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Division of Educational and Child Psychology

Self-assessment Framework for
Promoting Racial Equity in Educational
Psychology Services

Friday 17th May 2024





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THE FRAMEWORK

- Promotes racial equity and anti-racist practice.
- Supports rigorous and effective methods monitoring of anti-racist and inclusive practice.
- Reviews service policies and practices.
- Enables services review service practices to see if, and how they are taking steps to reduce systemic racism.
- This enables services to identify common themes and areas for development, or where there are differing views.



ASSESSMENT FRAMEWORK

Self-assessment
Framework for
Promoting Racial
Equity in Educational
Psychology Services

Division of
Educational and
Child Psychology
2023

November 2023





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BACKGROUND

- In 2001 a DECP working group was formed leading to the 2006 Promoting Racial Equality within Educational Psychology Services: A report from the DECP Working Party on Anti-Racism
- In 2021, a Division of Educational and Child Psychology (DECP) working group was formed following global pandemic /Black Lives Matter (BLM) movement for racial justice.
- The purpose of the group was to address racial equity regarding the profession of Educational Psychology, including the practice and application of psychology.
- Group composition...
- Piloted with NAPEP/EP services/Trainees





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REVISIONS

- Honours the principles on which the 2001 Framework was developed.
- Supports services to further develop more rigorous and effective methods for monitoring anti-racist and inclusive practice, in current climate.
- Revised to reflect societal and legislative changes that have since taken place i.e. equality to equity.
- Uses the Quality Standards ratings.
- Includes a review measure that services can use to monitor and track their progress against the standards.





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FOUR AREAS

- Policy Development.
- Professional Practice.
- Induction, Supervision and Continuing Professional Development.
- Recruitment and Retention.





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USING THE FRAMEWORK



*Trust and open
conversations within safe
spaces are needed for a
true reflection when
undertaking this work.*



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SCORING

Scoring hierarchy

Each criteria can be scored:

- 4 (blue) Outstanding
- 3 (green) Good
- 2 (amber) Satisfactory (and requires further development)
- 1 (red) Weak (and needs immediate action)

The following table shows the scoring hierarchy:

NUMBER	COLOUR	JUDGEMENT	DESCRIPTOR
4	Blue	Outstanding	An area whereby a service can demonstrate that it is outstanding in its practice (as measured by the indicators), and can demonstrate, with evidence, that it leads to improved outcomes for children, adolescents, and young adults.
3	Green	Good	An area that functions well and produces outcomes where children, adolescents and young adults achieve consistently. A service improvement cycle is evident.
2	Amber	Satisfactory (and requires further development)	An area that is fit for purpose but needs to be reviewed if student outcomes are to be further improved. Some progress is evident, and a service improvement cycle is in place.
1	Red	Weak (and needs immediate action)	An area that needs to be extensively redeveloped. It might be that it was 'good' practice some years ago but it is now not fit for purpose. Essentially, it does not support improved outcomes for children, adolescents, and young adults.

4. Recruitment and retention

STANDARD	SERVICE OWN RATING (OUTSTANDING/ GOOD/SATISFACTORY (AND REQUIRES FURTHER DEVELOPMENT)/WEAK (AND NEEDS IMMEDIATE ACTION))	SOURCES OF EVIDENCE	IDENTIFIED ACTIONS NEEDED
4.1 The service ensures that recruitment and selection procedures are consistent with the Equalities Act 2010 and job advertisements include an Equal Opportunities statement.		E.g. a printout of a job advert.	
4.2 Steps are taken for qualified people from minoritised groups to apply for positions within the service and for graduates from minoritised groups to apply to educational psychology training courses.		E.g. an inclusion statement that explicitly encourages applications from under-represented groups is included in job advertisements and pre-training open days.	
4.3 The service monitors and documents the employment and professional development of all staff.		E.g. has a policy on the distribution of continuous professional and keeps a whole service record to ensure equity.	
4.4 The service takes steps to ensure that selection for redundancy avoids racial discrimination.		E.g. any patterns are identified, explored and addressed, in line with HR processes.	
4.5 There is an 'exit interview' procedure which includes a reference to racial equity practice.		E.g. an exit interview is requested by the PEP in all instances and this is raised as a distinct point, in line with HR processes, and can form part of a handover process, with a clear plan for any required improvements.	
4.6 All staff are aware of the Service complaints, disciplinary and grievance procedures.		E.g. this information is included within induction processes.	



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SCORING WITHIN SERVICES

- Can be completed individually by all EPs in a service, with an average score generated from all scores.
- Can be completed as a team at a service day/peer supervision. A group score is generated.
- In both cases further actions and next steps are identified.
- This takes the form of an action plan with areas for development and a clear timeline.





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WORKING WITH OTHER SERVICES

Pair up with other services to review each other's practice.

- Each service to rate themselves using the Framework before meeting up (bringing evidence as needed).
- Focusing on strengths and areas for development.
- Provide helpful feedback about each other's services.





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5. Self-assessment action plan

STANDARD	INITIAL SERVICE OWN RATING ON (DAY/MONTH/YEAR) (OUTSTANDING/GOOD/SATISFACTORY (AND REQUIRES FURTHER DEVELOPMENT)/WEAK (AND NEEDS IMMEDIATE ACTION))	IDENTIFIED ACTIONS NEEDED	NEW SOURCES OF EVIDENCE (DAY/MONTH/YEAR)	COMMENT/FURTHER ACTION NEEDED BY (DAY/MONTH/YEAR)
POLICY DEVELOPMENT				
PROFESSIONAL PRACTICE				
INDUCTION, SUPERVISION AND CONTINUING PROFESSIONAL DEVELOPMENT				
RECRUITMENT AND RETENTION				

The new Framework includes a review measure that services can use to monitor and track their progress against the standards.

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ACTIVITY

Have a look at the framework and chose an area to discuss from the perspective of your service (s)

1. Policy hierarchy
2. Professional practice
3. Induction, supervision and continuing professional development
4. Recruitment and retention

What might be outstanding practices within your service?

How would you rate various aspects?

What would you do even better / more of? How would you take this forward?



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FEEDBACK ACTIVITY

Please share what you feel is safe to share in this space:

What activities within your service have you identified that you may want to share as good practice?

Any observations related to common aspects that require work?

How do you plan to take this framework forward?



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Service pledge





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The DECP is continuing its work and is launching :

Educational Psychology Services Anti-Racist Reflective Toolkit to inform practice

A working document for services





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