




Recruiting The Future Psychological Professions Workforce



Will Curvis
Clinical Neuropsychologist
& Clinical Tutor
&
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Youth Engagement



Inspire, attract, recruit,
train, retain & reform
through our workforce



#Class Clin Psych

Talking about class in clinical psychology

Dr Will Curvis, Clinical Psychologist
With lots of input & contributions from the #ClassClinPsych
team

RECLAIM

- Working-class means different things to different people but RECLAIM describe being working class as characterised by a few key factors:
 1. You're on, or grew up on, a low income with limited access to wealth.
 2. You don't have many family connections to people with well paid, professional or powerful jobs.
 3. You find it harder to 'fit in' in middleclass spaces, interests and conversations.
 4. You're proud of your background and want people to see it as a strength, not a weakness
- While working class people have many of these things in common, we're a diverse bunch too. Working class people are white, black and brown, LGBT+, disabled, recent migrants or refugees or from families who can trace their roots in the UK back generations, of various religions or none, women, men and binary. We're many things but we share the experience of growing up facing those four factors above.

THE COST OF LIVING CRISIS

ENERGY PRICES
SKYROCKETING



FOOD AND
PETROL PRICES
RISING



TAXES UP AND
WAGES
STAGNATING



RENTS INCREASING



We found:



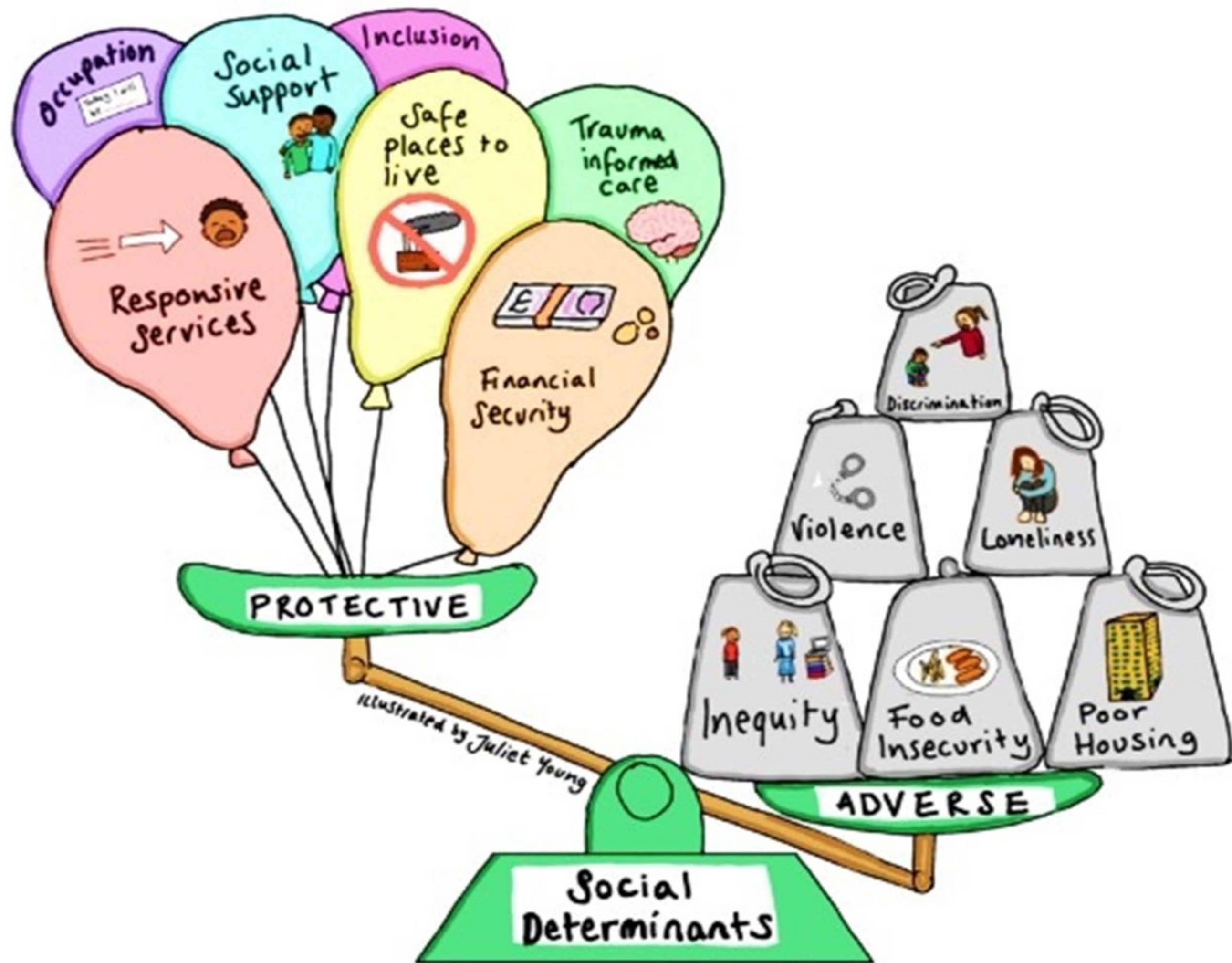
Half
of parents said they worry their child(ren) are missing out on experiencing a normal childhood due to cutbacks



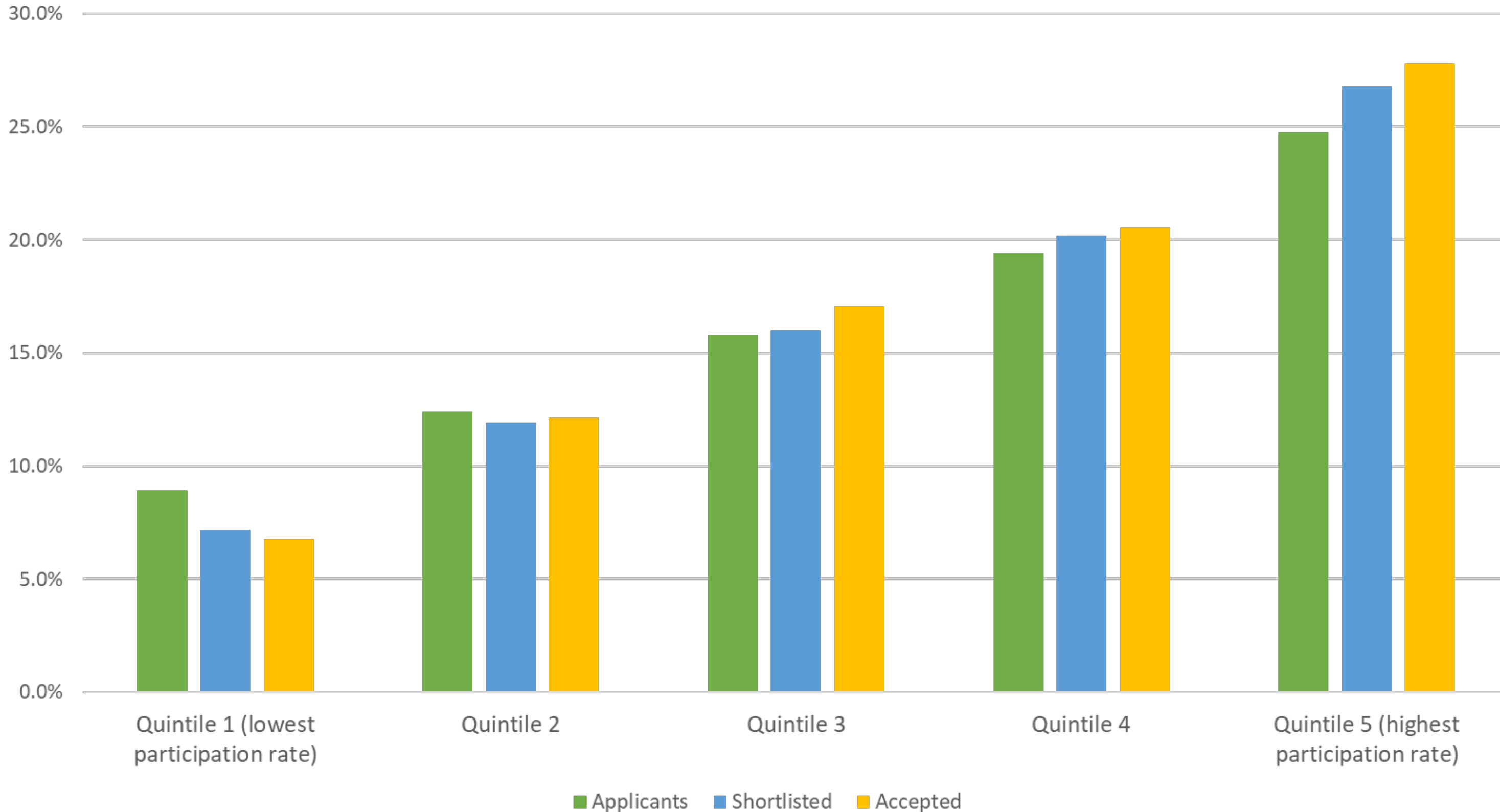
of parents said they struggled to replace/purchase an essential item
e.g. appliances like washing machines or cookers, or furniture such as beds



Half
of parents said they worry about not being able to keep the home warm for their child or children



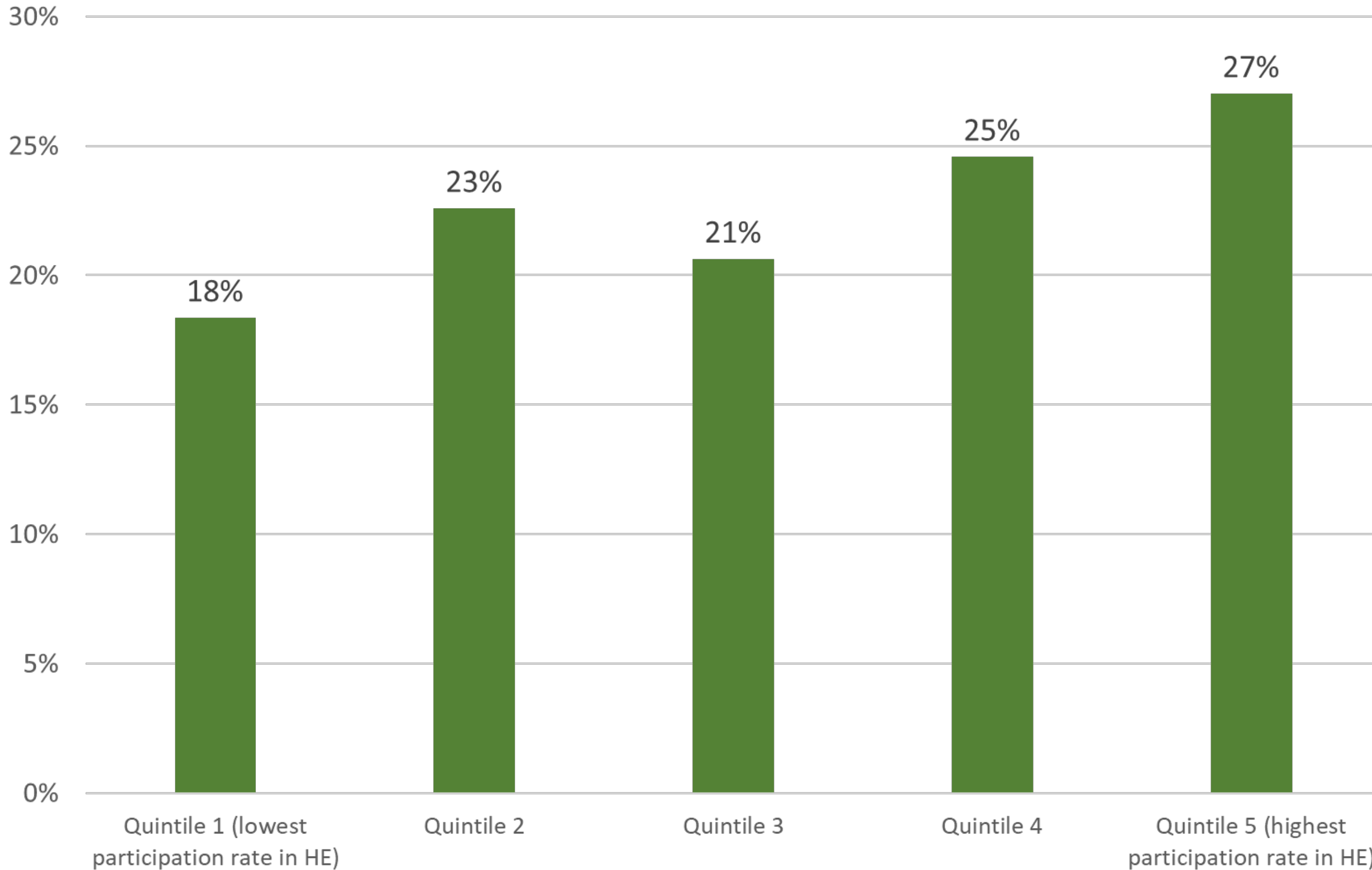
POLAR (Participation of Local Areas) Data & Clinical Psychology training (2022 data)



Only 8.9% (416) of all 4655 applicants were from POLAR Quintile 1 c.f. 24.7% (1152) from Q5

Only 6.8% (78) of all successful applicants were from POLAR Q1 – 27.8% (321) were from Q5

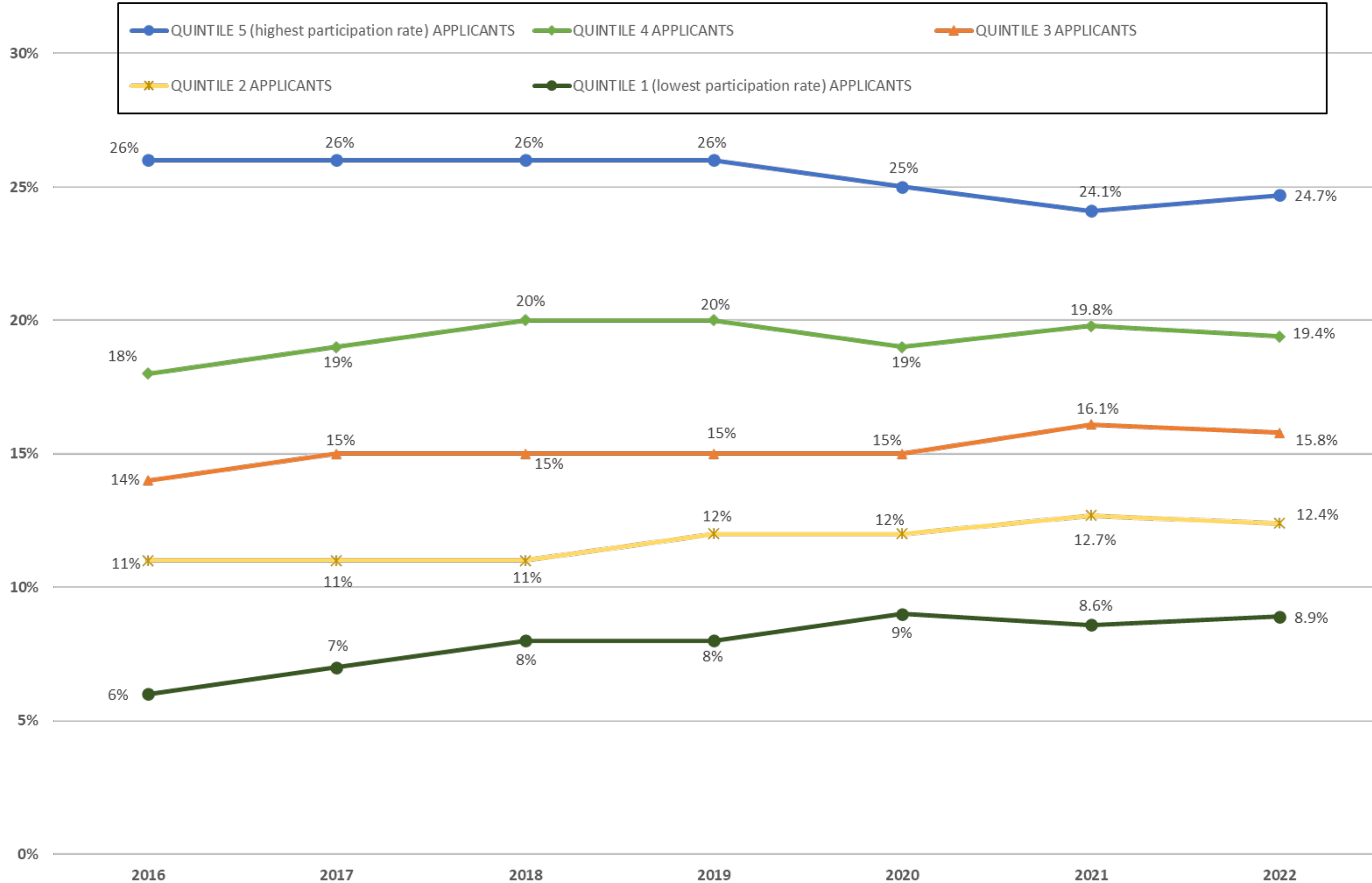
Source: [Clearing House website](#)



In 2021, 18% of all applicants from Q1 got a place; 27% of all applicants from Q5 got a place

Differences not quite as stark...so at least part of the solution is getting more people from Q1 applying

Socio-economic background of All Applicants for NHS funded places 2016-2022



What about increased provision ?

- 2019 – 607 accepted onto the Dclin
 - 37 people from Q1 got a place
- 2020 – increased to 762 (additional HEE funding)
 - 49 people from Q1 got a place
 - Of the 155 additional places funded only 12 went to people from Q1 (compared to previous year)
- 2021 – increased to 985 (further additional funding)
 - 69 people from Q1 got a place
 - Of the 223 additional places funded only 20 went to people from Q1 (compared to previous year)
- 2022 – 1155 places in total (increased again)
 - Only 78 people from Q1 got a place – you get the picture

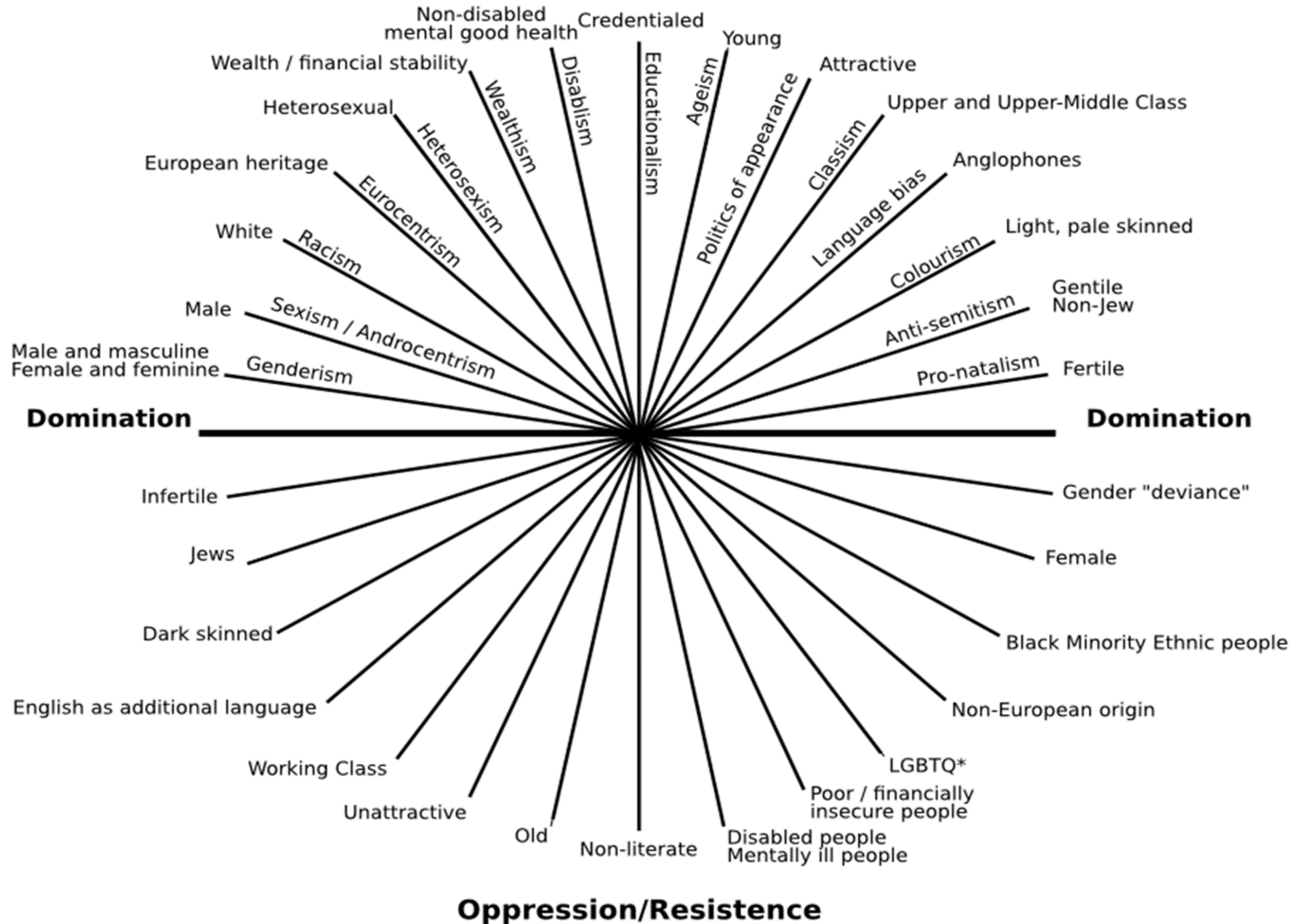
What does application data tell us ?

- “Class” isn’t really defined anywhere (& not very well measured)
- Not enough people from low SES areas applying
- AND application processes unlikely to be sufficiently “fair”
- Lots of interacting and layered reasons for this, but it’s clear that current methods aren’t working (or aren’t working enough)

Intersections?

- We don't know how the POLAR data collected by clearing house intersects with other equal opps data (disability, sexual orientation, gender, dependents, ethnicity, religion)
- POLAR data also obviously limited in terms of validity/reliability as a measure of socio-economic background (& by proxy, "class")
- But this paints a picture about the diversity within clinical psychology – and we can probably make some educated guesses about the barriers facing people from minoritised/disadvantaged groups in applying for clinical psychology training (& other psychological professions)

Privilege / Society norms



[link](#)

Economic capital:

“

open university opened so many doors for me, never would have been able to achieve a degree anywhere else cos I had to work, I couldn't just be a student... it just wasn't an option for me.

”

[Bourdieu's class theory](#)

*Danielle Campbell
Trainee Clinical Psychologist
#ClassClimPsych Podcast*

Economic capital:

“

being able to afford things at university... there were a few unpaid summer placements that I just wouldn't be able to do

”

*Hannah Clegg
PhD Researcher in Psychology
#ClassClimPsych Podcast*

Cultural capital:

“

I have not heard a lot of really famous psychologists names pronounced, I have been reading them... they do confound this feeling of maybe I don't belong here... clearly I am not as good as my peers.”

”

*Danielle Campbell
Trainee Clinical Psychologist
#ClassClinPsych Podcast*

[Bourdieu capital theory about class](#)

Cultural capital:

“

to sound articulate, to sound like I was meant to be where I was... like my accent; when I come into clinical psychology I felt the need to be... nicer sounding... I actually mentioned me changing the way I speak on my DClin application

”

Rachel Hurst

Trainee Clinical Psychologist

#ClassClinPsych Podcast

Social capital:

“

I feel as though everyone had a manual... the lack of having people in my life that were academic, people that had experience of higher education... I didn't have anyone showing me these things.

”

*Danielle Campbell
Trainee Clinical Psychologist
#ClassClimPsych Podcast*

Social capital:

“

I didn't have any friends or family that were clinical psychologists so getting an 'in'... wasn't something that was likely to happen for me

”

Hannah Clegg

PhD Researcher in Psychology

#ClassClinPsych Podcast



@CLASSCLIN

MARCH 2021

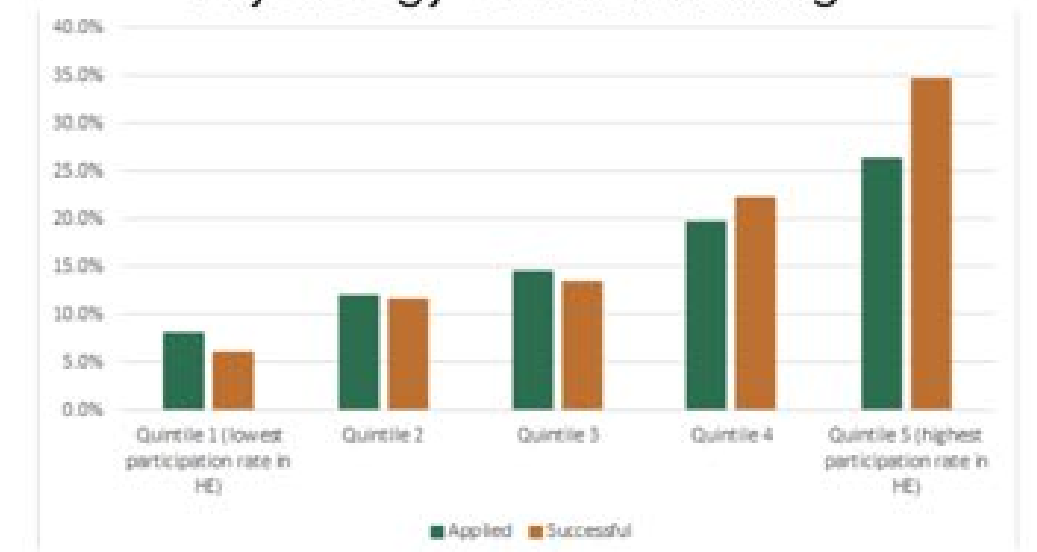
POSITION STATEMENT

TO HIGHLIGHT

The Impact of Class in Clinical Psychology

Amy Goddard, Celine Brookes-Smith, Elizabeth Henshaw, Katie Place, Sarah St Ledger, Dr Will Curvis and Dr Ben Campbell

Socio-economic Status & Applications to Clinical Psychology Doctoral Training



2019 data from the Clearing House website

#CLASSCLINPSYCH

Inclusive Recruitment Approaches for Assistant Psychologists in the NHS and Third Sector



Clinical psychology is striving to become a more diverse profession

... but when considering the people who apply for, and are accepted onto, NHS-funded clinical psychology training programmes in the UK, underrepresentation remains apparent across all metrics collected within the application process on areas of marginalisation. There is little diversity in age, gender, race, ethnicity, socio-economic background and sexuality. People with caring responsibilities, disabilities or chronic health conditions face additional barriers. These factors can often intersect, further disadvantaging people from underrepresented or marginalised groups.

This is a complex issue

... and taps into various societal challenges. However, one key barrier is the competition for assistant psychologist roles (or similar prequalification roles), which often serve as an important step on the road towards applying for clinical psychology training. Specific funding has been made available for new posts designed to widen access, with the intention of facilitating the inclusion of underrepresented groups.

Diversity will not improve

... unless consideration is given to how such posts are recruited to, and the security of these positions (e.g., contract term) is considered. Inclusive recruitment practices in the field of clinical psychology are not solely about fairness; they are pivotal for establishing a profession that is representative of diverse perspectives and effective in meeting the needs of the communities we serve.



Key aims of this guidance

... are to encourage employers to reassess and adapt their recruitment processes to be more inclusive and equitable, fostering a more diverse and representative workforce within the field of clinical psychology. We aim to highlight strategies and considerations for employers within the NHS and the third sector seeking to recruit assistant psychologists.

Scope

Given the variety in service contexts, it is impossible to offer universal recommendations.



Advertising for Jobs

1 Consider where adverts are posted and who will see them

Platforms like NHS Jobs may not reach individuals from underrepresented groups that reflect the local community. Consider use of networking via social media and linking with local community services. If people do not see your advert, they cannot apply for the job.



2 Ensure language is accessible

Use readability checkers to ensure accessibility of job adverts. Ensure language used in job adverts is accessible and jargon-free. Avoid terminology or acronyms known only to those who work in clinical settings, which privilege certain types of previous work experience or connections.

3 Consider what experience is truly 'essential' to the role

Outline the job role clearly. Be explicit about expectations around required experience and necessary skills. Challenge traditional bureaucratic processes (such as copied and pasted person specifications) that may inadvertently limit diversity in applicants. Consider what experience is truly essential and what could be learned on the job. Be explicit about available training and support – help potential applicants decide whether they could be a good candidate.



4 Provide a comprehensive application pack

Offer insights into the details of the role, who is in the team, what the service offers and supervision/support structures available.

5 Avoid unnecessary or irrelevant requirements

People from underrepresented or marginalised groups may rule themselves out of a job based on the criteria described in an advert and not consider themselves suitable; ensure that the job description and person specification are clear, accurate and realistic.

Avoid unnecessary requirements such as a driving licence unless crucial to the role as this will create additional barriers.

If remote/flexible/part time options are feasible, this should be clear to the applicant.

6 Avoid prematurely closing job advertisements

Many potential applicants from underrepresented groups cannot apply immediately for jobs as soon as they are posted.

Consider advertising (e.g., via social media) when the job advert will go 'live' – this will give interested parties a chance to prepare their application in advance and avoid the preference given to those who know to have email alerts set up and with applications pre-written.



[Guidance](#)

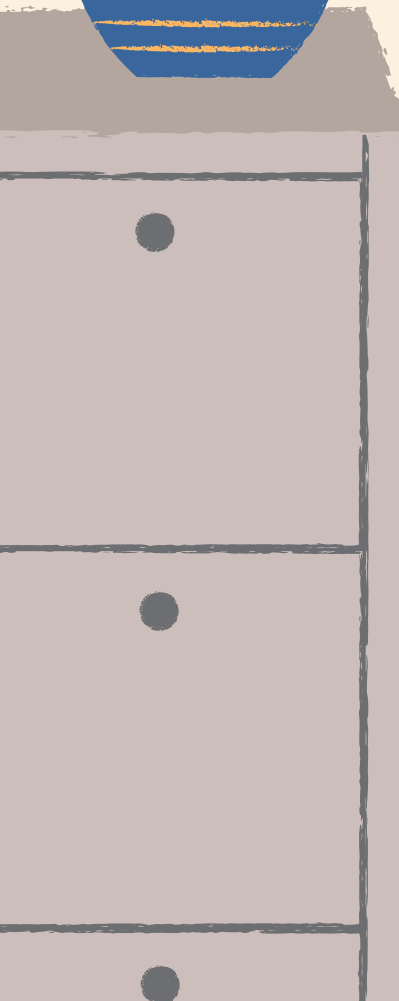
[Brief version](#)



Future Psychological Professions & Mental Health Workforce



Leon Pietrzak
Development Manager
Youth Engagement
NHS England



Inspire

Develop a strategy
Reach a broad audience
Your engagement is key



Widening Participation, Careers & Apprenticeships Team



Who we are...

We are the regional Widening Participation, Careers & Apprenticeships team and we are here to help the North West and the 3 ICBs with the development and delivery of the Talent for Care strategy & inspiring, attracting & recruiting the future workforce.



Jacqui Gladwin
Widening Participation, Careers & Apprenticeship Senior Manager



Claire Tinsley
Development Manger



Leon Pietrzak
Development Manager Youth Engagement



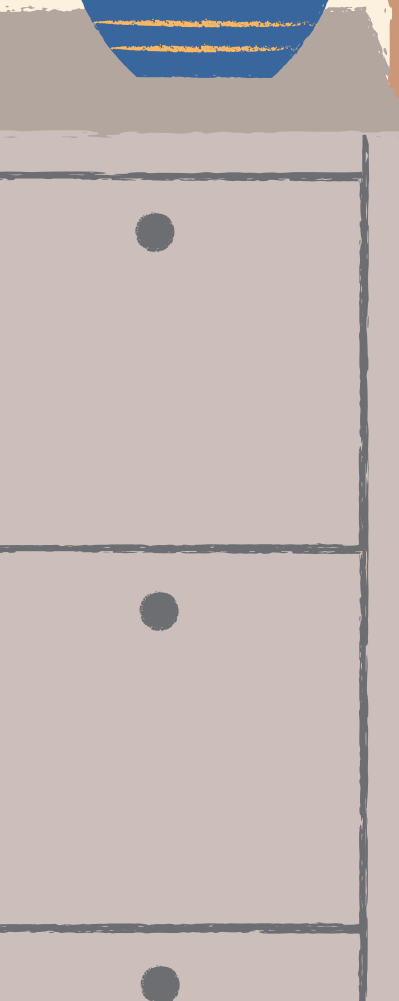
Ruth Carman
Programme Support Co-ordinator



Rei Maycock
Programme Support Administrator



Michael McNamee
Apprenticeships Lead North West



Generational workforce



Category	Builders Born: 1925-1945	Baby Boomers Born: 1946-1964	Generation X Born: 1965-1979	Generation Y Born: 1980-1994	Generation Z Born: 1995-2009	Gen Alpha Born: 2010-2024
Slang terms	We prefer proper English if you please	Be cool Peace Groovy Way out	Dude Ace Rad As if Wicked	Bling Funky Doh Foshizz Whassup?	Fam GOAT Slay Yass queen	lit yeet hundo oof m idrc
Social markers	World War II 1939-1945	Moon landing 1969	Stock market crash 1987	September 11 2001	GFC 2008	COVID-19 2020
Iconic cars	Model T Ford Final, 1927	Ford Mustang 1964	Holden Commodore 1978	Toyota Prius 1997	Tesla Model S 2012	Autonomous vehicles 2020s
Iconic toys	Roller skates	Frisbee	Rubix cube	BMX bike	Folding scooter	Fidget spinner
Music devices	Record player LP, 1948	Audio cassette 1962	Walkman 1979	iPod 2001	Spotify 2008	Smart speakers Now
Leadership style	Controlling	Directing	Coordinating	Guiding	Empowering	Inspiring
Ideal leader	Commander	Thinker	Doer	Supporter	Collaborator	Co-creator
Learning style	Formal	Structured	Participative	Interactive	Multi-modal	Virtual
Influence Advice	Officials	Experts	Practitioners	Peers	Forums	Chatbots
Marketing	Print (traditional)	Broadcast (mass)	Direct (targeted)	Online (linked)	Digital (social)	In situ (real-time)



Future & Current Workforce



DIRECT ENTRY

CAREER CHANGE

Return to Practice

Lived Experience

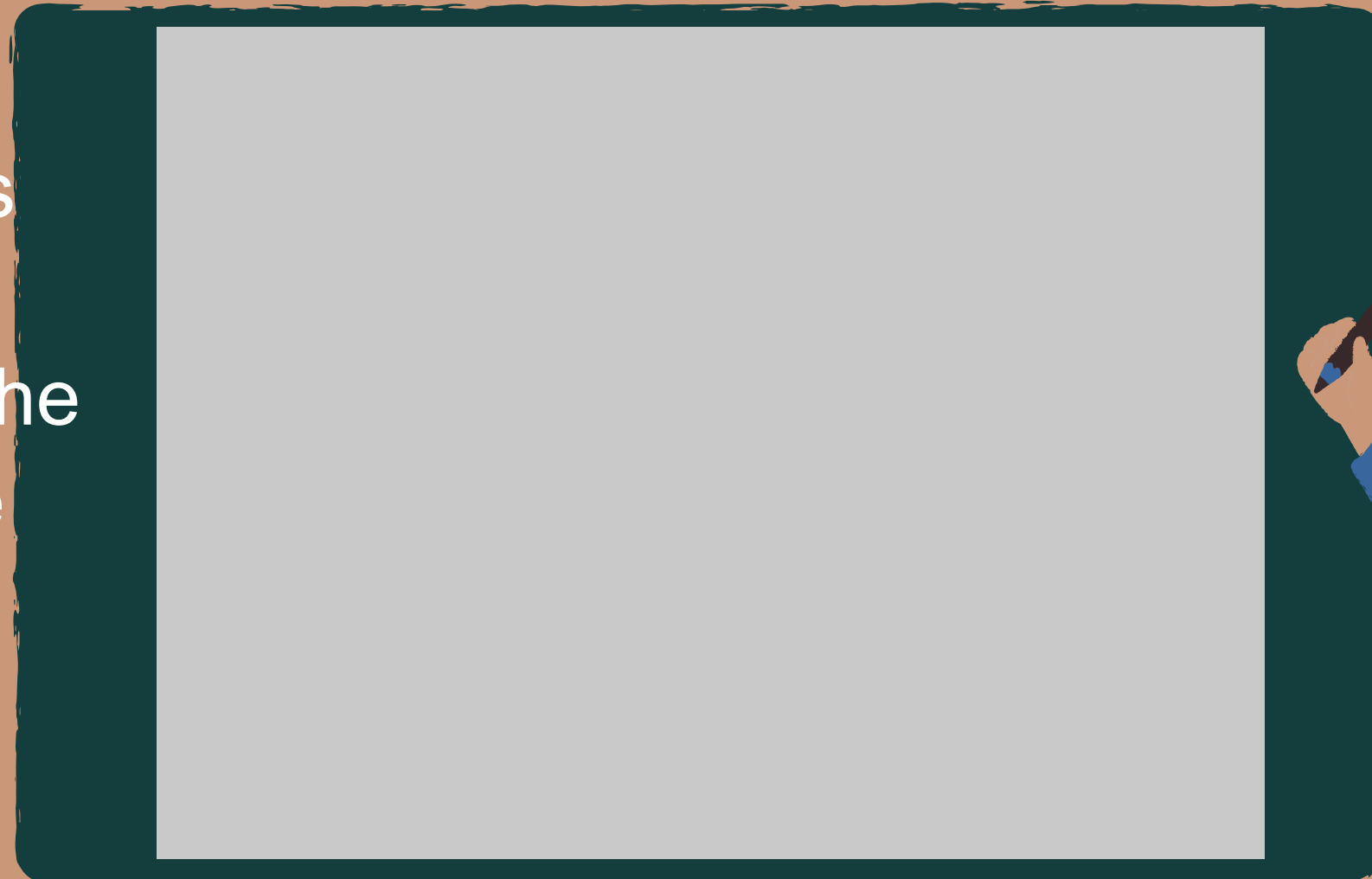


Primary Careers

Career ambitions can often reflect the influence of family background rather than ability



There are only "minimal changes" in attitudes towards career options between the ages of seven and 17, says the report produced jointly by the [OECD](#) and Education and Employers. 2019



1

Organisation for
Economic Co-
operation and
Development

THE CAREERS &
ENTERPRISE
COMPANY


Department
for Education

STEP INTO THE NHS

Secondary School

Rank	Careers
1	Doctor
2	Engineer
3	Teacher
4	Lawyer
5	Nurse
6	Vet
7	Footballer
8	Artist (new)
9	Police officer
10	Building trade (new)

Rank	Business or Organisation
1	NHS
2	Apple
3	Google
4	NASA
5	Microsoft
6	Police
7	Disney
8	Tesla
9	FIFA

GCSE PSYCHOLOGY MISS PAGETT

WHAT IS PSYCHOLOGY?
 Psychology is a very broad subject that looks at human mind and behaviour. In one lesson, you might look at why we forget certain memories. In another lesson, you could be looking at why people suffer from mental illnesses such as depression.

WHAT SUBJECTS 'GO WITH' PSYCHOLOGY?
 Many literacy based subjects such as English and History work well with Psychology as you will be required to answer extended writing questions in your exam (9 marks). Maths will also help as you will be assessed on your numerical skills throughout. As Psychology is such a broad topic, it compliments many

WANT A TASTE OF PSYCHOLOGY?
 Take the pig personality test and analyse your results!

HOW WILL I BE ASSESSED?
 You will sit two exams at the end of Year 11, each lasting 1 hour 45 minutes. Each exam counts for 50% of your GCSE.

YEAR 10
 MEMORY
 RESEARCH METHODS
 PERCEPTION
 DEVELOPMENT

YEAR 11
 SOCIAL INFLUENCE
 LANGUAGE, THOUGHT + COMMUNICATION
 BRAIN AND NEUROPSYCHOLOGY
 PSYCHOLOGICAL PROBLEMS

WRITING AND NUMERACY SKILLS ARE IMPORTANT IN PSYCHOLOGY!

Y7 -
 Y11



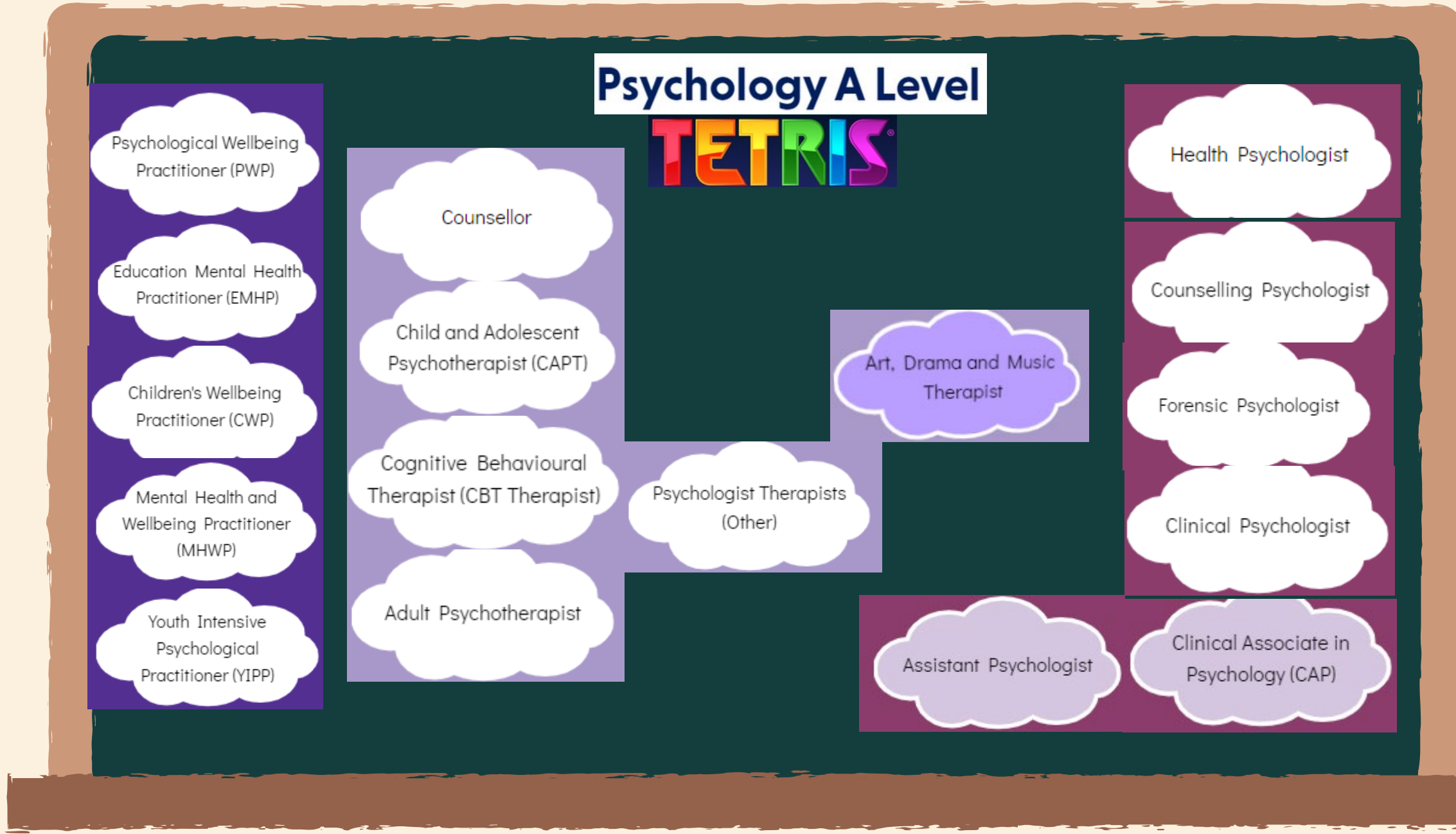
Recruiting From Secondary School



**Know Everything About
A Career in Psychology**



Further Education



Psychology degrees in North West England

17 universities offer 132 courses. To get the best results for undergraduate psychology degrees, enter your predicted grades.

Higher Education

Psychological Practitioners

Psychological Therapists

Psychologists

Results for Undergraduate Psychology Courses in North west england

16 universities offer 173 undergraduate courses in North West England [NEW SEARCH](#)

PSYCHOLOGY

SOCIAL SCIENCES 60

OUTCOMES 15 MONTHS AFTER GRADUATION



FEMALE 7,555 / MALE 1,465 / TOTAL RESPONSES 9,020

TYPE OF COURSE FOR THOSE IN FURTHER STUDY



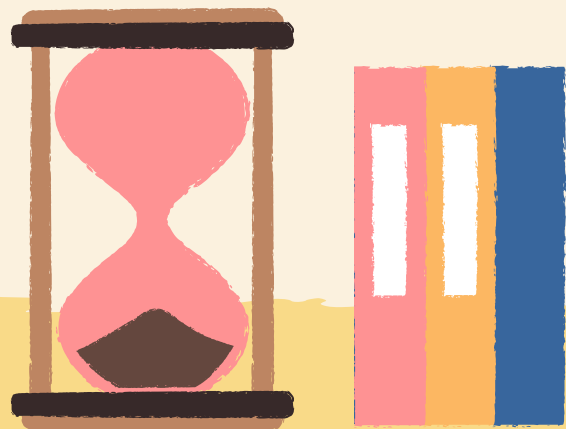
TOTAL NUMBER OF GRADUATES IN FURTHER STUDY: 2,265

TYPE OF WORK FOR THOSE IN EMPLOYMENT



FEMALE 5,470 / MALE 1,010 / TOTAL IN EMPLOYMENT IN THE UK: 6,480

TOP TEN PROFESSIONAL JOBS HELD BY FIRST-DEGREE GRADUATES



Influencers

Parents



CHAT TO A
CAREERS ADVISER

Subject Leader

F•R•I•E•N•D•S



YOU

Methods of Engagement

Expectations



creating careers
A Step Ahead

HEALTH PROOF
NHS CARE

TALKING HEADS



CAREER TALK



CAREER SAFARI



Career Insight Day

Welcome to the CLINICAL PSYCHOLOGY FRINGE

Join us for four evenings putting mental health at the heart of the arts. You'll find music, dance, discussion, poetry, performance and much, much more.

We hope there's something for everyone...

...and we look forward to seeing you there!

For event times and more up-to-date info, check www.psychologyfringe.com

[@psychologyfringe](#) /ClnPsychFringe



*All events are free to attend but we advise booking as space is limited

CLINICAL PSYCHOLOGY
FRINGE FESTIVAL
LIVERPOOL - 2017
18TH-21ST JANUARY

Four evenings putting mental health at the heart of the arts



Workshops



ONLINE DELIVERY
YOU STAY AT HOME WE DELIVER

BPS Psychology Careers Festival 4th - 8th of November 2024
Free tickets for Creating Careers Schools /Colleges

Don't forget to join us! BPS Psychology Careers Festival



Diversifying the psychological professions - Group discussion



padlet

Group discussion – diversifying the psychological professions

- Group 1: What are the key barriers to accessing **university education** for people from working class/socially deprived backgrounds?
- Group 2: What are the key barriers to accessing **training in psychological professional roles** for people from working class/socially deprived backgrounds?
- Group 3: What are the key challenges in **surviving and thriving** as a psychological professional for people from working class/socially deprived backgrounds?
- All groups – as well as barriers, we'd like you to think about solutions. What would help? Any examples of good practice? Any ideas to share?

Will You Become An Ambassador



Being an Ambassador - talking to children and young people about careers in the psychological professions



We want to encourage more people who work in the psychological professions and Mental Health to reach out to their local schools and colleges. This can help demystify the field, spark interest, and foster inclusivity.



[Link](#)

Capture themes/ideas on Padlet



Group

Capture themes/ideas on Padlet



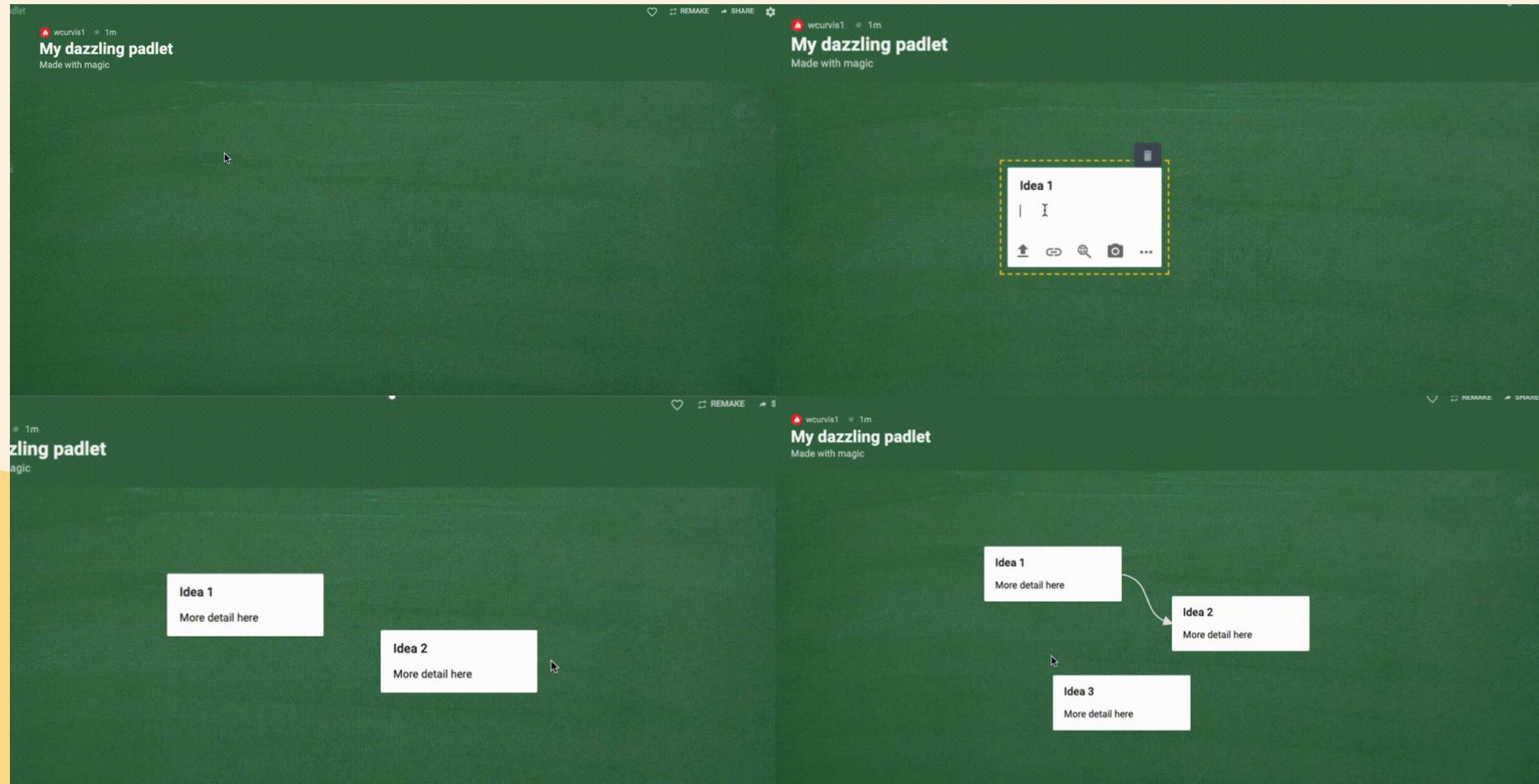
Group

Capture themes/ideas on Padlet



Group

How Padlet Works ?



Become A North West Ambassador

Psychological Professions &
Mental Health North West
Ambassador Sign Up Form

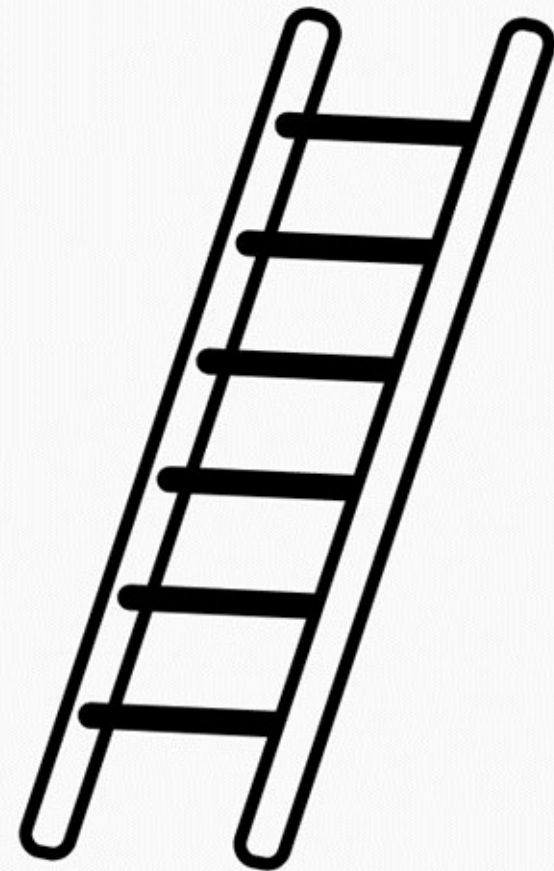


North West Ambassador

Net wor k



Don't pull up
the ladder
behind you.



Thank you

Leon.piet rzak@nhs.net



How to stay up-to-date, get involved and contact us:



@ClassClinPsych



@ClassClin



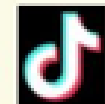
ClassClin@gmail.com



ClassClinPsych



campsite.bio/ClassClin



@ClassClinPsych

Get involved! Join our Whatsapp group:



& our mailing list:



PPN - Workshop Question #1

What are the key barriers to accessing university education for people from working class/socially deprived backgrounds?

Having to work more whilst studying and providing financial support for parents. They may also feel like they are not smart enough for university. Lack of Support system regarding an understanding of the different pathways and information for university. - how long the application process is - having a physical disability or being neurodiverse feeling like there's no support.

The expectation of it

Support or guidance from parents

Less qualifications from school

Lacking self belief

Less hobbies and building sense of sense

Caring for siblings so parents can work

Less access to resources

Fear about how afford fees / cost of livings

Knowledge - not aware of psychology professionals

More about practical skills

Fear about being excluded from your own families / being in the out group to your own culture - fear of being ridiculed

Fear of being different in a middle class majority environment - feeling having to get it right first time

Fear financially if don't succeed

Feeling I have to make the most of this if I do it - feeling it is indulgent - I need to make it

Having to work alongside your study

Solutions

Career advisors - upto date information about what is available - go through alternative routes

Don't put pressure to get GCSE first time. Normalise can take time to figure out what you want to do

Degree apprenticeships

No 'role model' who might understand what it takes to get to university and succeed

Social/family expectations/beliefs
"Out family don't go to university, we got and get a job"

Open University

Daunting application process

Neurodivergent

School labelling children based on their sets

Is anybody out there?

Part time routes

Other roles and responsibilities
For example caring responsibilities, needing to provide either financially or socially for family

No modelling
No people to look up to who have been to uni
Seen as posh

Funding
Grants, school education

Lack of self belief

Carer responsibilities

Misconception around the debt

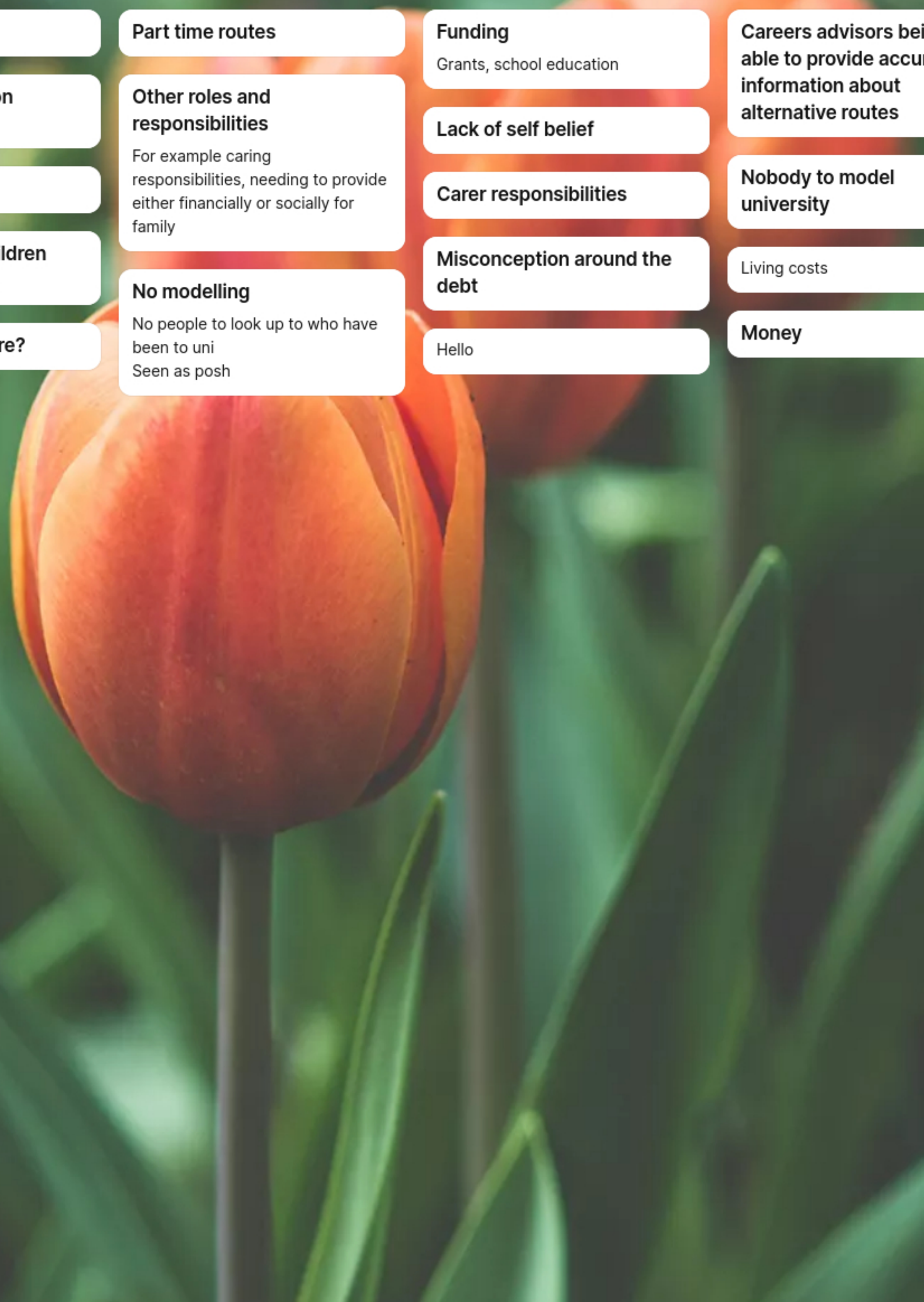
Hello

Careers advisors being able to provide accurate information about alternative routes

Nobody to model university

Living costs

Money



PPN - Workshop Question #2

What are the key barriers to accessing training in psychological professional roles for people from working class/socially deprived backgrounds?

Money

The problem for anyone coming into training or education when you are from a poorer background is being able to access experiences

Knowing what roles are
Knowing how / where to apply
Educational requirements
Low initial pay
Unpaid experience
Not recognising transferable skills
Having to prioritise time for earning money rather than gaining relevant experience
Not being the lowest income can be a disadvantage

Solutions
Better dissemination of training routes and funding
Paid experience positions
Recognition of equivalent experience
Recognition of range of experience

Work experience while doing undergrad, perhaps during the reading week.

Explain other routes more clearly at A-Level before university courses are selected e.g. core professions.

The fact that training courses are all full time is a barrier

Group 2 - key barriers to training in psychological professions.

Limited part time options for funded NHS training roles. Caring responsibilities. Uncertainty around what the roles and opportunities are. It's not clear.

Lack of representation of diverse members of different groups as role models.
Not coming across others that have done it before and therefore not seeing it as possible for yourself.
Lack of apprenticeship options or if there are it's not well publicised or known about.
Lack of diversity in the profession.

It would help to have more education within schools and help them understand what the different psychological professions are and what they do.

Barriers
low pay
Unpaid work experience
Beliefs of not fitting in or being good enough
Interview processes not being designed to retrieve the strengths of people

Solutions
Educating others about psychological professionals
Offering more flexibility in how we access a persons readiness for a training position
Peer support and mentoring
Offering scholarships for those from disadvantaged backgrounds

Opportunity to access the required work experience

Prior experience needed for the entry levels roles

Applications closing due to 'enough applicants' - no time to submit when funding/caring for family

Financial situation, self-funding courses

Social and cultural encouragement/expectations

Lack of advertising

Provisions for childcare often not considered

Low-paying entry level/ experience-gaining roles

Fear of not fitting in on doctorate courses with middle class/ privileged backgrounds

Fixed-term contracts (though have benefits), need financial stability and reassurance

Personal resilience required to work in NHS / mental health

Additional role reimbursement scheme

Don't know what the different roles and training courses are

Information sharing - where its shared

Possible solution = MAKE TRAINING GREAT AGAIN

People talking about how competitive the application process is puts people off

PPN - Workshop Question #3

What are the key challenges in surviving and thriving as a psychological professional for people from working class/socially deprived backgrounds?

MAKE THE NHS GREAT AGAIN

Lack of representation/peers to work with, be inspired by to aim for roles/progressions

Peer-to-peer support

Mentoring

Addressing challenges to access training pathways (and the apparent essential requirement for unpaid experience!)

Clearer messaging that this isn't only a career option for certain people/ backgrounds

Feeling safe

Applications and interviews not accessible to gain paid roles/ progressions

Good supervision

Work Life Balance

NHS mentality... You can't do that.... Moves and adapts slowly ...like turning a titanic

Challenge and difficulty in the one year training. Finance, drop in wage, time for assignments and support to how to write

Being able to show vulnerability

Access to bursary/support and those falling through gap in eligibility especially with cost of living issues

Family expectations (in cultural settings eg)

Being told I don't care.

I would suggest being told by an adult that if I don't show care in how they expect it, then I can't work in the NHS.

My working class status is already a point of being discriminated against. For an adult to be so brazen in suggesting this too, means I may never seek to work in the NHS because even if I care in my way, I've learnt it doesn't fit the NHS.

The language of the system, the NHS - how to talk the language, understand it

Possibly being able to recruit through positive discrimination

Not looking a typical way - preconceptions

Solutions: mentoring

Feeling empowered to speak up when you may feel like you have different views/experiences

Not seeing people who look like me....impact on all aspects of role ie adequate supervision, mentoring

Being in a supportive team that feels safe

Not able to show authentic self

Perception of working for NHS and impact of strikes, media... Negative feeling

Work life balance

Solution: consider how we outreach to cultural differences (like we would with service users)

Support to understanding work skills/support to know what to do, what to bring, how to behave in a work place

Feeling you need a degree and impact if this wasn't your path

Good CPD

Feeling like you belong