

Investors in Diversity Re-accreditation – Silver Award Students/Trainees Summary

In July 2024, the bpf received the 'Investors in Diversity - Silver Mark' from the National Centre for Diversity (NCD), acknowledging 18 months of the bpf integrating the FREDIE principles (Fairness, Respect, Equality, Diversity, Inclusion and Engagement) across all aspects of the charity.

At the end of 2025, it was announced that the bpf had been ranked 43rd in the National Centre for Diversity's Top 100 Most Inclusive UK Employers Index 2025. Being ranked 43rd places the bpf in the top half of the UK's most inclusive organisations that entered the Index that year. This indicates that the bpf is performing strongly against national standards for inclusion, and is doing better than many organisations across sectors, including larger and better-resourced ones. It shows that inclusion is embedded and demonstrable at the bpf, rather than aspirational or informal.

We are now preparing for re-accreditation in July 2026 and have put together this summary paper, which details how the FREDIE principles have been applied to the student/trainee community at the bpf over the last two years, as well as some of our future plans for continued improvement.

Student-facing policies to ensure students are treated fairly and respectfully

We have developed a range of student-facing policies designed to uphold fairness, respect and inclusivity for our students. Together, these policies help create an environment where every student is supported and treated equitably, in line with the FREDIE principles and the bpf's commitment to treating students fairly.

- The Academic Appeals Policy ensures students can challenge academic decisions transparently and equitably, safeguarding their right to a fair review.
- The Code of Conduct sets clear behavioural expectations, fostering a respectful and safe environment for all students.
- The Credit Control Policy ensures that tuition payments are handled fairly, preventing discrimination and supporting students facing financial difficulties.

- The DBS Policy for Students protects vulnerable groups by ensuring all students meet safeguarding standards, while treating applicants consistently. We also provide a DBS Frequent Asked Questions (FAQ) document for students, and a Visual Guide to the ID verification process.
- The Learning Support Agreement provides tailored assistance for students with additional learning needs, promoting equal access to our training programmes. The Agreement is accompanied by a Learning Support Agreement Form.
- The Request for Additional Considerations Policy allows students to seek reasonable adjustments in response to unforeseen circumstances, ensuring fair treatment. This policy is accompanied by a Request for Additional Considerations Guidance Document and Form.
- The Student Complaints Policy enables students to raise concerns and have them addressed impartially, supporting their welfare and rights.
- The Student Pregnancy, Parenthood and Family Care Policy offers support and flexibility to students with family responsibilities, helping them continue their studies without disadvantage. This policy is accompanied by a Student Pregnancy, Parenthood and Family Care: Support Plan.
- The Student Terms and Conditions clarify students' rights and obligations, ensuring transparency and consistent application of rules.
- The analytical and ethical stance for a bpf trainee guides students in upholding ethical standards and fairness in their practice and academic conduct.
- The Fitness to Practice Policy (soon to be published) ensures that students meet the necessary standards to practice safely and effectively in the psychotherapy profession.
- The Support to Study Policy (soon to be published) ensures that students experiencing difficulties because of disability or significant ill-health are provided with appropriate support to study at the correct level.
- The Missing Students Guidance (to be published mid-March) provides a clear, step-by-step process to be used by the bpf when a student is unexpectedly absent for an extended period of time, or their absence from their programme of study is out of character. This supports the bpf to promote a student's safety, welfare and wellbeing.

Other student-facing policies scheduled to be developed (2026 – 2027) include: Admissions; Supporting Disabled Students; Break in Studies; Reasonable Adjustments; Equality Diversity and Inclusion; Anti-racism; Consumer Law Compliance; Attendance Monitoring; Recognition of Prior Learning; Harassment and Sexual Misconduct.

To strengthen our student complaints policies and procedures, we have joined the Office of the Independent Adjudicator (OIA), to ensure that any unresolved student complaints at the bpf can be independently, impartially and transparently reviewed. At the completion of a complaints procedure, we now systemically conduct an internal review to identify trends, review procedures and learning opportunities so we can improve policies and practices at the bpf. An OIA assurance paper is submitted to the bpf Senior Management Team (SMT) and Board of

Trustees quarterly to provide a summary of cases, outcomes, timeframes, actions and learnings identified.

We are developing a Student Protection Plan, which will set out clear, practical assurances about what will happen to students if a specific course and/or the bpf closes.

Supporting student financial hardship/widening access

The child and adolescent doctorate co-ordinates the Ruth Schiff Fund (see under the tab 'Pre-training Financial Assistance'), which supports applicants facing financial hardship. Underrepresented groups, including Black, Multi-Ethnic Refugee (BMER) communities, are encouraged to apply for IPCAPA training and seek Ruth Schiff funding if needed.

We continue to offer bursaries to MSc students (see under the tab 'Pre-training Financial Assistance') completing the preclinical requirements for our child & adolescent psychotherapy doctorate. These bursaries aim to improve access and inclusion for Black, Asian, minority ethnic, and financially disadvantaged candidates.

We have recently launched the Gwen Kirkwood Fund. This fund support trainees on our parent-infant training and/or those in the final-year of our child and adolescent doctorate who intend to work in public sector parent-infant roles after graduation. The fund especially aims to increase access for trainees from global majority backgrounds by removing financial barriers.

We have recently launched the Ilse Seglow Bursary Fund, which offers financial help to students enrolled on and/or who have accepted an offer for entry into the first year of the Psychoanalytic Psychotherapy Training (PPA) or the Psychoanalytic Psychotherapy Training (bpf North). This bursary aims to assist first-year trainees, acknowledging the extra financial responsibilities they may face, such as completing an Infant Observation course, a Clinical Placement, or a Psychiatric Placement.

We are working towards registering with the Office for Students (OfS) and having some of our trainings validated by Middlesex University. In the future, this will mean that prospective bpf students can access the student loan system and gain financial support, thus reducing some of the financial barriers.

We are seeking funding from trusts, foundations and individual donors to provide training bursaries through financial support.

We are also developing an Access and Participation Plan (as part of our OfS registration), setting out how we will improve access, equality of opportunity and progression for students from disadvantaged backgrounds.

Student life, resources, engagement and support

Students receive regular emails and newsletters from the bpf, keeping them abreast of organisational life at the bpf as well as wider sector developments. We are going to introduce a student-focussed newsletter this year, with the plan that the newsletter will be in place for the 26-27 academic year.

Our Mental Health First Aid (MHFA) Leads have conducted a mental health and well-being consultation with our students. Based on the feedback received, we now have a phased

programme of support in place. Phase 1 included the launch of a Mental Health and Wellbeing page for students, providing practical support and signposting.

Our library facilities and support have been greatly expanded and made more accessible. We re-located the bpf library from the second to the ground floor so that the library is now fully accessible to disabled and/or older students and members.

Our Learning Support Lead provides one-to-one sessions for all library users, offering assistance with coursework structure, research strategies, study skills, academic anxiety management, and learning adjustments. They are qualified to support students with dyslexia, enabling access to RNIB Bookshare for e-books and alternative reading methods. With extensive experience supporting students, including those with learning differences, they advise on referencing, research using e-resources and Google Scholar, and help refine research topics. Our Learning Support Lead is undertaking further training to support students with autism and shares practical strategies for improving concentration, drawn from personal experience.

We are in the process of migrating to Moodle, the digital learning platform for students. Moodle provides a clear, accessible, and inclusive digital learning environment that supports flexibility, transparency, independent learning, and a consistent student experience.

All our classrooms have hybrid conferencing capabilities. In summer 2024, we installed a new hybrid AV system in our largest classroom/events space which will significantly improve the teaching experience for online students when large lectures and seminars are taking place.

Over the last 2 years, we have invested in the refurbishment of our teaching and seminar rooms, office spaces, the kitchen area and toilets. Our facilities and spaces at the bpf are now more inviting for our students and we have been able to create a more multifunctional learning and working environment. We have recently launched a 'Building Improvement Fund' and we are aiming to raise £50,000 to improve our shared spaces.

We continue to maintain a prayer room for our students of faith.

We now hold Graduation Days for our students, providing recognition, celebrating success and creating a sense of belonging. Graduation Days strengthen how students feel about their achievement and their relationship with the bpf, even after completion (as many of our students become qualified bpf members).

We regularly invite students to attend, and in some cases, present at bpf conferences and webinars, and to participate on discussion panels. Student members can also attend and contribute to our Annual General Meetings (AGMs).

Students are offered generous discounts to attend appropriate CPD events and workshops.

Students are invited to engage in all bpf consultations, including the surveys, interviews and focus groups we run as part of the 'Investors in Diversity' re/accreditation process with the National Centre for Diversity (NCD).

We encourage student representatives on our courses, who can then relay student feedback to teaching/delivery staff. Some courses, like our psychodynamic training, have established student representation models. An internal review of our psychodynamic training recently included interviews with student representatives from all year groups, who gathered feedback

from their peers. The results of the review will offer recommendations to improve course delivery, encourage reflection and learning, and support best practices.

We are hoping to establish a bpf-wide Student Committee with one representative being invited to join the Board of Trustees so that the student voice can be better heard and represented at decision-making level.

We plan to set up a student forum/Union, so students can have improved social provision and create a community of belonging/inclusion.

We are launching a 'policy clinic/roadshow' where students can learn about and contribute to student policies, making them more accessible and promoting engagement.

Improving student experience at course level

All students receive a thorough induction to their individual training programmes and are provided with a comprehensive handbook and access to full reading lists.

We are currently standardising all our programme handbooks, so all students receive the same core information, expectations, and protections regardless of programme or department.

All handbooks are in the process of being moved online. This will enhance student experience by making essential information more accessible, navigable, inclusive, up-to-date, and transparent, reducing cognitive overload and supporting students' confidence, autonomy, and trust in the institution.

On some of our trainings, we actively support students in finding psychotherapy placements in the NHS and/or other organisational settings. Our Psychodynamic Psychotherapy training, for example, has a dedicated Clinical Placements Tutor. On other trainings, we allocate appropriate training/therapy clients to students through our low-fee psychotherapy service.

We are in the process of setting up an Academic Board, which will enhance student life by establishing fair and consistent academic standards, approving policies that safeguard students, and monitoring teaching quality and student outcomes.

We continue to gather and use student feedback from across all our trainings to improve the student experience, improving our communications and feedback routes, encouraging a co-creation of our curriculums, and ensuring that a diverse range of voices, experiences and learning styles are thought about and included in our plans.

Our Training Committees conduct regularly reviews of their curricula to ensure that our teaching and the content of our programmes are inclusive of people's differences. This includes reviewing our reading lists with a diversity lens, diversifying our teaching faculty where we can, offering 'train the trainer' workshops and introducing different teaching methods/pedagogies if appropriate.

To deliver our strategic priority to become a nationwide centre of excellence for psychoanalytic/Jungian teaching, research and clinical services, we have developed several academic projects and partnerships.