Equality, diversity and inclusion

Volunteering and awards

RCPCH

Royal College of Paediatrics and Child Health

Leading the way in Children's Health

Introduction

Representation within volunteer roles was the first step of our recent journey in equality, diversity and inclusion. Although the work and ambition of the College in the area was set out in our Action Plan, published in July 2020, we also know that this used data from 2019 and looked at only UK and Ireland members and volunteers. This workstream aims to bring the first phase of our equality, diversity and inclusion (EDI) work into the second phase, and take the widest look and volunteering and awards across the College. The topics included in **Volunteering and Awards** can be seen in the diagram below.
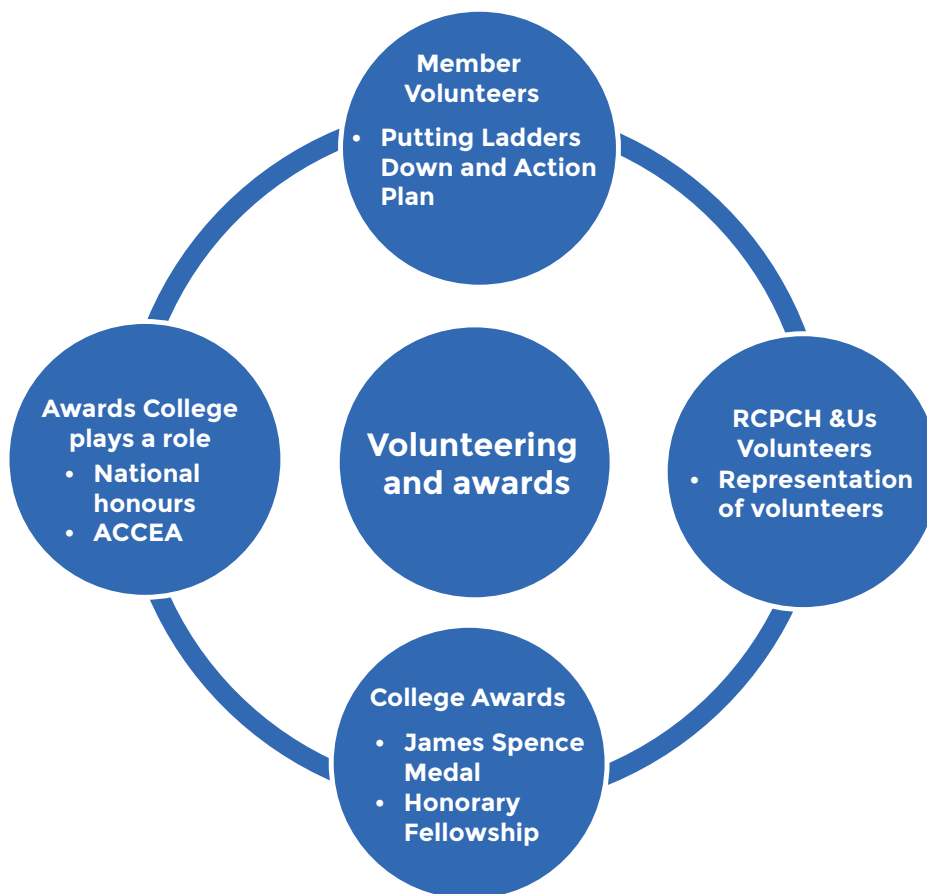
What do we mean by volunteer?

Our internal membership database allows us to identify members who are on a Committee or Group, act as a START assessor, AAC Assessor or RCPCH Examiner. Although this is not a definitive list of the ways in which members can volunteer their time for the College, as these roles are linked to member records, we can compare this group to our wider membership across protected characteristics to examine representation.

Volunteers that fall outside this monitoring include those that work with the RCPCH &Us team; parents and carers, paediatricians and children and young people. The staff team that run our engagement activities use their own internal measures to assess representation. Question writers and scenario generators who enable our examinations are also not currently included within our volunteer data.

What do we know about our volunteers and the representation across our membership?

Using our internal data and definition of volunteer we know that:

• Overall, 15.3% of our members have a volunteering role
• 17.9% of our UK and Ireland members volunteer
• 6.5% of our overseas members volunteer

As individuals can hold multiple roles, there is a difference between the number of volunteers and instances of volunteering. If data is looking at different types of volunteering, it will be looking across all instances of volunteering.

	UK & Ireland	Overseas	Total
Members	15129	4344	19473
Volunteers	2702	284	2986
Instances of volunteering	3481	312	3793

Across overseas members, being an examiner is the most common form of volunteering. Across UK and Ireland members, being on a committee or group is the most common form of volunteering. From looking across the different types of volunteers we can see that gender and ethnicity representation is not consistent across different roles and that our earlier conclusion of some trend towards underrepresentation particularly in Black/Black British members remains.

What do we know about our &Us volunteering?

RCPCH &Us is the children, young people and family network for the College, bringing together under 25s and parent/carers from different experiences and backgrounds to inform and influence our work and the child health sector.

In 2019/20, over 2800 children, young people and family members took part in events, projects, activities and consultations, volunteering over 1640 hours of their time to make a difference. From micro-volunteering (5-15 minutes) through to long term projects running over months or even years, every minute and volunteer counts and supports RCPCH &Us to lobby and advocate for children and young people focused services and support.

Basic EDI information is collected in line with GDPR, only collecting what is going to be used as part of the project or activity. We routinely collect age and presenting gender, then depending on the programme, may also collect data linked to other protected characteristics. As an example of the groups engaged in The State of Child Health Programme, we actively involved children and young people with the following backgrounds and experiences:

• BAME
• Disability
• Young carers
• Children and young people in care

- Long term health conditions
- Rural/Urban experiences
- Nation voices (NI, England, Wales, Scotland)
- Mental health experienced
- NEET / pre-NEET
- LGBT+ experiences
- Facing financial disadvantage / Free School Meals recipients
- Children (primary school age)
- Young people (secondary school age)
- Young adults (16-25)
- Universal (no specific identified specialist background)

What do we know about College Awards?

The College oversees a number of awards for excellence of various kinds in paediatric work (in addition to awards for research, described separately in this report). These include the James Spence Medal, Honorary Fellowships, and the Paediatric Awards for Training Achievements awards, RCPCH &Us Voice Champion Award, as well as the College having a role as a National Nominating Body in the UK Department for Health and Social Care (DHSC) run process for Clinical Excellence Awards (ACCEA).

The James Spence Medal and Honorary Fellowships are overseen by the College's Nominations Committee, chaired by the Treasurer; PAFTAs are overseen by a group chaired by the Vice President for Training and Assessment; the RCPCH &Us Voice Champion Award is overseen by young people from the RCPCH &Us network with staff support, and ACCEA awards by a National Ranking Committee chaired by the President. In all cases but ACCEA; the person being nominated does not put themselves forward – instead, they are nominated by a colleague. Partly because of this, EDI data has not been collected in the past for members putting themselves forward for these awards.

Where we are now

Opening up volunteer roles

Our two-year action plan focused on opening up our volunteer roles made the following pledges that we have been working to uphold since publication in July 2020:

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

We will be reporting back to our members in July 2021 with detailed updates on the progress made, but in the meantime we can share the following update on the actions:

Action	Current status	Notes
Take forward improvements to data collection for members	Completed	We have improved our diversity monitoring for members, to allow us to better assess the representation amongst our volunteer roles
Agree how data on those applying for voluntary roles should be collated	In progress	
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	Completed	We completed a detailed mapping exercise and reported back to the College's Executive Committee. This work is then being used to inform ongoing discussions
Ensure the delivery of diversity outcomes is included in Senior Officer and Trustee appraisals	Completed	We have updated Senior Staff and Officer appraisal documents and job descriptions to ensure the importance of EDI is seen from the highest levels of the College
Ensure the delivery of diversity outcomes is included in senior staff appraisals	Completed	
Ensure that where senior staff, Trustee or Senior Officer roles are recruited, the delivery of diversity outcomes is included in the job description	Completed	

Action	Current status	Notes
Communications plan to be developed to disseminate the action plan for improving representation across voluntary roles	Completed	The action plan was launched in July 2020
Next steps for the College in increasing representation across voluntary roles to be developed by an internal EDI working group	Completed	We formed the EDI Oversight Group – with co-sponsorship across College Officers, Trustees and Senior Staff. Formed our Member Reference Group – to gain the valuable input and advice of members on how we might carry the recommendations forward. We formed our EDI Staff Working Group – with cross-college membership to ensure EDI is embedded across the College
Ongoing communication around representation in volunteer roles and wider EDI issues to be considered	Completed	We announced our ongoing Phase II work - looking at wider EDI implications within paediatrics and launched our reports in Spring 2021
Trustees and Council to review an annual update on the progress against both recommendations and actions in this report	In progress	
A 'One year on' report for volunteer role representation will be produced and made available for members	In progress	
Develop a recommendation on fellowship as a requirement for volunteers – if a change is recommended, this will be accompanied by a timescale for delivery	In progress	
Following the mapping of volunteer roles, those volunteer roles that can and cannot be advertised on a job share basis will be clarified	In progress	
Ensure data is collected on the number of volunteer roles advertised on a job share basis to assess the achievement of this recommendation	In progress	

Action	Current status	Notes
Take forward development of standard processes and guiding principles in job descriptions and adverts for volunteers and recruitment adverts	In progress	
Data to be collected to ensure all role descriptions have been updated to reflect the new principles	In progress	
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	In progress	
We will ensure data is collected on recruitment practices so that we can measure our performance against this recommendation	In progress	
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	In progress	We have provided free online unconscious bias training for all members through the Learning Pool e-learning site
Identifying and encouraging volunteers to be active champions and role models	Completed	We have been working closely with members to encourage them to speak about their roles in the College
Regular communications activities such as features, blog posts etc from a range of volunteers to be delivered from the launch of our action plan on volunteer representation	Completed	We shared stories of our incredible volunteers through member blogs, creating a space on our website and featuring some of these stories in Milestones, our member magazine
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	In progress	

Action	Current status	Notes
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	In progress	
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	In progress	
Guidance and training on engaging attendees from all backgrounds and perspectives to be developed and delivered	In progress	
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	In progress	
Consider how we can best develop an informal culture of considering if diversity has been addressed and if principles for Committees should be drafted	In progress	
Consider how observers could best work across Committees, including the benefits of a light touch approach and option of an initial pilot scheme	In progress	
The many Committees of the College and the work they do to be clearly communicated to all College members	In progress	

Action	Current status	Notes
Undertake a scoping exercise to learn from similar schemes to gain any other information to feed into the feasibility study of how the College could make a contribution to care costs	Completed	Discussions with the BMA have taken place to learn more about their similar scheme
Consider how best to undertake a feasibility study in covering costs for childcare or other caring responsibilities for Committee members	In progress	

Work on the recommendations is continuing at pace, and we look forward to providing a further update on our work in Summer 2021.

ACCEA

The RCPCH (like other medical royal colleges) acts as a National Nominating Body (NNB) for the Clinical Excellence Awards run by DHSC. This means that it provides supporting citations for members seeking renewals for national-level awards (Bronze, Silver, Gold, and Platinum); it is also permitted a limited number of supporting citations for those seeking new awards at these levels. Members wishing to obtain a supporting College citation are asked to submit the details of their application firstly to a local College ranking committee, and then to a national ranking committee.

Anecdotally, there has been consistent feedback from our Council members that the pool of those putting themselves forward for national level awards has been more skewed towards men, and non-BAME candidates, than the College's membership as a whole. The DHSC ACCEA secretariat has also reported similar experiences across all awards as part of a recent consultation.

As part of scoping exercise for this report, a motion from an AGM in 2005 was identified that asked the College to undertake annual audits monitoring applications for College support for ACCEA awards, and publishing aggregated data across protected characteristics. Although the motion was approved as a resolution at the AGM in question and work to ensure a fair and equitable system continued, the College has struggled to take further action in terms of reporting. We are disappointed with our lack of progress in this area and we firmly pledge to our members to make improvements through our EDI work. We are monitoring the data for the 2021 ACCEA round and will report back to members.

James Spence Medal and Honorary Fellowship

The College makes two awards for exceptional contributions to child health: the James Spence Medal (normally awarded to one person per year) and Honorary Fellowships (normally awarded to 8-12 people per year). Nominees for both are put forward by colleagues without the nominee's knowledge. Since 2018, the process of reviewing and awarding these honours has been overseen by a Nominations Committee (with final approval of decisions by Council).

The Nominations Committee has expressed concern that the group of individuals put forward for both has not been sufficiently diverse, and has undertaken additional promotion of the awards in

2020 with this in mind. Monitoring of EDI data for both awards would be possible, but would be subject to two constraints: i) The limitations of relatively small sample sizes, and ii) The level of knowledge of nominees by their nominators.

Research awards

The research team are responsible for three research awards: the Simon Newell Award, the Paediatric Involvement and Engagement in Research (PIER) Prize and the Donald Paterson Prize. There is retrospective data about the applicants available, but the forms did not collect EDI data apart from gender.

Case study – How RCPCH &Us ensures representation in volunteers

RCPCH &Us is the children, young people and family network for the College, bringing together under 25s and parent/carers from different experiences and backgrounds to inform and influence our work and the child health sector. Although they fall outside our data to assess how volunteers are representative of our widest membership – the approach used to ensure representation is unique and offers another perspective on what a diverse group can be.

Children and young people for our work is defined as infants, children, young people, young adults up to their 25th birthday and their advocates (parents, carers, families, friends, healthcare professionals, support workers – plus others) with the primary focus being supporting and encouraging the voice and views of children and young people.   We support all of them to take part as volunteers in many ways, including micro-volunteering in clinic where they speak to us about their experiences to help inform policy or processes, in one off taster sessions or in regular projects that meet weekly or monthly.

Every voice and every view counts, whether it has been shared through art based activities, using communication aids for those who are nonverbal, through online responses to text consultations or in face to face conversations and workshops.

It is important to the work of RCPCH &Us, that we are able in work with, include and involve children and young people from a range of different experiences, ages, backgrounds, locations and specialist experiences. We have our own diversity definition that we use when planning a project, so that we can make sure we have a range of diverse voices actively involved.

Diversity for RCPCH &Us work includes working with three different groups:

- Universal: involving children and young people through open access sessions where health experience is not a pre-requisite for involvement eg schools, youth groups, outreach. Locations/settings are chosen to represent different ethnicities, socio-economic backgrounds and ages
- Targeted: children and young people with a shared experience eg Young carers, special school, children in care
- Specialist: children and young people with a specific healthcare experience accessed through a health setting / health-based condition forum eg clinic chat in a respiratory clinic, sickle cell forum

When we move to operationalise an engagement activity, we consider the following when planning to ensure that our work is **inclusive and accessible**:

- Communication needs/preferences eg interpreter, large font handouts, easy read/Widgit
- Accessibility needs eg note taker needed, 1:1 needed, ramp required
- Contact management eg for children/young people in care or adopted, there may be occasions when they can not mix with siblings or family members
- Health needs eg personal care worker, low energy activities, must be dial in as immuno-suppressed (eg CF)
- Developmentally appropriate eg age, cognitive, sensitive topics
- Wider inequalities eg financial (always provide paper/pens/pre-paid travel), food insecurity (always provide food/drink)
- Identity based awareness eg LGBTQIA+/BAME/Disabilities/Faith & Beliefs

We have been recognised as being innovative to our approach in this work, having a chapter published in a book on young people's participation in health services which outlines our approach. One of the major achievements is being able to role model that an inclusive and accessible engagement plan is possible and working with diverse groups should and can be part of your everyday practice when it becomes embedded in your culture, systems and processes. In our work it has meant that we have a range of experiences and backgrounds actively engaged in shaping the work of the College, position statements, policy and creating new resources and materials to support child health.

There are also a number of indirect benefits. Through our proactive approach to be inclusive, we reach children and young people who have not had the opportunity to take part before. To be able to share their experiences to make a difference to something national and for the NHS, helps them to feel needed, valued, heard, important as well as providing them with new opportunities, skills and friends. For some, being given this opportunity provides self-esteem and the chance to be themselves without judgement.

We are incredibly proud of the reach and impact of our EDI approach, but there is more that we could do! By increasing resource within the College, we would be able to reach more children and young people eg seeking external funding for part time engagement workers. We also need to invest in children and young people focused EDI training for the team, so we can expand our skills, understanding, knowledge and confidence in different areas of EDI to then be able to work more collaboratively and accessibly. This could include having Mosaic Approach training on working with 0-3 year olds, training on working with different groups eg Gypsy Roma Traveller communities or those who are nonverbal or ensuring all the team have level 1 in Makaton and British Sign Language (the manager of the team has Level 6 British Sign Language).

As a College we should review our wider publications and resources, creating easy read and BSL versions in addition to Welsh language versions, ensuring that there is always subtitling in videos and online events and meetings. We also need to think about our recruitment processes and how we can extend the role models within the team through volunteers and other College staff, as we are very aware that the CYP Engagement Team are all white, all female and all within in a 10-year age bracket.

What we think is needed for the future

Putting Ladders Down clearly stated the importance of improving the data we collect – and that must be central to any ongoing EDI work across both awards and volunteers. Without the full picture of 'what our membership looks like' we cannot identify underrepresentation or know when our actions are affecting change. Encouraging more of our members to share their data is important and will allow us to really assess our ambition that by 2030 those in voluntary roles will reflect the diversity of the membership.

Transparency in the progress we are making is important, and annual reporting of the following can be found in our Appendix. Yearly publication of this data is planned going forward.

- Aggregated data for volunteer roles compared to membership for all collected protected characteristics if over 50% of members have provided this information.
- Where member data for a protected characteristic has only been completed by under 50% of members, information on the disclosure rates and any observations that can be drawn from the data available to be shared.
- Aggregated data for applicants for volunteer roles across all collected protected characteristics, comparison data on those appointed and the number of advertised roles without applicants, or with only a single applicant.
- Creation of a 'Senior Volunteer Roles' category and to specifically report on that group, consisting of:
    - Members of Council, Board of Trustees (where these are members of the College) and Executive Committee members
    - Officer roles of the College

Many of our committee roles receive none or only one application, and we have a particularly low number of applicants from Black candidates and candidates with disabilities. We should look at how we are sharing our recruitment calls with our membership with an aim to reduce the proportion of roles with a single applicant. Underrepresented groups within our membership should be specifically encouraged to apply for roles, especially Black candidates and candidates with disabilities. Being transparent about the data could be a useful lever in this.

Knowing that we do not currently have the full picture of our membership, the data collected shows trends and indications, but is only reflective of a proportion of our membership and we cannot use this data to decide that targeted action for a specific subgroup of our members is needed – or definitively say that there is no need for further action. This question must continue to be asked as we implement the various recommendations across the workstreams and our earlier report, and improve the data we hold.

We are proposing to begin tracking EDI data for those applying for new College citations from the autumn 2021 ACCEA round. EDI data about the applicants for our research awards could be collected in future and discussions are ongoing amongst the team.

Nominations and awards happen across the College in different departments and teams and a holistic overview of the way in which these awards map the career path of our members is needed. Our Nominations Committee are well suited to take this work forward alongside the collection of EDI data for the various awards of the College. This data must be shared with members and an ongoing commitment made to improve representation in our awards. Where the College plays

a role in nomination, we must advocate for other organisations to undertake the same internal monitoring to identify any areas of differential attainment.

Although improvements to our recruitment of volunteers form a large part of our existing action plan, we should also look to see what role equality impact assessments could play in each recruitment. An equality impact assessment (EIA) is an evidence-based approach designed to help organisations ensure that their policies, practices, events and decision-making processes are fair and do not present barriers to participation or disadvantage any protected groups from participation. This covers both strategic and operational activities. Through development of a template alongside the planned guidelines for volunteer job descriptions, we could look to raise awareness of EDI across the College and use EIAs to support our aim of wider participation. Capacity constraints will need to be considered in developing such a template, and a light touch version could be developed to ensure it is something that can be used by all. It is also important that we also look at how volunteers are managed throughout the College and how our code of conduct could be strengthened to ensure that EDI positive behaviours are being reinforced.

The action we will take

To achieve what we need for the future we will deliver the actions below, to ensure accountability we have also indicated the timeline for delivery and the key College teams involved in this work. This is not an exclusive list of the only action the College will take over the coming years across volunteers and awards, but hopefully sets the scope of ambition for the College.

Action	Date for delivery	Work led by
Review the awards available across the College, with a view to producing a clear statement or report on EDI monitoring and considerations across all awards	By March 2022	Governance team
Ensure clarity when talking about volunteer data and roles included, and continue to look for ways to improve internal reporting and include more types of College volunteer such as question writers	By March 2022	Governance team and CEO team
A commitment to review the data on volunteers and awards, including ACCEA, on an annual basis, producing an annual report for sharing with Senior Officers and a summary report for sharing with members. Each report must update on progress across relevant actions and address any further work indicated by the data	By March 2022	CEO team
Review the current processes around volunteer recruitment and how Equality Impact Assessments might be used to support the process	By March 2023	Governance team and CEO team
Review the current processes around volunteer management, how Equality Impact Assessments might be used and how the appraisal system and Code of Conduct for College volunteers might be strengthened to ensure behaviours demonstrated reflect the inclusive values of the College	By March 2023	Governance team and CEO team
Better monitoring of applications to be a volunteer and the inclusion of statements to actively encourage underrepresented groups to apply	By March 2022	Governance team

Appendix

The following tables and graphs illustrate:

- the protected characteristics of our members, volunteers and senior volunteers to assess representation within these groups from a data snapshot taken in February 2021
- the protected characteristics of those that apply and are appointed for the volunteer roles advertised via our Nominations webpages during 2020

The data shared below represents questions and options available to members in 2020. For some of these questions, the language used does not reflect best practice and new questions are now being used for future reporting.

Where under 50% of respondents have answered a question, we have not provided the full breakdown of responses due to the quality of the data. Due to data protection and risk of identifying individuals, we have also not shared full data where fewer than five individuals have responded in any particular category.

For illustrative purposes, ethnic background or groups have been combined as follows:

- **Asian**: Asian - Other (Please specify); Asian or Asian British – Bangladeshi; Asian or Asian British – Chinese; Asian or Asian British – Indian; Asian or Asian British – Pakistani;
- **Black**: Black - Other (Please specify); Black or Black British – African; Black or Black British – Caribbean;
- **White**: White; White - other (please specify); White-British; White-English; White-Irish; White-Northern Irish; White-Scottish; White-Welsh;
- **Mixed**: Mixed - Other (Please specify); Mixed - White and Asian; Mixed - White and Black African; Mixed - White and Black Caribbean;
- **Other**: Middle Eastern; Other;

Protected characteristic data for members, volunteers and senior volunteers

Volunteers in this data refers to those individuals identified on our internal membership record system (CARE) as being members of a Committee, acting as an Examiner or being an AAC or AAT or START assessor. Senior volunteers includes Officers, Council members and Trustees.
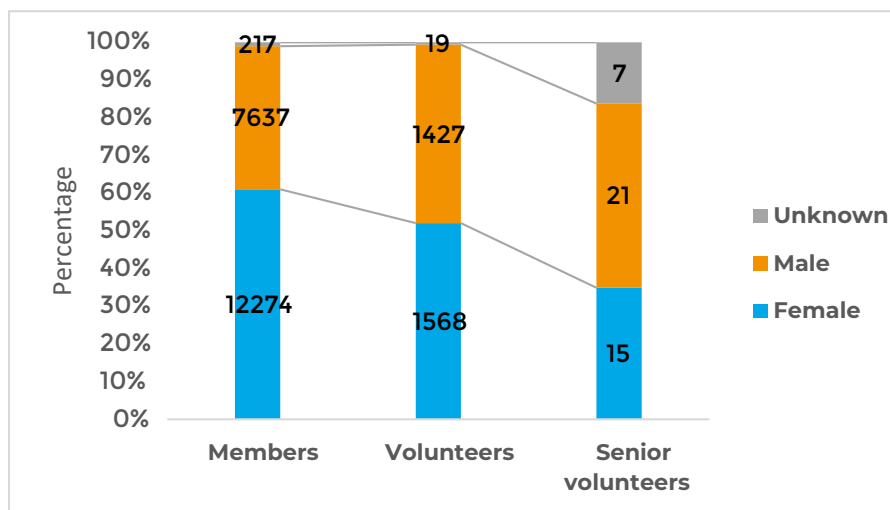
Gender

All members	98.90%
Volunteers	99.40%
Senior volunteers	83.72%

Table 1 – Percentage of members, volunteers and senior volunteers who have answered a question about gender

Gender	Members	Volunteers	Senior volunteers
Female	12274	1568	15
Male	7637	1427	21
Unknown	217	19	7

Table 2 – Total number of members, volunteers and senior volunteers for gender

Figure 1 – Percentage bar chart showing the gender for members, volunteers and senior volunteers

Age

Members	99.55%
Volunteers	99.73%
Senior volunteers	95.35%

Table 3 - Percentage of members, volunteers and senior volunteers who have answered a question about date of birth

Age bracket	Members	Volunteers
0-25	952	11
26-35	5392	281
36-45	5946	647
46-55	4340	951
56-65	2098	754
66 and over	1309	362

Table 4 – Total number of members and volunteers by age bracket
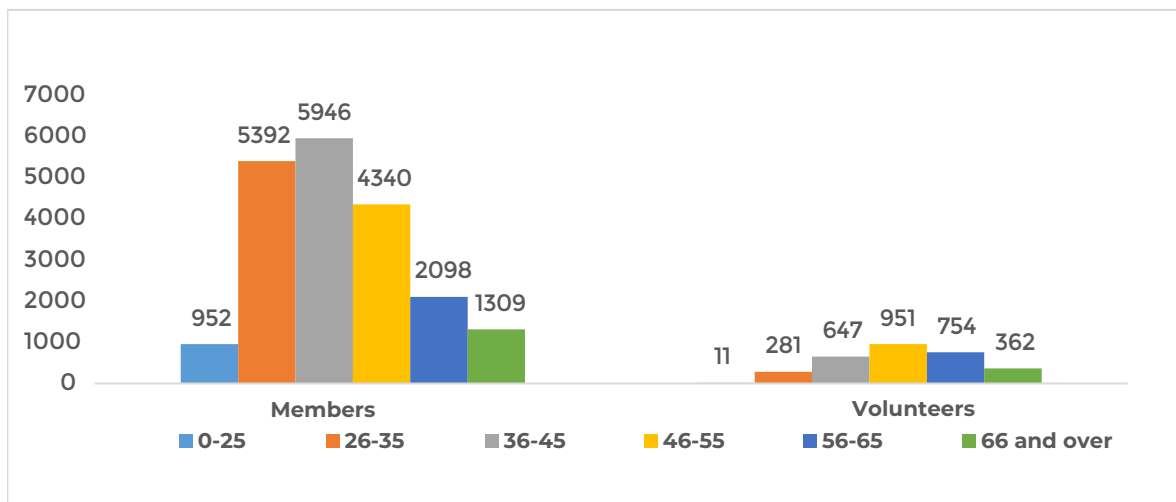
Figure 2 – Bar chart for members and volunteers, showing total number by age bracket

Although we are unable to give a more detailed breakdown of senior volunteers by age due to identifiable numbers, we can see from the data that 34.88% are within the 46-55 age bracket and 37.21% are within the 56-65 age bracket.

Disability

All members	33.50%
Volunteers	33.40%
Senior volunteers	0.00%

Table 5 – Percentage of members, volunteers and senior volunteers who have answered a question about disability

Although we are unable to give a more detailed breakdown, we can see from the data that 0.95% of members and 1.16% of volunteers have disclosed a disability (i.e. those responses including: learning disability or difficulty; longstanding illness; mental health condition; other; physical impairment; sensory impairment).

Ethnicity

Members	64.23%
Volunteers	84.24%
Senior volunteers	79.07%

Table 6 – Percentage of members, volunteers and senior volunteers that have answered a question about ethnic group or background

Ethnic group or background	Members	Volunteers
Asian	4282	773
Black	704	83
White	5850	1429
Mixed	234	32
Other	1396	190
I don't wish to disclose	462	32
Unknown	7200	475

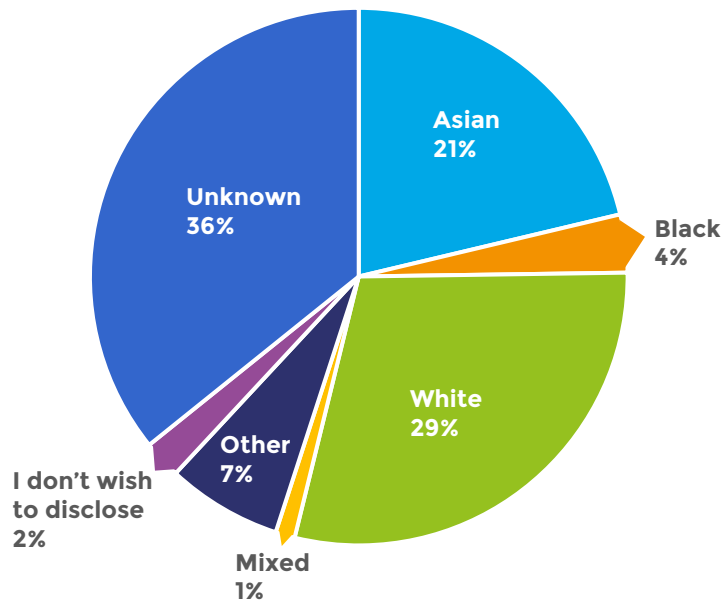**Table 7 – Total number of members and volunteers for each ethnic group or background.**

Figure 3 – Pie chart illustrating percentage ethnic group of all members
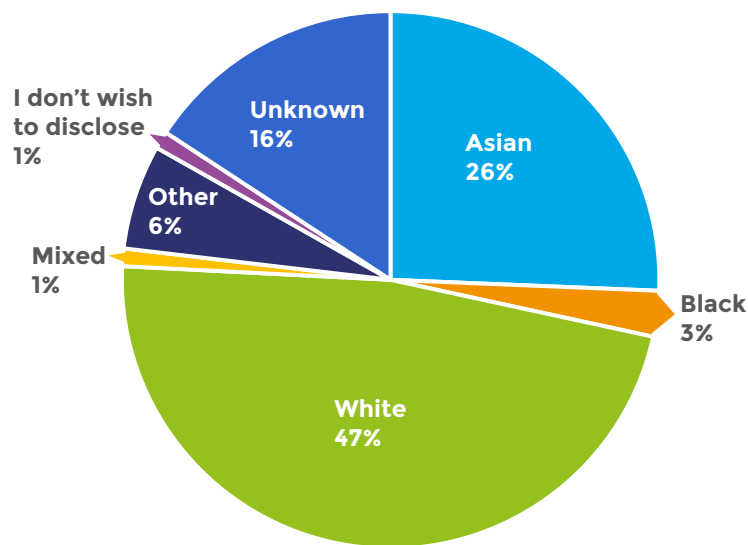
Figure 4 – Pie chart illustrating percentage ethnic group for all volunteers

Although we are unable to give a more detailed breakdown of senior volunteers by ethnicity due to identifiable numbers, we can see from the data that 51.16% are within the White ethnic group and 25.58% are within the Asian ethnic group.

Protected characteristic data and total numbers for those applying for our volunteer roles

Number unique roles advertised	200
Roles with applicants	116
Roles with single applicant	81
Roles with more than one applicant	35
Total number of applicants across all roles	218

Table 8 – Key figures on number of volunteer roles and applicants for 2020

	Gender	Age	Ethnicity
All applicants	74.77%	75.23%	100%
Competitive applicants	69.66%	71.03%	100%
Appointed candidates	63.64%	65.91%	47.73%

Table 9 – Percentage of available data for gender, age and ethnicity across all applicants for roles, only those applicants who applied for posts with more than one other person, and those candidates appointed (including where roles where appointed as job shares).

Gender

	All	Competitive	Appointed
Female	95	53	13
Male	68	43	15
Unknown	55	44	16

Table 10 – Key figures on gender for all, competitive and appointed volunteers
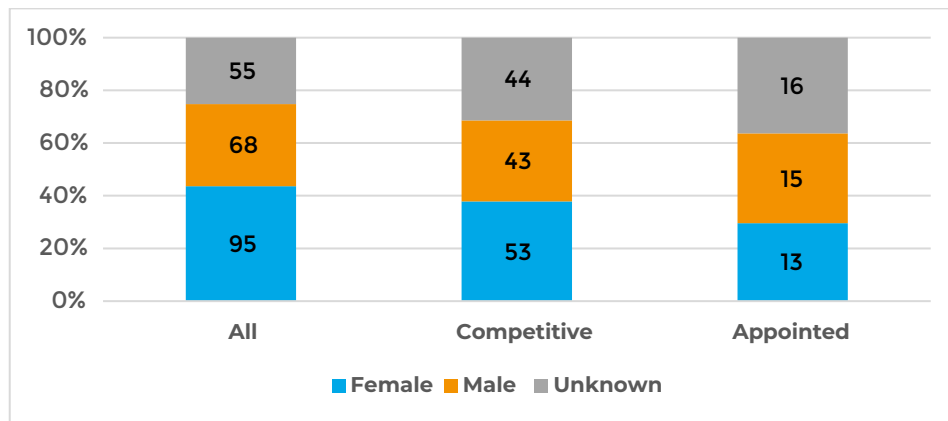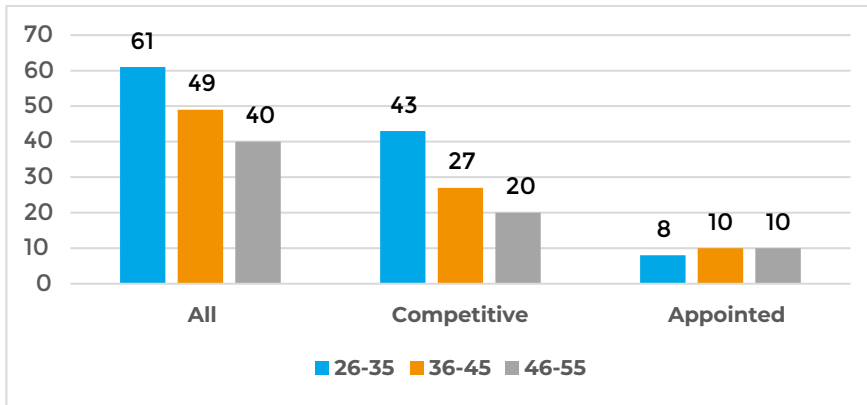

Figure 5 – Percentage bar chart showing the gender for all, competitive and appointed volunteer roles

Age

Although we are unable to give a more detailed breakdown of all, competitive and appointed volunteers by age due to identifiable numbers, we can share the data for the three most popular age brackets.

Figure 6 – Bar charts for the three most common age brackets for all, competitive and appointed volunteers

Ethnicity

	All
White	68
Asian	76
Other	19
Black	10
Mixed	6
Unknown	0

Table 11 – Ethnic group or background for all those who applied for a volunteer role
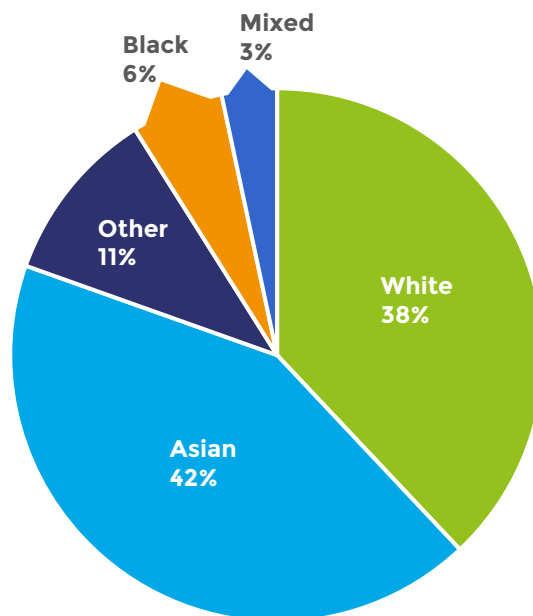

Figure 7 – Pie chart illustrating ethnic group or background for all those who applied for a volunteer role.

Although we are unable to give a more detailed breakdown of competitive and appointed volunteers by ethnicity age due to identifiable numbers, we can share the following data:

- 48.57% of competitive volunteer applications were from candidates from a White ethnic group or background
- 35.00% of competitive volunteer applications were from candidates from an Asian ethnic group or background
- 25.00% of appointed volunteers were from a White ethnic group or background
- 18.18% of appointed volunteers were from an Asian ethnic group or background

Equality, diversity and inclusion

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**Royal College of
Paediatrics and Child Health**

Leading the way in Children's Health