



Discussion paper on approach to Equality and Diversity Issues within Association for Cognitive Analytic Therapy (ACAT)

Written by Alison Jenaway (Chair of ACAT) following discussion with Hilary Brown (ex-Chair of ACAT Equality and Diversity Committee), Dupe Adu-White (current Acting Chair) and the Equality and Diversity Committee.

To be circulated to: All members of ACAT

Responses, comments, and corrections to be communicated to: alisonjenaway@googlemail.com by end of July 2018

Plan of action to be explored in Equality and Diversity Forum with ACAT Members at next ACAT Conference in Keele, 5th July 2018

Final plan to be agreed at Board meeting in October 2018

Reason for Discussion paper

Following the quinquennial review of ACAT in 2016 by UKCP, it was noted that, although ACAT has a clear policy stating that we do not discriminate on any grounds in terms of trainees and members, it does not have any formal monitoring in place in order to provide evidence that we are serious about this. It was agreed that the newly formed Equality and Diversity Committee of ACAT would do some work around developing resources for training courses around these issues, and also design a monitoring form which could be used within ACAT (see appendix 1 of this document). Due to concerns about the level of complexity and detail in the monitoring form suggested, some of which was felt to be intrusive and not relevant to our purpose, and concerns about anonymity, there was a reluctance to take it forward in the current form. I have written this paper as a way of widening the discussion.

In particular, I have written this paper with three key factors in mind:

Firstly, I feel that data collection should be thought about carefully in terms of what information is likely to be provided, and how it might be used to plan for the future, and then audited. This plan of action will influence what data should be collected, and how.

Secondly, people will hopefully be more likely to provide data if the method of collection is quick and easy, anonymous, and they have been consulted about the process.

Thirdly, as CAT therapists we have always been keen to promote and celebrate the benefits of diversity within our trainings and membership.

Proposed Survey of all ACAT Members – using Survey Monkey

Since this survey will be voluntary and anonymous, we will be limited in what use we can make of it. If we can get most of our members to take part, then it could provide a cross sectional “snapshot” of our membership and of their roles within ACAT. This means that it should be brief and easy to respond to, for example a ‘survey monkey’ type system that only requires people to tick a box, with as few free text responses as possible. It should be focussed on the nine key issues of possible discrimination in the 2010 Equalities Act (www.gov.uk/guidance/equality-act-2010-guidance) but could also ask three free text questions that are optional for those who want to fill them in, I would suggest:

- 1) Have you ever felt discriminated against, or faced challenges due to equality and diversity issues, through your training or membership of ACAT? Yes/no
If yes, would you be willing to provide details, or a contact email so that we could explore this with you further, in confidence? (response to this part is optional).
- 2) Have you experienced discrimination against a particular patient group being taken on as training cases during your CAT training? Yes/no
- 3) If yes, could you give more details.
- 4) Do you have any suggestions for making ACAT a more equal and diverse organisation?
Yes/no
If yes, would you be willing to provide details, or a contact email so that we could explore this with you further, in confidence? (response to this part is optional).

After this membership survey, we would therefore have some evidence of the diversity of our memberships and could perhaps compare the diversity within trustees, supervisors and trainers with that of the wider membership, and that of trainees, to give us some idea of how those from minority groups manage to progress within the hierarchy of the organization. We could also repeat the survey in 5 years’ time, and 10 years’ time, to see if anything has changed following our plan of action. A possible briefer version of such a monitoring form, concentrating on just the nine “protected characteristics” as described by 2010 Equalities Act and some questions about roles within ACAT, is provided as appendix 2 of this document.

We would also have some information from the responses about whether members have experienced discrimination within ACAT, and how that may have been dealt with in the past.

Proposed Monitoring by Training Courses within ACAT

We need to provide some evidence that people with the protected characteristics are not discriminated against in terms of selection for our courses, and that reasonable changes are made to support trainees with these characteristics to finish the course they have been accepted on. This is more problematic, due to the sensitivity of the information and the new data regulation requirements. Therefore, we will need to think carefully about this, once the courses are happy with their data security arrangements.

The minimum we would need from each ACAT approved training courses would be the collection of relevant information prior to selection so that each course can show evidence of any discrimination based on the protected characteristics, and the data would need to be kept until

the end of the course (plus possible extra time to complete cases) in order to compare rates of qualification between those with particular characteristics and those without. This data needs to be kept confidential and seen by as few people as required to analyse the data in terms of selection for courses and rates of completion. Trainees should perhaps also be asked formally, at an early stage of their training, what additional support they might need to complete the course requirements. ACAT as an organization would only need anonymized data, and any reporting would be of all course aggregated to reduce the possibility of individuals being recognized.

Course content and Recruitment

Courses might also be encouraged to reflect on the following:

- How they include issues of equality and diversity within the syllabus.
- How it may be possible to increase marketing and advertising of the course to groups or communities which are under-represented.
- What support is provided to applicants and trainees to help them complete the course in respect of the protected characteristics?
- Would a financial bursary from ACAT make a difference in terms of recruitment or completion for specific groups?
- Whether representatives from possible minority groups are invited to take part as trainers, or co-trainers?
- Whether service users are involved in training?
- Which additional reading resources on minority issues are recommended by the course?
- If suggestions for essay questions are provided, is there one on issues of equality and diversity?
- Could one of the case reports in the assessment part of the course be specifically geared towards including equality and diversity issues?

Each course is different and new course directors may want to focus on just one or two of these questions initially, other more established courses may already have many of these processes in place. Each course could be asked to provide evidence of their reflections to the Training Committee in preparation for the next quinquennial review. Discussion and sharing of these could provide some lively debate and cross-fertilization for the course directors. This might also provide a theme for one of the supervisor and training conferences over the next couple of years?

Suggested Possible Plan of Action for ACAT

- 1) To carry out a brief, anonymous, members survey to provide:
 - a) A baseline with which to track any changes in diversity of our membership over the next 5 and 10 years.
 - b) To provide some data to compare rates of diversity issues between trainees, the general membership and those in responsible roles within ACAT, such as training, supervising, council of management and trustees. To identify any possible indirect discrimination.
 - c) To ask members directly if they have experienced any evidence of current or past discrimination within ACAT, due to issues of diversity.

2) To ask each training course director within ACAT to begin monitoring applicants so that we can provide evidence that we do not discriminate based on the protected characteristics. Also, to reflect on equality and diversity issues within their own course, according to the points listed in this paper, and to provide a plan of action to address at least one aspect that they feel will increase equality and diversity within their particular course.

3) To provide a contact person for anyone within ACAT who feels that they are being discriminated against. This could be provided by the Chair of the Equality and Diversity committee, although all ACAT members might be called upon to support the person, depending on relevant experience of the issue, and workload.

4) Consider “Working with Diversity in CAT” as a theme for one of the trainers and supervisor conferences, or one of our national ACAT conferences.

5) A version of the resource list prepared by the Equality and Diversity Committee to be made available on the ACAT website.

6) To plan a series of CPD days on themes of equality and diversity. Perhaps co-designed by therapists or service users with lived experience of the relevant issue. Some suggestions might be:

- Approach to sexual diversity issues within CAT
- Working with transgender patients within CAT
- Working with spirituality and religion within CAT
- CAT approaches to physical health problems and disability (partly covered by PhysCAT special interest group days).
- Exploring cultural issues with CAT

Please do contact me with any comments, and suggestions about this paper at alisonjenaway@googlemail.com

Appendix 1 original, long form suggested by Equality and Diversity Committee

ACAT Monitoring Form

ACAT is mindful of disadvantage and its impact on life chances and opportunity. UKCP requires its member organisations to teach “a model of gendered and culturally influenced human development “ in addition to which we are committed to addressing inequality in our practice and in the support that we offer to practitioners and people seeking therapy. As an employer and training provider ACAT is also bound by the 2010 Equalities Act that assures people that they will not be discriminated against on the basis of nine “protected characteristics”, - age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion, sex (gender) and sexual orientation. The Act highlights different forms of discrimination some of which are overt and unambiguous while others are more inadvertent and unintentional. These are:

- Direct discrimination - where someone is treated less favourably than another person because of a protected characteristic
- Associative discrimination - this is direct discrimination against someone because they are associated with another person who possesses a protected characteristic
- Discrimination by perception - this is direct discrimination against someone because others think that they possess a particular protected characteristic. They do not necessarily have to possess the characteristic, just be perceived to.
- Indirect discrimination - this can occur when you have a rule or policy that applies to everyone but disadvantages a person with a particular protected characteristic
- Harassment - this is behaviour that is deemed offensive by the recipient. Employees can now complain of the behaviour they find offensive even if it is not directed at them.
- Victimisation - this occurs when someone is treated badly because they have made or supported a complaint or grievance under this legislation.

ACAT is particularly mindful of indirect discrimination and alert to the possibility that rules and policies may impact unfairly on some groups when compared with others. That is why we are committed to reviewing our policies with a view to eliminating any unintended consequences that impact on equality issues or that act as a barrier to trainees, members or employees.

Use of your data

The information will be managed securely and for the most part anonymously. We hope to build up an accurate and comprehensive data base and that you will feel comfortable contributing to it, but you do not have to submit this information and please do not feel you have to disclose anything you would rather keep to yourself.

The data will be used in two ways:

1. To build a picture of the total membership of ACAT by asking you to fill in the form once at the point where you next pay your membership dues. This information will be held and collated anonymously.
2. To assist ACAT and its approved training providers in challenging discrimination and disadvantage in the way that individuals access, and progress through, our training courses. The information will not be held alongside your training record or the assessments that you complete in your journey towards accreditation. It will only be married up with your personal data at the point where you either withdraw from, or complete, the course. This monitoring is designed to help us understand the barriers that make it difficult for people to apply or take up a place on our training courses and /or that lead them to give up on their training part way through.

The information will at no time be shared with third parties including employers, supervisors, therapists or other colleagues. You do not need to complete the form or submit your information if it makes you uncomfortable to do so but be assured that your information will be treated with the utmost respect.

We want to work against discrimination and disadvantage in order to create a diverse professional community who are able to reach out to all who are in need of support with their mental health and to embody a range of voices that have the potential to enrich our CAT community.

ACAT MONITORING INFORMATION

1. Name	
2. Training course applied for or currently being followed	
3. Age	
4. Gender	What gender do you identify with?
5. Social class	How would you describe your social class? As a child..... As an adult.....
6. Dependents and caring responsibilities	Do you have dependent children living with you at the moment? Are you a single parent? Do you have caring responsibilities for disabled and /or elderly relatives? If you are a trainee, were you pregnant at any time <ul style="list-style-type: none"> • During the application process? • While the course was taking place? • During the period when you were completing your written work and training cases?
7. Employment status	Are you <ul style="list-style-type: none"> • Full time employed? • Part time employed? • Self-employed? • Not currently in paid employment? Do you consider your employment to be secure/relatively secure/insecure? <i>(please circle)</i> Are you employed within the NHS? Y/N What is your core profession?
8. Household income	Approximately what is your household income? <ul style="list-style-type: none"> • Less than £10k pa • £10-15k per annum • £15-20k per annum • £20-25k per annum • £25-30k per annum • £30-40k per annum • £40-50k per annum • £50-60k per annum • £60-75k per annum • over £75k
9. For trainees only	Is your employer funding you on this course <ul style="list-style-type: none"> • Fully? • Partly? • No I am self-funding

10. Fees and charges	<p>If you are in private practice what do you charge per hour for</p> <ul style="list-style-type: none"> • Therapy £ • Supervision £ <p>Do you offer concessionary fees to people on low income?</p> <p>Not applicable</p>
11. Country of Birth	
12. Nationality	
13. Migration	<p>Did your parents migrate to this country?</p> <p>Did you migrate to this country?</p> <p>Did you arrive in this country as a refugee or asylum seeker?</p>
<p>14. Do you consider yourself to have a disability?</p> <p><i>*Please state the type of impairment which applies to you</i></p>	<p>Yes*</p> <p>Physical Impairment</p> <p>Impaired Mobility</p> <p>Mental Health Problems</p>
15. Ethnicity	<ul style="list-style-type: none"> • White (A) British • Mixed (D) White and Black Caribbean • Mixed (G) Any other mixed background • Asian or Asian British (K) Bangladeshi • Black or Black British (P) Any other Black background • I do not wish to disclose
16. Language and communication	<p>English is my first language</p> <p>My preferred communication is BSL and I require a signer during all formal sessions</p>
17. Sexual orientation	How would you describe your sexual orientation?
18. Marital status	<p>Are you married or in a civil partnership?</p> <p>Are you single?</p>
19. Religion or Belief System	<ul style="list-style-type: none"> • Atheism • Islam • Judaism • Buddhism • Hinduism • Christianity • Jainism • Sikhism • Other • Prefer not to answer

Appendix 2 briefer version

ACAT Brief Monitoring Form Version 2

ACAT is mindful of disadvantage and its impact on life chances and opportunity. UKCP requires its member organisations to teach “a model of gendered and culturally influenced human development “ in addition to which, we are committed to addressing inequality in our practice, and in the support that we offer to trainees, practitioners and people seeking therapy. As an employer and training provider, ACAT is also bound by the 2010 Equalities Act that assures people that they will not be discriminated against on the basis of nine “protected characteristics”, - age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion, sex (gender) and sexual orientation. The Act highlights different forms of discrimination some of which are overt and unambiguous while others are more inadvertent and unintentional. These are

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ACAT is particularly mindful of indirect discrimination and alert to the possibility that rules and policies may impact unfairly on some groups when compared with others. That is why we are committed to reviewing our policies with a view to eliminating any unintended consequences that impact on equality issues or that act as a barrier to trainees, members or employees.

Use of your data

The information will be managed securely and anonymously, unless you wish to provide contact information about a specific experience of discrimination. We hope to build up a reasonably accurate and comprehensive database, and that you will feel comfortable contributing to it, but you do not have to submit this information and please do not feel you have to disclose anything you would rather keep to yourself. The information will at no time be shared with third parties including employers, supervisors, therapists or other colleagues.

The data will be used in three ways:

1. To build a picture of the total membership of ACAT by asking you to fill in the form in 2018 and then again in 2023 to see if equality and diversity have increased during that period.
2. To compare characteristics of those in positions of responsibility in ACAT with the characteristics of our general membership, and trainee membership, to identify possible indirect discrimination.
3. To assist ACAT and its approved training providers in challenging discrimination and disadvantage in the way that individuals access, and progress through, our training courses and take on roles of responsibility. This will be through the direct question about whether you have experienced discrimination within ACAT.

ACAT BRIEF MONITORING INFORMATION Version 2

1. Age	
2. CAT membership type?	Practitioner/therapist (2 year training) CAT psychotherapist (4 year training)
3. Do you have a training or management role within ACAT? Yes/no	Supervisor, tutor, or trainer on ACAT training courses; ACAT Trustee; ACAT Council of Management
4. How would you describe your gender?	<ul style="list-style-type: none"> • Cis man (born a man, identify as a man) • Cis woman (born a woman, identify as a woman) • Trans man (born a woman, identify as a man) • Trans woman (born a man, identify as a woman) • Non-binary • Prefer not to answer
5. Do you have significant caring responsibilities?	<p>Do you have dependent children living with you at the moment?</p> <p>Are you a single parent?</p> <p>Do you have caring responsibilities for disabled and /or elderly relatives?</p> <p>Do you have a child with a disability or mental health problem?</p> <p>Do you have a partner or close family member with a disability or mental health problem?</p>
6. Migration	<p>Did you have experience of migration to this country?</p> <p>Did you arrive in this country as a refugee or asylum seeker?</p>
7. Do you consider yourself to have a disability?	<ul style="list-style-type: none"> • Hearing impairment • Visual Impairment • Impaired mobility • Chronic physical condition • Mental health problem • Specific learning disability eg Dyslexia • Prefer not to answer
8. Ethnicity	<ul style="list-style-type: none"> • White (A) British • White (B) Irish • White (C) Any other White background • Mixed (D) White and Black Caribbean • Mixed (E) White and Black African • Mixed (F) White and Asian • Mixed (G) Any other mixed background • Asian or Asian British (H) Indian • Asian or Asian British (K) Bangladeshi • Asian or Asian British (J) Pakistani • Asian or Asian British (L) Any other Asian background • Black or Black British (N) African • Black or Black British (P) Any other Black background • Other ethnic group [®] Chinese • Other ethnic group (S) Any other ethnic groups • Prefer not to answer

<p>9. How would you describe your sexual orientation?</p>	<ul style="list-style-type: none"> • Heterosexual • Homosexual • Bisexual • Asexual • Pansexual • Prefer not to answer
<p>10. Marital status</p>	<ul style="list-style-type: none"> • Married, civil partnership, common law partnership • Divorced • Never married • Widowed • Prefer not to answer
<p>11. How would you describe your Religion or Belief System?</p>	<ul style="list-style-type: none"> • Atheism • Islam • Judaism • Buddhism • Hinduism • Christianity • Jainism • Sikhism • Other • Prefer not to answer
<p>12. Have you experienced discrimination, or challenges due to your own equality and diversity issues, in your training or membership of ACAT?</p> <p><i>If yes, would you be willing to give some details or a contact email so that we can discuss this with you, in confidence?</i></p>	<p>Yes / No</p>
<p>13. Do you have any suggestions for increasing equality and diversity within ACAT?</p> <p><i>If yes, would you be willing to give details or provide a contact email so that we can discuss your ideas with you?</i></p>	
<p>14. Have you experienced discrimination against a particular patient group in your training with ACAT?</p> <p><i>If yes, could you give some details or provide a contact email so that we can discuss it with you in confidence?</i></p>	<p>Yes / No</p>