

Ways to open up voluntary roles at the RCPCH for the 21st Century

Our Action Plan

July 2020

Equality, diversity and inclusion

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Foreword

This plan marks a fundamentally important step for the College; that we hold a mirror up to ourselves, look at whether we truly reflect the breadth and diversity of our membership and start to put into place the actions that will answer these questions. Those working in paediatrics and child health reflect hugely diverse groups and societies but they also witness first-hand the corrosive impact of racism and discrimination on children and young people.

Our members expect us to show leadership and confront these issues. When the College commissioned this report in 2019, we decided to focus on how to maximise opportunities for our volunteers to ensure that we had a more truly representative body. We knew that there would be a lot to do, with many areas lacking data or information to answer all those questions. The conversation has since widened to reflect deeper concerns across medicine and society about the nature of inclusion. This is therefore the first phase of our action plan. Phase II will be published later this year and will address other aspects of equality, diversity and inclusion of relevance to paediatrics.

We have come a long way as a College in addressing this. There have been hundreds of conversations between our members, volunteers, Officers and Trustees to think about how we make a meaningful difference. I would like to thank Dr Bhanu Williams and Ben Summerskill, co-chairs of the report *Putting Ladders Down*, and Dr Camilla Kingdon for chairing the working group with Rob Okunnu, Director of Policy and External Affairs, to take forward the plan.

We do not have one lead member of staff to look after the work on equality, diversity and inclusion; instead, we chose to embed it across the College's teams. To be really impactful, this activity should not live in its own silo but rather live with many. It is vital that we have feedback from members and we invite you to share your thoughts and ideas with us on this, and wider work, via edi@rcpch.ac.uk.

We will be reporting back to you in one year on what we have achieved and what still needs to be done. This is the beginning of our attempt to address the problems that are deep-rooted and will need concerted action.



Jo Revill
CEO, RCPCH

Background

Putting Ladders Down was a report commissioned by the Royal College of Paediatrics and Child Health Council, including external input, to look at member representation across our roles. The panel completed their report in January 2020 and its recommendations have subsequently been approved by both Council and Board of Trustees.

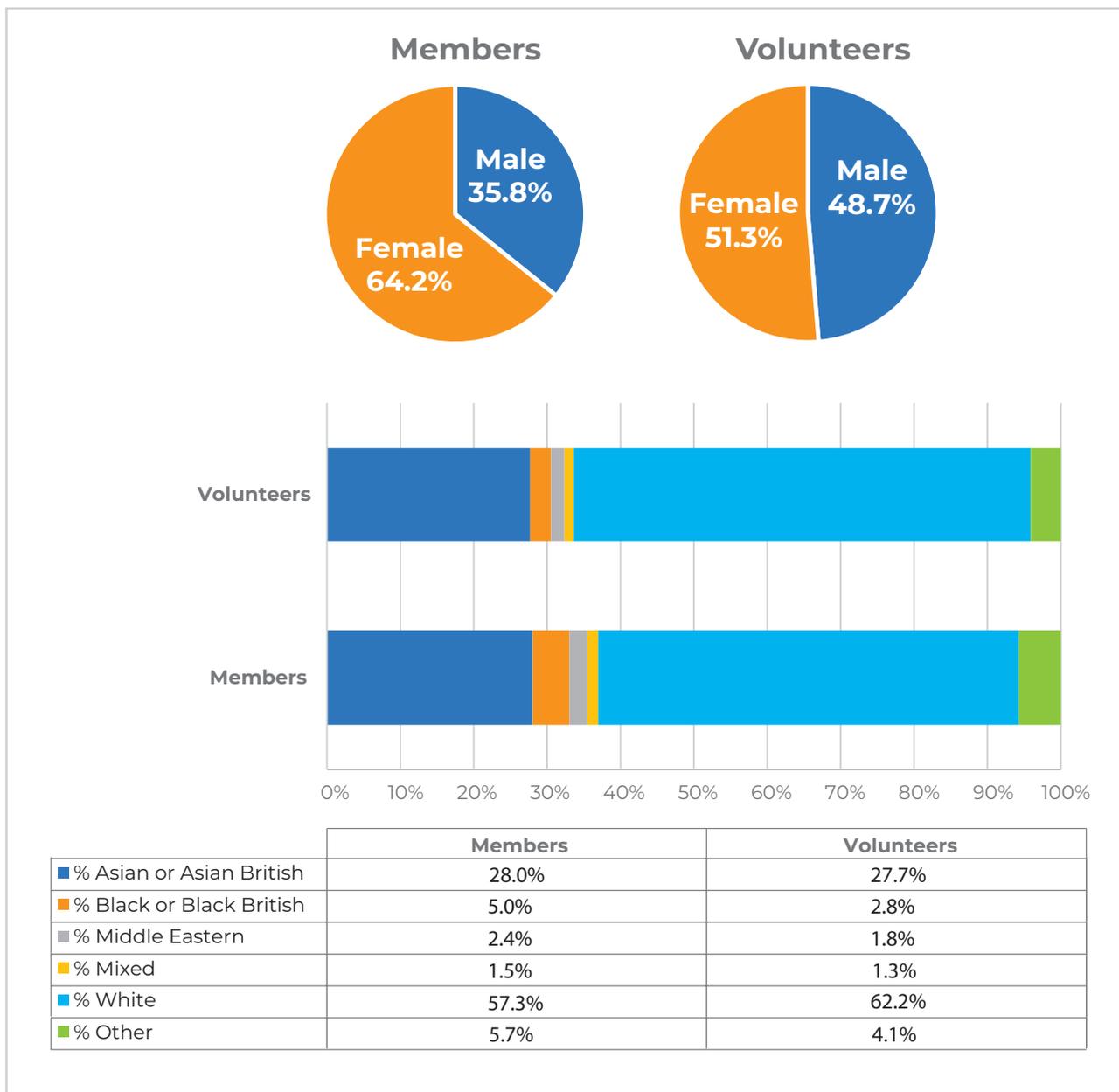
Our volunteer roles are not a homogenous group with a single recruitment or application process and they are not exclusive roles, with many members holding multiple volunteer roles within the College. To make sure we can enact the recommendations of the report in a meaningful way we need to understand the types of volunteers, and how they are recruited and appointed.

At the time of the report (May 2019), looking at UK and Ireland data only, the College had around 15,000 members and around 2,400 of those members held volunteer roles (defined here as acting as an assessor for START or AAC, acting as an Examiner or sitting on a committee).

2437 volunteers	1852 have one volunteer role	1339 on a committee or group	
		350 AAC assessors	
		159 Examiners	
		4 START assessors	
	585 with multiple volunteer roles	452 have two volunteer roles	189 are on a committee and AAC
			156 are on a committee and an Examiner
			107 hold two roles from AAC, Examiner or START
		104 have three volunteer roles	65 are Committee, Examiners and AAC
			30 are Committee, START and Examiners
			9 are Committee, START and AAC
29 are in all four volunteer roles			

The review of our UK and Ireland data also highlighted:

- Our data collection is not able to fully assess representation within membership; we have ethnicity data for 62.2% and a disability disclosure rate of 0.8%. Within members who volunteer, we have ethnicity data for 85.6% and gender data for 99.4%.
- Comparing our volunteer roles to our wider membership highlights:
 - o Although our membership is 64.2% female, 51.3% of our volunteers are female
 - o Ethnicity data amongst volunteers is generally similar to the wider membership but there is some trend towards under representation; particularly in Black/Black British where the gap is higher than other ethnicities (5.0% vs 2.8%)



Through the five chapters of the report: *What isn't measured doesn't matter*; *Why should I do it*; *Attracting the very best people*; *Appointing the very best people* and *Ways of Working*; the challenges the College faces are highlighted and a number of recommendations given to be achieved over a one to two-year period.

During the peak of the College response to the COVID-19 pandemic, taking forward these recommendations was one of several areas of work that we momentarily paused, but we are now taking this forward at speed.

The financial impact of COVID-19 on the College has been significant and implementation will now take place with reduced internal capacity and ongoing uncertainty over how several key College activities will take place. However, through an innovative approach and determination to take forward meaningful action, we will ensure these difficulties do not impact our important work to improve member representation in our volunteer roles.

Implementing our action plan

The recommendations from the report have been incorporated into our four pledges that we make to our members:

- **Pledge 1 – “We will embed the importance of a volunteer network that truly represents our membership across the College”**
- **Pledge 2 – “We will review and clarify the needs and expectations of our volunteer roles”**
- **Pledge 3 – “We will identify and appoint the best candidates for our roles; ensuring developmental opportunities are accessible”**
- **Pledge 4 – “We will evolve our ways of working”**

NB: The recommendations (a) to (u) are directly quoted from the commissioned report. Actions listed are followed by the staff groups tasked with the delivery of that action. Where actions refer to a ‘Staff Working Group’, this reflects a cross College group of staff tasked with supporting delivery of equality, diversity and inclusion activity.

Pledge 1	<p>“We will embed the importance of a volunteer network that truly represents our membership across the College”</p> <p>This pledge is about the internal processes that will underpin our work going forward. We will address the following recommendations under this pledge:</p>	Time period
<p>What we will do</p>	<p>a) Incorporate voluntary roles into the RCPCH Diversity and Inclusion Policy.</p> <p>Our voluntary roles were not explicitly referenced within our internal Diversity and Inclusion Policy. Our People Services team have already made the required changes and the updated policy is now available to all staff via our intranet.</p> <p>b) Announce an ambition that by 2030 those in voluntary roles across the RCPCH will reflect the diversity of its membership.</p> <p>This action plan marks the start of work towards this ambition, but this statement needs to be underpinned by real actions. We also know that the report highlights particular types of volunteer roles which have different levels of representation: it will therefore be important that we look at each volunteer type as well as the overall picture. With almost a quarter of our membership from outside the UK and Ireland, it will also be important to include our overseas members in our future work.</p> <p>We also know that to measure our progress against this ambition, and identify areas where additional resources are needed, considerable improvements in our data collection are necessary.</p> <p>The Membership and Business Division are looking at what personal data we currently ask our members to share, user experience in finding these forms, language used and how we have told members we will use this information. Measuring our progress across all nine protected characteristics will require some changes and we know we can improve the language we use on these forms. To improve the member experience, it is likely this will involve a new page on the RCPCH website to make it easier to update this</p>	<p>Complete</p> <p>Within one year</p>

	<p>information and increasingly linking to this new resource in member communications. We are hoping to make progress within 3-6 months with the support of staff time, there are some anticipated costs to this development as it may require website development, but these are not thought to be excessive. Communication with our members about why we are asking for this information from them, and what we will do with it, will be incredibly important.</p> <p>Action:</p> <ul style="list-style-type: none"> • Take forward improvements to data collection for members (Membership, Information Systems, Information Governance) 	
<p>What we will do</p>	<p>c) Start confidentially monitoring the make-up of those applying for, and in, voluntary roles in line with other institutions, across the nine existing 'protected characteristics' and on the basis of social background. Communicate the reasons for doing this.</p> <p>This recommendation is also closely linked to our changes to the data we ask our members to share with us, but it also encompasses the recruitment and application processes for volunteer roles. Given the different ways in which volunteers apply to be on a Committee or become an assessor or Examiner, we need to improve our understanding in a cross College approach to know how best to monitor applications. We will also look to develop our equal opportunities data monitoring for applications to our volunteer roles so we have improved reporting to guide our actions.</p> <p>Social background is not one of the nine protected characteristics referenced in the Equality Act 2010, and is difficult to evaluate in a meaningful way, although proxy measures, such as entitlement to free school meals, are often used. Given the work to do in terms of our data collection, we will first focus on the protected characteristics and seek to learn from other organisations as to how social background can best be monitored.</p> <p>Action:</p> <ul style="list-style-type: none"> • Agree how data on those applying for voluntary roles should be collated (Staff Working Group) • Undertake a more detailed mapping exercise to gather more information on how recruitment takes place across our different volunteer roles including a review of Committee appointment and how this works across the College (CEO) 	<p>Within one year</p>

<p>What we will do</p>	<p>d) Delivery of diversity outcomes should in future feature in the performance management frameworks of all senior staff and the role descriptions of Senior Officers and Trustees.</p> <p>This is a recommendation that we can begin to implement immediately and appraisals for senior staff, Trustees and Senior Officers will be amended to include diversity outcome delivery. Additions to existing job descriptions would constitute a contractual change for existing employees and substantial administrative burden. For all newly recruited senior staff, Trustees or Senior Officers, we will be able to ensure delivery of diversity outcomes is listed on the role description. Within the next 12 months, this change will be reflected in the recruitment for President, Chair of Trustees, Registrar and Vice President of Training and Assessment amongst others.</p> <p>Action:</p> <ul style="list-style-type: none"> • Ensure delivery of diversity outcomes is included in Senior Officer and Trustee appraisals (Governance) • Ensure delivery of diversity outcome is included in senior staff appraisals (People Services) • Ensure that where senior staff, Trustee or Senior Officer roles are recruited, delivery of diversity outcomes are included in the job description (Governance, People Services) 	<p>Within one year</p>
<p>What we will do</p>	<p>e) Actively – and sustainably – publicise the College’s newly-adopted ambition to increase the representation of people from under-represented groups in voluntary roles.</p> <p>The communications work underpinning the recommendations of this report are crucial. It will also be important to consider how this sits alongside the wider College work on equality and diversity.</p> <p>Action:</p> <ul style="list-style-type: none"> • Communications plan to be developed to disseminate the action plan (Policy and External Affairs Division) • Next steps for the College to be developed by an internal Equality, Diversity and Inclusion Working Group (Staff Working Group) • Ongoing communications around both this project and wider Equality, Diversity and Inclusion issues should be considered (Policy and External Affairs Division) 	<p>Within one year</p>

<p>What we will do</p>	<p>i) Advertise all voluntary roles, including the most senior, as job shares to make it easier for those who are ‘time poor’ to engage in them, and succeed.</p> <p>Encouraging job shares in volunteer roles where this is feasible is an avenue that we have already started exploring, and a recent Regional Area Lead appointment is likely to be undertaken on a job share basis. We acknowledge that there are some volunteer roles where this will not be possible (e.g. Examiner), and as part of our mapping of roles we will look to identify where this is the case.</p> <p>Action:</p> <ul style="list-style-type: none"> • Following the mapping of volunteer roles, those volunteer roles that can and cannot be advertised on a job share basis will be clarified (Governance) • Ensure data is collected on the number of volunteer roles advertised on a job share basis to assess the achievement of this recommendation (Governance, CEO) 	<p>Within one year</p>
<p>What we will do</p>	<p>j) Update all role descriptions for voluntary roles making it clear what the role is likely to involve in terms of attendance, and travel for those outside London. Include details of how the College might mitigate the time needed to attend e.g. by remote meeting facilities.</p> <p>Clearer communication about the requirements of being a College volunteer is something we can start immediately. Volunteer roles sit across the College, but we will ensure there are clear guiding principles on information that must be provided within job descriptions when recruiting for posts. It will also be important to ensure that the support from College staff in performing our senior volunteer roles is clearly communicated.</p> <p>Action:</p> <ul style="list-style-type: none"> • Take forward development of standard processes and guiding principles in job descriptions and adverts for volunteers and recruitment adverts (Governance) • Data to be collected to ensure all role descriptions have been updated (Governance, CEO) 	<p>Within one year</p>

Pledge 3	“We will identify and appoint the best candidates for our roles; ensuring development opportunities are accessible” This pledge is about how we will reach out to the widest possible pool of talent. We will address the following recommendations under this pledge:	Time period
What we will do	<p>k) Adopt an organisational ambition of having a similar number of men and women on recruitment panels, and a requirement that at least one person on all such panels be a woman (or a man) and one be from an under-represented group unless absolutely unavoidable.</p> <p>Although easy to ‘adopt as an ambition’, we know that some of our volunteers are recruited without a panel, and we therefore need to know more about how recruitment happens. It is important to be clear about the percentage of volunteer appointments that would be affected by such a recommendation and look to see if further action is needed for those roles that do not use a recruitment panel.</p> <p>Action:</p> <ul style="list-style-type: none"> • Following the mapping exercise on volunteer roles and how they are recruited, we will identify where a recruitment panel is used, and if further action is needed for those roles that do not recruit via a panel (Governance, CEO) • We will ensure data is collected on recruitment practices, so that we can measure our performance against this recommendation (Governance, CEO) 	Within one year
What we will do	<p>l) Request that all members of any appointment panel engage in a light touch online training module in unconscious bias provided by the College. Require Chairs of such panels to have used such a module.</p> <p>Improving our understanding in how recruitment across volunteer roles takes place will be key in delivering this recommendation. It is also likely that, given the way in which appointment panels are convened, online training should be available to all Committee members as a futureproofing measure.</p> <p>In terms of resources for this training module, our People Services team have confirmed that we already have such an online module that can be made widely available.</p> <p>As above, we need to know the different ways in which appointment happens and identify the best ‘group’ for such training. Once we know who should be offered such training, it should be straightforward to deliver.</p>	Within one year

	<p>Action:</p> <ul style="list-style-type: none"> • Following the mapping exercise of volunteer roles and how they are recruited, a group for unconscious bias training will be identified and asked to undertake such training (Governance, CEO) 	
<p>What we will do</p>	<p>m) Publicise those ‘role models’ from under-represented backgrounds among the College’s existing volunteers.</p> <p>Increasing the visibility of the broad range of our volunteers will be an important part of the communications plan supporting this project.</p> <p>Action:</p> <ul style="list-style-type: none"> • Identifying and encouraging volunteers to be active champions and role models (Membership) • Regular communications activities, such as features, blog posts etc. from a range of volunteers to be delivered from launch of this action plan (Membership, Policy and External Affairs Division) 	<p>Within one year</p>
<p>What we will do</p>	<p>n) The College should introduce a reverse mentoring programme to enable Senior Officers and others to engage with ‘next generation’ voluntary leaders and Members.</p> <p>Reverse mentoring would be a new project for the College to undertake, but the recommendation also highlights that we first need to strengthen our current mentoring programme, which is focused within our Education and Training Division.</p> <p>Our Senior Officers could provide a suitable pool to pilot such a reverse mentoring scheme, but we must also be mindful that mentoring can happen in ways outside of scheduled one-to-one meetings or shadowing.</p> <p>Action:</p> <ul style="list-style-type: none"> • Consider how we can best strengthen our existing mentoring scheme, whilst also looking for ways to incorporate reverse mentoring, possibly by piloting such a scheme (Education and Training Division) 	<p>Within one year</p>

<p>What we will do</p>	<p>o) Encourage and improve informal ‘talent-spotting’, particularly at College events and conferences.</p> <p>Encouraging members to apply for volunteer roles already happens across the College, but we recognise that ‘talent-spotting’ can often lead to supporting or attracting those with similar career paths or backgrounds. Tools to challenge this behaviour and support Senior Officers will be key as we implement this recommendation. This action will be underpinned by knowledge and understanding of unconscious bias.</p> <p>Action:</p> <ul style="list-style-type: none"> • Consider the best way to support senior volunteers in talent-spotting and encouraging people to apply for roles. External training of Senior Officers to deliver the tools to support this work will also be considered as part of this review. (Governance, People Services) 	<p>Within one year</p>
<p>What we will do</p>	<p>p) During every recruitment process ask local representatives (Area Officers, Regional Leads and Ambassadors) as a key part of their role to identify appropriate candidates, particularly from under-represented groups, and encourage them to apply.</p> <p>Ensuring our volunteer opportunities are more widely shared by local representatives is an area we can look to improve through a better understanding of how we recruit volunteers. We currently collate all volunteer vacancies on a monthly basis and share this information with the membership, but we can look at how we encourage local representatives to identify and encourage applications from candidates. As some of our volunteer roles will require members at a particular grade (e.g. trainee representatives) or from a particular regional area, it might be that a subset of opportunities is the most appropriate list to share widely.</p> <p>Action:</p> <ul style="list-style-type: none"> • Consider how the list of voluntary roles can best engage local representatives to share roles and encourage applications and ensure relevant channels are used to reach diverse populations (Governance) 	<p>Within one year</p>

Pledge 4	“We will evolve our ways of working” This pledge is about how we change the way our Committees and volunteers work. Through this work we will address the following recommendations:	Time period
What we will do	<p>q) The College should update guidance and training for Committee Chairs to emphasise the importance of engaging attendees from all backgrounds and perspectives. Guidance should also be provided on how to fully include those attending meetings remotely.</p> <p>As part of the move to virtual meetings, guidance has already been provided to Committee Chairs on how remote meetings should ideally be run.</p> <p>How to engage attendees from all backgrounds and perspectives will be an important addition to the support we provide for Chairs. The People Services team will be a valuable resource in defining what this guidance and training should look like, and have previously developed similar online training for staff.</p> <p>Action:</p> <ul style="list-style-type: none"> • Guidance and training on engaging attendees from all backgrounds and perspectives to be developed and delivered (Governance and People Services) • Our support and induction for Committee Chairs will be reviewed, ensuring that resources to support Chairs are available in a single, easy to find, place and that staff supporting Committees are able to access such resources and utilise them to support volunteers (Governance) 	Within one year
What we will do	<p>r) The College should develop an informal culture of considering, at the beginning and end of meetings, whether diversity – including regional diversity – has been addressed.</p> <p>Ensuring that this recommendation is implemented in a meaningful way will require input from across the College, but could be achieved via a wider framework for meetings and principles for Committee meetings.</p> <p>Action:</p> <ul style="list-style-type: none"> • Consider how we can best develop an informal culture of considering if diversity has been addressed and if principles for Committees should be drafted (Staff Working Group) 	Within one year

<p>What we will do</p>	<p>s) Introduce and publicise ‘Observer’ opportunities for all Members, inviting them to sit in attendance at Committee or other meetings (subject to appropriate protections around confidentiality).</p> <p>Although some meetings have had ‘observers’, this is a recommendation for a wider cross College approach. It will be important to find an approach that is easy for Members to use, whilst providing equity of opportunity. Staff support in this process will be key, and taking a view on how this could work across the many Committees of the College will be the first step.</p> <p>It will also be important to ensure that the visibility of Committees across the College is improved, to allow members to understand what each Committee does and how it supports the wider mission of the College. Confidentiality, especially for any Committees with a child or young person, will be an important consideration in reviewing the most appropriate observer opportunities for our members at different stages of their College journey.</p> <p>Action:</p> <ul style="list-style-type: none"> • Consider how observers could best work across Committees, including the benefits of a light-touch approach and option of an initial pilot scheme (Staff Working Group) • The many Committees of the College and the work they do to be clearly communicated to all College members (Staff Working Group) 	<p>Within one year</p>
<p>What we will do</p>	<p>t) Carry out a feasibility study on whether it would be practicable for the College to make a contribution towards childcare or other caring costs incurred by women, or men, attending College meetings in a voluntary role.</p> <p>A feasibility study into a College offer for a contribution to costs of care would need to identify the anticipated financial impact of such a scheme. This is complicated, as COVID-19 has meant a transition to virtual meetings in combination with restrictions on care provision as a social distancing measure.</p> <p>Although in the current climate, a feasibility study is likely to be skewed, it is still important that we gather what information we can and look for ways to take an innovative approach whilst we have limited capacity.</p> <p>Action:</p> <ul style="list-style-type: none"> • Undertake a scoping exercise to learn from similar schemes and gain any other information to feed into the feasibility study (Governance, People Services) 	<p>Within two years</p>

	<ul style="list-style-type: none"> • Consider how best to undertake a feasibility study in covering costs for childcare or other caring responsibilities for Committee members (Staff Working Group) 	
<p>What we will do</p>	<p>u) Invest in appropriate IT infrastructure and training so those in voluntary roles based outside London or with caring responsibilities can much more easily engage fully in meetings.</p> <p>The impact of COVID-19 led to the closure of our offices and a transition to remote meetings for all Committees. Although such a drastic change with little notice proved challenging at the start, Committee meetings are now successfully taking place via remote technology and anecdotally have reported that this has also led to a renewed focus and improved outcomes.</p> <p>As part of the transition to remote meetings, guidance was made available for Committee Chairs and staff have supported Committee members in successfully joining meetings. Although we will continue to improve our IT infrastructure and provide suitable training, we have already ensured that all members can engage in meetings regardless of location or caring responsibilities.</p>	<p>Complete</p>

Mapping the recommendations to this report

In the table below we have mapped the recommendations from the report to the four pledges, in addition to information on their current status and estimation of difficulty in achieving the recommendation. Although this is our preliminary estimation of difficulty, we have based this decision on our level of understanding about how we will achieve the recommendation. Those recommendations that are not underpinned by existing areas of work or previous discussions therefore have a higher difficulty rating given the current unknowns. We therefore expect that the difficulty rating will change as we progress through the project, and will be a useful tool in identifying where additional resources are needed.

   			
Status Key: Low difficulty Medium difficulty High difficulty Very high difficulty			
Recommendation	Status	Pledge	Report number
Incorporate voluntary roles into the RCPCH Diversity & Inclusion Policy.	Complete	1 (a)	1.1
Announce an ambition that by 2030 those in voluntary roles across the RCPCH will reflect the diversity of its membership.		1 (b)	1.2
Start <i>confidentially</i> monitoring the make-up of those applying for, and in, voluntary roles in line with other institutions, across the nine existing 'protected characteristics' and on the basis of social background. Communicate the reasons for doing this.		1 (c)	1.3
Delivery of diversity outcomes should in future feature in the performance management frameworks of all senior staff and the role descriptions of Senior Officers and Trustees.		1 (d)	1.4
The CEO should be tasked to report annually to Trustees and Council on progress.		1 (g)	1.5
Introduce and publicise 'Observer' opportunities for all Members, inviting them to sit in attendance at Committee or other meetings (subject to appropriate protections around confidentiality).		4 (s)	2.1

<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  Status Key: Low difficulty </div> <div style="text-align: center;">  Medium difficulty </div> <div style="text-align: center;">  High difficulty </div> <div style="text-align: center;">  Very high difficulty </div> </div>			
Recommendation	Status	Pledge	Report number
Review the range of voluntary roles for which Fellowship is an essential qualification, focusing instead on demonstrable experience and expertise.		2 (h)	2.2
Invest in appropriate IT infrastructure and training so those in voluntary roles based outside London or with caring responsibilities can much more easily engage fully in meetings.	Complete	4 (u)	2.3
Advertise all voluntary roles, including the most senior, as job shares to make it easier for those who are 'time poor' to engage in them, and succeed.		2 (i)	2.4
Actively – and sustainedly – publicise the College's newly-adopted ambition to increase the representation of people from under-represented groups in voluntary roles.		1 (e)	3.1
Publicise those 'role models' from under-represented backgrounds among the College's existing volunteers.		3 (m)	3.2
During every recruitment process ask local representatives (Area Officers, Regional Leads and Ambassadors) as a key part of their role to identify appropriate candidates, particularly from under-represented groups, and encourage them to apply.		3 (p)	3.3
Encourage and improve informal 'talent-spotting', particularly at College events and conferences.		3 (o)	3.4
Update all role descriptions for voluntary roles making it clear what the role is likely to involve in terms of attendance, and travel for those outside London. Include details of how the College might mitigate the time needed to attend e.g. by remote meeting facilities.		2 (j)	4.1
Adopt an organisational <i>ambition</i> of having a similar number of men and women on recruitment panels, and a <i>requirement</i> that at least one person on all such panels be a woman (or a man) and one be from an under-represented group unless absolutely unavoidable.		3 (k)	4.2

   			
Status Key: Low difficulty Medium difficulty High difficulty Very high difficulty			
Recommendation	Status	Pledge	Report number
Carry out a feasibility study on whether it would be practicable for the College to make a contribution towards childcare or other caring costs incurred by women, or men, attending College meetings in a voluntary role.		4 (t)	4.3
Request that all members of any appointment panel engage in a light touch online training module in unconscious bias provided by the College. <i>Require</i> Chairs of such panels to have used such a module.		3 (l)	4.4
The College should update guidance and training for Committee Chairs to emphasise the importance of engaging attendees from all backgrounds and perspectives. Guidance should also be provided on how to fully include those attending meetings remotely.		4 (q)	5.1
The College should develop an informal culture of considering, at the beginning and end of meetings, whether diversity – including regional diversity – has been addressed.		4 (r)	5.2
The College's Senior Officers, senior staff and Trustees should commit to individually promoting diversity and inclusion through each of their usual communications vehicles.		1 (f)	5.3
The College should introduce a reverse mentoring programme to enable Senior Officers and others to engage with 'next generation' voluntary leaders and Members.		3 (n)	5.4

Ways to open up voluntary roles at the RCPCH for the 21st Century

Our Action Plan

July 2020

Equality, diversity and inclusion

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 **RCPCH**

**Royal College of
Paediatrics and Child Health**

Leading the way in Children's Health