

The Minster Centre for
Psychotherapy & Counselling
EDI Policy & Student Demographics

Our EDI Policy & Aspiration

Strategic target: Develop the training to lead in the field in offering an inclusive experience that meets the needs of students from minority or marginalised groups (assess using student feedback to Diversity and Inclusivity Committee, Committee to identify measures 2023). Likely to include:

- Indicators under development
- Feedback analysis
- Complaints

EDI Committee & Student representation

Membership:

- 2 x Deputy Directors (inc. the Chair)
- 6 x Student Reps (some also representing Student Support Groups*)
- 5 x Staff Reps

*Current groups include:

Neurodiversity Student Support Group

Queer Student Group

Students of Colour Group

Class Discussion Group

Mixed Heritage Student Support Group

Jewish Students Support Group

Students with Visible or Hidden Difference Group

Use of Student Demographics data (2022-23)

- **Action 1: Collate and communicate anonymised data on the diversity of staff and students.**
- Student data captures age, ethnicity, gender identity, sexuality orientation, disability and religion in relation to **333 students**. The data is drawn from student applications.

Some observations:

- The ratios appear generally consistent across qualification levels, i.e. under-represented groups do not appear to reduce as qualifications progress.
- From the Year 2 Diploma upwards students identifying as white appears to be lower, although there are more white students in Foundation than Diploma Year 1.
- 74% of students identified as 'white', with a range of other ethnicities being represented between 1–3%.
- 75% of students identified as female.
- 76% of students identified as heterosexual. Bisexual was the next highest identifier, at 11%.
- 19% of students identified as having a disability.
- 43% of students identified as having no religion; 29% as spiritual.

Questions:

- In future, can we add class? Chair to explore with registry (see Action Register).
- How do our findings compare to BACP statistics? Added to Action Register.

Other data and comparisons

Equality, Diversity and Inclusion indicators are being developed for the Board – so far staff and student demographics have been collated and are in the process of being compared to Greater London demographics. Qualitative indicators are also being developed to give the Board of sense of the inclusiveness of the experience of studying (and working) at the Minster Centre – this is likely to draw on student EDI feedback, complaints and lessons-learned and other emerging themes.

Minster Centre student data - Comparison with BACP data

- 74% of students identify as 'white', with a range of other ethnicities being represented between 1–3% (BACP comparison = 87.8%).
- 75% of students identify as 'female' (BACP comparison = 82.6%).
- 76% of students identify as 'heterosexual' (BACP comparison = 81.7%). 'Bisexual' was the second highest identifier (11%) (BACP comparison = 3.6%).
- 19% of students identify as having a disability (BACP comparison = 12.4%).
- The 3 most prevalent age groups are:
 - Ages 33-42 (43% of students).
 - Ages 43-52 (29% of students).
 - Ages 23-32 (16% of students).
 - BACP comparison = 67% of BACP workplace members are aged 45-64).
- 43% of students identify as having 'no religion'. 'Spiritual' was the second highest identifying (29%).

Minster Centre data compared with Greater London Demographics

Strategic Target: by 2024 student body to reflect the demographics of Greater London population in terms of ethnicity and disability.

Ethnicity	London	Minster Students (2024)
Asian	20.7%	6.9%
Black	13.5%	4.8%
Mixed	5.7%	5.7%
White British	36.8%	74.5%
White Other	17%	3.0%
Other	6.3%	2.7%
No data		25.89%

Conclusions

Strategic target:

To develop the training to lead in the field in offering an inclusive experience that meets the needs of students from minority or marginalised groups.

Progress:

We find the data encouraging, prompting us to continue with our efforts.