movement.

Value-Driven

The movement should incorporate self-examination as the essential preliminary step towards lasting change. As it is by continuously examining whether our actions align with our beliefs that we can truly foster the needed intentionality for sustaining long-term transformational movements (see Diaz-Santos et al., 2022).

Feminism

The movement should embrace extensive feminist knowledge aimed at tackling the psychology's deniability regarding the importance of a researcher's and practitioner's positionality (see Bartlett, 2014).

Trans-nationality

Further, the movement should adopt a sense of trans-nationality and advocate for relevant institutions to start working towards establishing a workforce representative of the global tapestry of epistemic locations.

Non-heteronormativity

Similarly, the movement should direct its attention towards challenging the acceptance of heteronormativity within the field. It may do so by criticizing the seen and unseen chains heteronormativity imposes upon individuals and societies, as well as by actively striving to imagine what a post-heteronormative world could look like and delineate steps.

Trans-disciplinarity / Epistemological Holism

Finally, the authors highlight the importance of challenging academia's neoliberal economic model that is disenfranchising disabled individuals. The movement may form a taskforce, comprised of diverse academics, stemming from several disciplines designated with re-envisioning academia's financial model. So that the field may finally function as an inclusive rather than exclusive force.

Limitations

The survey was based mostly off the UK universities, it may be argued that slightly different results could have been collected if more third-party organisations had been involved.

Conclusion

It is only by acknowledging the field's own shortcomings and actively working towards amending them that psychology may truly serve, with authenticity, as a guiding light for the rest of society in its struggle to preserve human rights.

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Appendix A – List of Contacted Organisations

University of Aberdeen	University College Birmingham
Abertay University	University of Birmingham
Aberystwyth University	Bishop Grosseteste University
Anglia Ruskin University	Blackburn College
AECC University College	Blackpool and the Fylde College
Arden University	University of Bolton
Aston University	Bournemouth University
Bangor University	BPP University
Barnfield College	Bradford College
Bath Spa University	University of Bradford
University of Bath	University of Bristol
Bath College	Bridgend College
Bedford College Group	University of Brighton
University of Bedfordshire	UWE Bristol
Birkbeck, University of London	Brunel University London
Birmingham City University	University of Buckingham

Buckinghamshire New University	University of Derby
Burnley College	DN Colleges Group
Bury College	University of Dundee
University of Cambridge	University of Durham
Canterbury Christ Church	University of East Anglia
Cardiff and Vale College	University of East London
Cardiff Metropolitan University	Edinburgh Napier University
Cardiff University	Edge Hill University
University of Central Lancashire	East Sussex College
University of Chester	East Riding College
University of Chichester	University of Edinburgh
City College Norwich	University of Essex
City University of London	University of Exeter
University Centre Colchester at Colchester Institute	University Centre Farnborough
Coventry University	Glasgow Caledonian University
Croydon University Centre	University of Glasgow
University of Cumbria	University of Gloucestershire
De Montfort University	Glyndwr University
David Game College	Goldsmiths, University of London
	University of Greenwich

Hartpury University	University of Leicester
New City College	University of Lincoln
University of Hetfordshire	Liverpool Hope University
Heriot Watt University	Liverpool John Moores
University of the Highlands and Islands	University of Liverpool
University of Huddersfield	London Metropolitan University
University of Hull	London School of Economics and Political Science
Hult International Business School	London School of Management Education
Hull College	London South Bank University
Keele University	Loughborough College
University of Kent	Loughborough University
King's College London	Manchester Metropolitan University
Kingston Uni London	University of Manchester
Lancaster University	Middlesbrough College
The University of Law	Middlesex University
Leeds Beckett University	Nelson and Colne College group
University Centre Leeds	New College of the Humanities
Leeds Trinity University	Newcastle College Uni Centre
University of Leeds	

Newcastle University	Queen Margaret University
Newman University	Queen Mary University of London
New School of Psychotherapy and Counselling	Queen's University Belfast
Norland	University of Reading
University of Northampton	Regent's University
Northumbria University	Richmond University
Nottingham Trent University	Robert Gordon University
Nottingham College	Royall Holloway, University of London,
University of Nottingham	University of Roehampton
University Campus Oldham	Royal Conservatoire of Scotland
Open University	University of St Andrews
University of Oxford	St George's, University of London
Oxford Brookes University	University of Salford
University Centre Peterborough	Sheffield Hallam University
Petroc	University of sheffield
Plymouth Marjon University	Solihull college
University of Plymouth	South and City College
City College Plymouth	South Thames Colleges Group
University of Portsmouth	University of South Wales

Solent University	University Centre Calderdale College
University of Southampton	University Centre Grimsby
St Mary's University	University Centre Rotherham
University Centre Sparsholt	University Centre South Devon
Staffordshire University	University Centre South Essex
University of Stirling	University of the Arts London
University of Strathclyde	University of Westminster
University of Suffolk	University of Wales Trinity Saint David
University of Sunderland	University of Warwick
University of Surrey	Warwickshire College and University Centre
University of Sussex	University Centre West Anglia
Swansea University	University of West London
Teeside University	University of the West of Scotland
Trinity Laban Conservatoire	West Suffolk College
Truro and Penwith College	Capital City College Group
UCEN	University of Winchester
UCFB	University of Wolverhampton
UCL	University of Worcester
Ulster University	
University Academy 92	

York St John University

University of York

Writtle University College

BPS & HCPC

Appendix B - List of participants' affiliated organisations

University of Birmingham (25)

University of Stirling (2)

University of Oxford (7)

Oxford Brookes University (2)

Northumbria University (6)

NHS (2)

Royal Holloway, University of London (4)

BPS (2)

University of Nottingham (4)

University of East London (1)

University of Chichester (3)

University of West London (1)

University of Edinburgh (3)

University of Suffolk (1)

University of Kent (3)

University of Plymouth (1)

Queen Mary, University of London (3)

Unspecified University (1)

Arden University (3)

Unspecified (1)

University of Reading (2)

Note: Two individuals were simultaneously involved with both NHS/BPS as well as a university. That is why, the number here (82) exceeds the total number of analysed participants (80).

Appendix C – List of positions held by participants

Lecturer (18)	Programme Administrator in Psychology (1)
Senior lecturer (9)	Lead Clinical Psychologist (1)
Professor (5)	Project Officer (1)
Trainee Clinical Psychologist (5)	Lecturer with clinical focus (1)
Associate Professor (4)	Trainee Educational Psychologist (1)
Postdoctoral researcher (4)	Tutor (1)
Research Assistant (3)	Academic and Verifier (BPS) (1)
Research Technician (2)	Associate (1)
Research Fellow (3)	Trainee (1)
DCLinPsy Trainee (2)	Apprentice (1)
Postgraduate Researcher (2)	Honorary Senior Lecturer (1)
Associate Lecturer (2)	Lead Computing Officer for Centre of Human Brain Health (1)
Assistant Professor (2)	
PhD Student (2)	
Unspecified (1)	
Dphil Student (1)	
Co-Director (1)	

