

1. Accredited Registers Introduction of an ED&I Standard - Equality Impact Assessment

The Equality Impact Assessment (EIA) is a 'living document' intended to inform decision-making and will be updated at each key stage of the work to introduce an Equality, Diversity and Inclusion (EDI) Standard into the Standards for Accredited Registers.

Project/Policy name:	Accredited Registers – Introduction of an EDI Standard to the <i>Standards for Accredited Registers</i>
Completed by:	Louise Appleby, Accreditation Officer Melanie Venables, Head of Accreditation

2. Main objectives of the project/programme

The main objective of the project is to introduce an Equality, Diversity and Inclusion (EDI) Standard into the *Standards for Accredited Registers*.

3. Engagement and involvement

We carried out a public consultation on the introduction of the Standard. [DN add in link to the published response] Respondents were broadly supportive of the new Standard, although some were concerned about potential financial implications which are discussed below. Respondents didn't highlight any significant negative equalities impacts.

4. Impacts and mitigations

Table One – Impacts and Mitigations

Protected characteristic	Impact	Actions to be taken and timescale
Age	We believe that the addition of an EDI Standard will have a positive impact. Ensuring that registers focus on EDI and ensuring their processes are fair and equitable for all groups and removing barriers to registration.	We received limited data through the public consultation. We will therefore review this impact assessment once we have completed the assessments of the Standard for all the current Accredited Registers to ensure there are no unintended negative consequences.
Disability	A report published by the Nuffield Trust in 2021 highlighted some of the differences in access and	We received limited data through the public consultation. We will

	<p>career potential for psychologists. The report noted that disabled undergraduates were more likely to drop out of their psychology courses.¹</p> <p>We believe that the addition of an EDI Standard will have a positive impact. Ensuring that registers focus on EDI and ensuring their processes are fair and equitable for all groups and removing barriers to registration.</p>	<p>therefore review this impact assessment once we have completed the assessments of the Standard for all the current Accredited Registers to ensure there are no unintended negative consequences.</p>
Gender re-assignment	<p>We believe that the addition of an EDI Standard will have a positive impact. Ensuring that registers focus on EDI and ensuring their processes are fair and equitable for all groups and removing barriers to registration.</p> <p>One Accredited Register that responded to the consultation highlighted that the majority of its registrants are female and therefore if there were any negative consequences for registrants this group may be disproportionately affected.</p>	<p>We received limited data through the public consultation. We will therefore review this impact assessment once we have completed the assessments of the Standard for all the current Accredited Registers to ensure there are no unintended negative consequences.</p>
Pregnancy and maternity	<p>We believe that the addition of an EDI Standard will have a positive impact. Ensuring that registers focus on EDI and ensuring their processes are fair and equitable for all groups and removing barriers to registration.</p>	<p>We received limited data through the public consultation. We will therefore review this impact assessment once we have completed the assessments of the Standard for all the current Accredited Registers to ensure there are no unintended negative consequences.</p>
Race	<p>A report published by the Nuffield Trust in 2021 highlighted some of the differences in access and career potential for psychologists.</p>	<p>We received limited data through the public consultation. We will therefore review this</p>

¹ The Nuffield Trust (2021) The right track: Participation and progression in psychology career paths. Available at: <https://www.nuffieldtrust.org.uk/research/the-right-track-participation-and-progression-in-psychology-career-paths> [Accessed 9 August 2022]

	<p>The report noted that people with Black or Asian ethnicity while equally likely to choose to study psychology at university, were less likely to be in senior roles; men were less likely to pursue a career in psychology and disabled undergraduates were more likely to drop out of their psychology courses.²</p> <p>We believe that the addition of an EDI Standard will have a positive impact. Ensuring that registers focus on EDI and ensuring their processes are fair and equitable for all groups and removing barriers to registration.</p>	<p>impact assessment once we have completed the assessments of the Standard for all the current Accredited Registers to ensure there are no unintended negative consequences.</p>
Sex	<p>We believe that the addition of an EDI Standard will have a positive impact. Ensuring that registers focus on EDI and ensuring their processes are fair and equitable for all groups and removing barriers to registration.</p>	<p>We received limited data through the public consultation. We will therefore review this impact assessment once we have completed the assessments of the Standard for all the current Accredited Registers to ensure there are no unintended negative consequences.</p>
Religion or belief	<p>We believe that the addition of an EDI Standard will have a positive impact. Ensuring that registers focus on EDI and ensuring their processes are fair and equitable for all groups and removing barriers to registration.</p>	<p>We received limited data through the public consultation. We will therefore review this impact assessment once we have completed the assessments of the Standard for all the current Accredited Registers to ensure there are no unintended negative consequences.</p>
Sexual orientation	<p>We believe that the addition of an EDI Standard will have a positive</p>	<p>We received limited data through the public</p>

² The Nuffield Trust (2021) The right track: Participation and progression in psychology career paths. Available at: <https://www.nuffieldtrust.org.uk/research/the-right-track-participation-and-progression-in-psychology-career-paths> [Accessed 9 August 2022]

	<p>impact. Ensuring that registers focus on EDI and ensuring their processes are fair and equitable for all groups and removing barriers to registration.</p>	<p>consultation. We will therefore review this impact assessment once we have completed the assessments of the Standard for all the current Accredited Registers to ensure there are no unintended negative consequences.</p>
<p>Other significant impacts</p>		
<p>Equality across the four UK nations</p>		<p>We are not aware of any specific impacts for Wales, Scotland, N. Ireland or England. We are looking at the Welsh language requirements as an organisation and will consider where this best fits within our Standards for <i>Accredited Registers</i> as part of this work.</p>
<p>Social impacts</p>	<p>Gomez and Bernet (2019) highlighted the positive impact on patient outcomes of having a diverse workforce.³</p> <p>There are barriers to some of the occupations on the registers such as counselling for example requiring people to get experience through volunteer work, this means that only those who can afford it can become counsellors which reduces diversity in the workforce.</p> <p>A focus on EDI and working to understand and reduce barriers to joining a profession will create a more diverse workforce. This means that people seeking therapy will be more likely to be able to access therapy from</p>	<p>We received limited data through the public consultation. We will therefore review this impact assessment once we have completed the assessments of the Standard for all the current Accredited Registers to ensure there are no unintended negative consequences.</p>

³ Gomez L.E. and Bernet P (2019). Diversity improves performance and outcomes. Journal of the national Medical Association Vol 111 Issue 4 Pg 383-392. Available at <https://www.sciencedirect.com/science/article/abs/pii/S0027968418303584?via%3Dihub> [Accessed 9 August 2022]

	<p>someone whose culture or heritage they can relate to.</p> <p>Registers may choose to not continue with the programme if they see the requirements as being too demanding so having a negative impact on public protection.</p>	<p>Taking a proportionate approach to the assessment of current Accredited Registers and giving them time to put the minimum requirements in place should mitigate this.</p>
Financial impacts	<p>Financial impacts were raised by several respondents, particularly Accredited Registers. It was noted that the implementation of new minimum requirements in a short space of time could be resource intensive both in terms of financial implications and staff time.</p> <p>There is a possibility that the introduction of a new Standard will result in Accredited Registers needing to amend their processes and procedures which may result in increased costs. This could be passed onto the service user through increased registrant fees. If the Accredited Register increases fees this could result in registrants choosing to resign their registration, particularly given the current cost of living crisis. Accredited Registers may also choose to opt out of the programme if they see the requirements as being too demanding.</p>	<p>We have amended our implementation plan to allow additional time for registers to put the minimum requirements in place and will be taking a proportionate approach to the assessment in the first year. In the first year we will only issue Conditions if we see a gap that suggests a public protection issue. We will issue Recommendations in the first year.</p> <p>We received limited data through the public consultation. We will therefore review this impact assessment once we have completed the assessments of the Standard for all the current Accredited Registers to ensure there are no unintended negative consequences.</p>

Table Two - General impacts across all equality strands

	General comments across all equality strands	Mitigation of negative impact/ maximisation of positive impact

5. Version control

Version	Key changes	Date approved
V1	N/A	29 March 2023