

## Performance review Standard 3 evidence matrix (May 2023)

**Standard 3:** The regulator understands the diversity of its registrants and their patients and service users and of others who interact with the regulator and ensures that its processes do not impose inappropriate barriers or otherwise disadvantage people with protected characteristics.

Outcome 1		The regulator has appropriate governance, structures and processes in place to embed EDI across its regulatory activities
Indicators	23/24	Holds up-to-date and accurate data covering all relevant characteristics for senior leadership, Council, committees, decision makers and fitness to practise panellists
	23/24	Has an EDI strategy/action plan that is regularly updated to incorporate new good practice, with regular public reporting against targets, milestones, and impact
	23/24	Has a clear governance structure to embed EDI across the organisation
	23/24	Ensures its regulatory policies and processes do not disadvantage particular groups (including producing Equality Impact Assessments in advance of major policy changes/reviews)
	25/26	Senior leadership, Council, committees, decision makers and fitness to practise panellists are more reflective of the diversity of the community

Outcome 2		In terms of EDI, the regulator ensures that students and registrants are equipped to provide appropriate care to all patients and service users, and have appropriate EDI knowledge and skills
Indicators	23/24	Standards and/or guidance for students and registrants are designed to equip them to provide appropriate care to all patients and service users
	23/24	Standards and/or guidance for students and registrants require them to value diversity and challenge discrimination
	23/24	Requires education and training providers to demonstrate that they prepare students to provide appropriate care to all patients and service users
	23/24	Requires education and training providers to demonstrate that they take appropriate account of diverse student needs

	23/24	Supports and encourages registrants to improve their EDI knowledge and skills, including through its CPD/revalidation requirements where relevant
	25/26	Demonstrates progress made by itself and education and training providers to equip students and registrants to provide appropriate care to all patients and service users

<b>Outcome 3</b>		<b>In terms of EDI, the regulator makes fair decisions across all regulatory functions</b>
<b>Indicators</b>	23/24	Holds up-to-date and accurate data covering all relevant characteristics for its registrants
	23/24	Ensures its fitness to practise processes and guidance address allegations of racist and other discriminatory behaviour
	23/24	Ensures staff, Council, committee, decision makers and fitness to practise panellists receive training on EDI issues
	23/24	Uses data and/or other evidence to identify unfairness in its processes and decisions, and takes action to reduce the potential for bias
	23/24	Has methods of collecting EDI data from those raising fitness to practise concerns and reduces barriers to raising concerns
	25/26	Shows evidence of a reduction in unfairness in outcomes identified by its analysis

<b>Outcome 4</b>		<b>The regulator engages with and influences others to advance EDI issues and reduce unfair differential outcomes</b>
<b>Indicators</b>	23/24	Seeks out and acts on feedback from a diverse range of stakeholders
	23/24	Uses research or evidence indicating issues which adversely affect groups of patients and service users who share protected characteristics to inform its work
	23/24	Provides and promotes routes to allow registrants, patients, service users and others to speak out against bias and discrimination
	23/24	Ensures it identifies, records, and acts on the EDI elements of organisational complaints

	23/24	Engages with other regulators and organisations in the health and social care sector and beyond, for example through joint regulatory EDI groups
	23/24	Publishes its own EDI data, research and analysis
	25/26	Can demonstrate impact of its work to reduce unfair disproportionality across fitness to practise referrals
	25/26	Engages with providers of approved qualifications and other organisations in the sector to improve the diversity of student admissions and progression
	25/26	Has made progress in developing and implementing its plans to reduce any identified unfair differential attainment in training