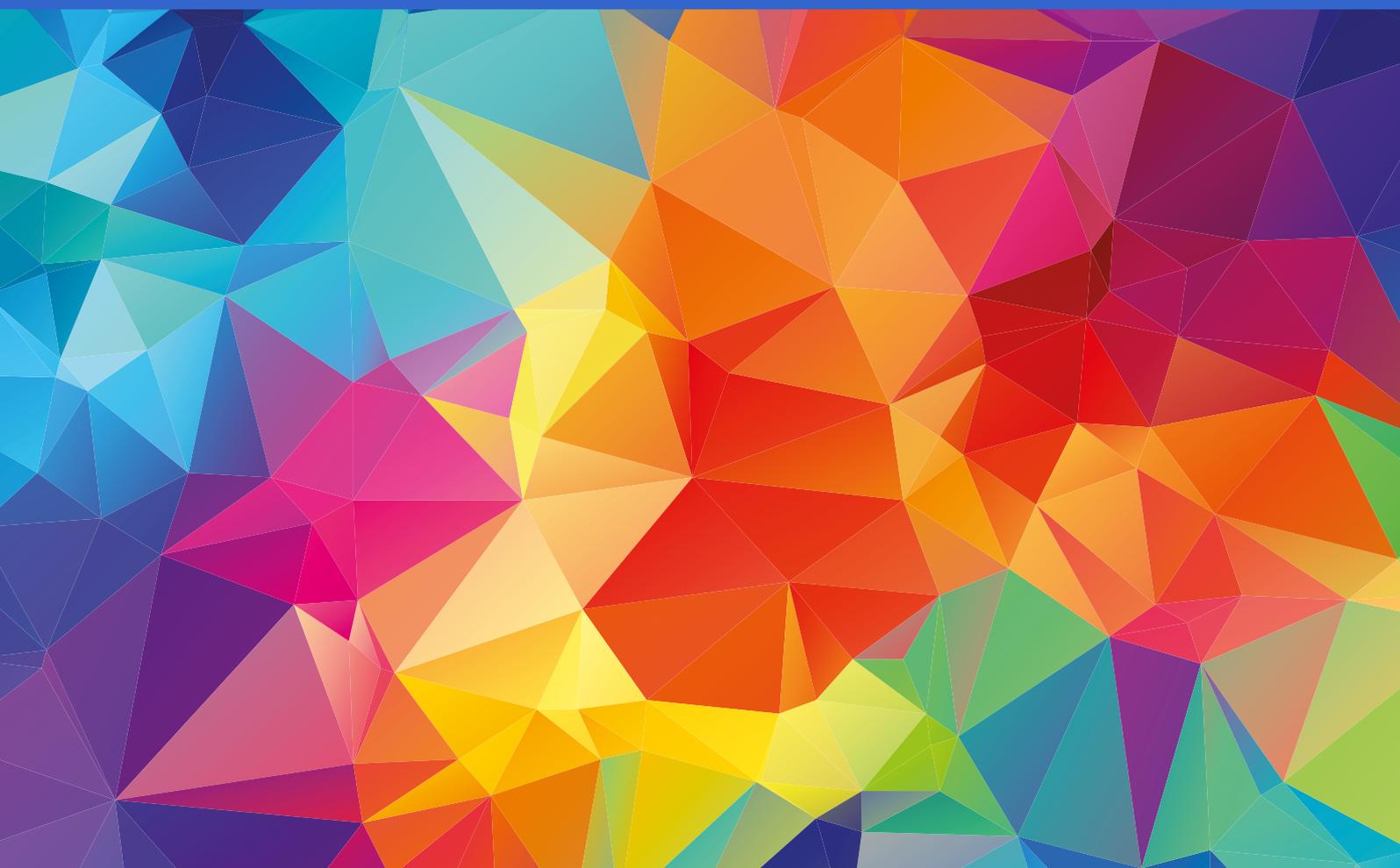


Equality, diversity and inclusion

One Year On:

An update on our progress to
open up volunteer roles at RCPCH

July 2021



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Foreword

Thank you for taking the time to read this seminal report from the College, which looks at the progress we have made in the first stage of moving towards greater equality, diversity and inclusion (EDI). These actions, which are laid out over the following 18 pages, were the result of our members telling us two years ago that they would like us to look hard at our volunteer roles to ensure that they reflected the breadth and diversity of our membership. This always matters, but particularly at a time when the membership grows in numbers, across geographic regions of the world and in the rich diversity of paediatricians' backgrounds.

In 2020, we set up an EDI oversight group and a member reference group so that we could ensure that as we looked at our data and processes, our members' views and perspectives were recognised and acted on. The energy, thoughtfulness and commitment given by these individuals to this work is something I'd like to mention because without it, we would not have reached this point. They have always championed our ambition to increase representation of people from under-represented groups in voluntary roles through different means that a College controls or influences.

It isn't enough for a medical royal college to make promises without showing what it has delivered. Nor can this work be achieved overnight; so much of it relies on capturing data and gathering insight. I'm proud of the way that we are able to report back and monitor the progress of recommendations made so far even when we fail to achieve a goal or don't go as fast we would like because it means that we are moving towards this accountability and focus on meaningful outcomes. Of course, COVID-19 impacted on our ability to move as swiftly as we wished but I think it is fair to say that we have achieved a great deal even during this terrible pandemic year.

Out of this has come many more projects looking at other aspects of EDI work, and these are set out in the [Working for Change](#) reports from our second phase. We are moving to an annual EDI report in spring of each year, aiming to give an update on progress on work to date and share our yearly data report.

But please don't let that stop you from giving us your views now. We welcome your feedback which can be sent to edi@rcpch.ac.uk.



Jo Revall
CEO, RCPCH

Overview

In 2019 we commissioned the [Putting Ladders Down](#) report, with external input on member representation in our voluntary roles. This was our first step to improve equality, diversity and inclusion (EDI) across all areas of our work, which was focused on ensuring that as College we truly reflect the breadth and diversity of our membership in our in the paediatricians who generously give their time to support us with our work.

The recommendations from *Putting Ladders Down* were converted into actions that have been delivered across the different College's divisions by a cross College group of staff committed to support the EDI activity: the EDI Staff Working Group.

This *One Year On* report aims to report back on the recommendations and actions that we committed to implement, it aims to measure and monitor on the progress of the commitments that we made in [Ways to open up volunteer roles at the RCPCH for the 21st Century \(Our Action Plan, July 2020\)](#) in order to ultimately assess the success and impact of the work completed to date.

We are dedicated to working for change and EDI is a longstanding area of focus for us as an organisation. Following the publication of *Our Action Plan*, we began to look at the wider implications across paediatrics. [Working for change](#) is a step forward towards addressing wider issues across the protected characteristics through four focussed workstreams. We concentrated on matters raised by members, including differential attainment and career progression, as well as in the work paediatricians do to support children and young people.

Reflecting on the work completed over the past twelve months is broadly a positive news story: we have been able to achieve many of the actions set whilst setting out our broader vision for EDI at the College. There are, however, some areas where we had expected to report completion of projects but the impact of the pandemic limited our capacity and we have further to go to deliver the necessary outcomes.

We recognise that this report focuses on the results of our first steps in EDI and is therefore limited to the actions and recommendations that aimed to improve representation of our volunteers. Our initial focus for this work was through the data available at the time: ethnicity and gender. Delivery of these actions will allow us to collect more meaningful data across a wider range of characteristics - including sexuality, religion, disability and caring responsibilities - so we can share this data with our members. We would expect that our future reporting will cover a wider range of protected characteristics as our data grows and work across the different areas builds over time.

The way language is used in all aspects of EDI is a very sensitive issue. We recognize that the language used in this report may not apply to all and people may have different preferences around language. We have aimed to use clear and consistent terminology across all protected characteristics that have been informed by government surveys and equality charities at the forefront of this work. We continue to be in dialogue with members and search for best practice around language in this and all aspects of EDI.

Summary - What we've achieved

<p>Pledge 1: 'We will embed the importance of a volunteer network that truly represents our membership across the College.'</p>	<p>Pledge 2: 'We will review and clarify the needs and expectations of our volunteer roles.'</p>
<ul style="list-style-type: none"> • Improved data collection by launching a new Diversity Monitoring form for members • Embedded EDI at the heart of the College with inclusion in staff and senior volunteer job descriptions and appraisals • Communicated our EDI work and ambition through blogs, website posts, <i>Milestones</i> articles and webinars <p>Details on progress against specific actions can be found on page 8.</p>	<ul style="list-style-type: none"> • Made our volunteer roles more accessible by removing the need to be a fellow from job roles • Standardised processes and guiding principles for volunteer recruitment <p>Details on progress against specific actions can be found on page 10.</p>
<p>Pledge 3: 'We will identify and appoint the best candidates for our roles; ensuring developmental opportunities are accessible.'</p>	<p>Pledge 4 : 'We will evolve our ways of working.'</p>
<ul style="list-style-type: none"> • Ensured online unconscious bias training was available to all members via our e-learning platform • Gave visibility to our volunteer champions and role models by sharing their stories • Engaged local representatives (Area Officers, Regional Leads and Ambassadors) in the volunteer recruitment process <p>Details on progress against specific actions can be found on page 13.</p>	<ul style="list-style-type: none"> • Invested in appropriate IT infrastructure and training • Developed guidance for committee chairs including support and induction on diversity • Developed a pilot scheme to share observer opportunities across committees • Planned the next steps of our feasibility study to reimburse members care costs <p>Details on progress against specific actions can be found on page 15.</p>

Reporting back on the implementation of *Our Action Plan*

The recommendations from *Putting Ladders Down* were incorporated into our four pledges that we made to our members. One year on, we are reporting back on the progress against the actions from *Our Action Plan* published July 2020:

Pledge 1 - “We will embed the importance of a volunteer network that truly represents our membership across the College.”

Ensuring EDI is embedded at all levels of our organisation

Our voluntary roles are now referenced within our internal Diversity and Inclusion Policy. Before publishing *Our Action Plan*, the People Services team made the required changes and the updated policy was made available to all staff via our intranet.

Working closely with our recently elected Registrar Prof Steve Turner, we have recently reviewed all our existing appraisal documentation for Trustees and Senior Officers and have made improvements to make sure that diversity outcomes are included. We have also aligned the language used in the appraisals of our Senior Management Team to make sure that the delivery of diversity outcomes is included. Additionally, all staff have to report on how they demonstrate the values of the College to ‘Include’ and champion diversity.

The delivery of diversity outcomes is also now listed on the role descriptions of all newly advertised roles and all recruited senior staff, Trustees and Senior Officers. This change has already been reflected in the recruitment for President, Chair of Trustees, Registrar and two Vice President roles - amongst others.

Updates on the EDI work of the College have been provided at regular Executive Committee meetings, Board of Trustee meetings and Council meetings and EDI now features as a standing item at the latter. Internally, the EDI work of the College is reviewed by senior staff at bimonthly project management meetings and College staff have been informed about this work through frequent presentations at our all staff virtual meetings.

Improving the data we collect

At the time of announcing this ambition, we knew that in order to measure progress against this aim, it would be essential to make improvements in our data collection. The Member Services team looked at what personal data we asked our members to share and analysed the user experience in finding these forms, the language used and how we told members we would use this information.

In creating our new [Diversity Monitoring form](#), we looked to improve the user experience and update the language used. We particularly looked at how to reflect best practice in terms of EDI data collection through research of leading organisations and consultation with members through our EDI Member Reference Group. Our previous form, for example, collected data about maternity leave. This data sat in isolation from membership subscription, and was therefore

duplicated if members requested payment holidays due to maternity leave. Our research also indicated that other organisations were moving beyond the protected characteristic of maternity, to a broader question around caring responsibilities to include all parents and those that care for adults. Our new form therefore asks about caring responsibilities to gather more insightful data on our members and volunteers.

It was important for us to clearly communicate the reasons behind asking for this information and what we will do with it. [The Privacy Policy](#) we developed for the Diversity Monitoring form is also available on our website.

We also wanted to understand more about our volunteer application process, gather more information on how recruitment takes place across our different volunteer roles and review Committee appointment and how this works across the College.

Our volunteer application process collects some equal opportunities data, but this lives in isolation to our other data sources. This data has now been presented to senior staff and Officers for the first time and analysed alongside our existing data sets to look at how competitive applications and appointed applicants compare as populations to our wider membership. Further work is planned to improve volunteer recruitment data collection and the link with the recently developed Diversity Monitoring form. Applications for Assessors and Examiners sit outside our application process, which is predominately used for our Committee roles. As part of the Volunteers and Awards workstream, we committed to annually sharing data on our volunteer roles, and we hope to have an increased data reflecting more groups of volunteers set to share with members in Spring 2022.

Communicate our EDI work and ambitions

The College has actively publicised its ambition to increase representation of people from under-represented groups in voluntary roles through different vehicles. The Policy and External Affairs division has continuously shared communications related to EDI in order to keep our members up to date with the EDI college activity. We have taken an 'always on' approach with our EDI communication to members to ensure that there are regular updates to keep our members informed.

The launch of our first EDI reports in July 2020 was communicated to our members via blogs from our President, social media posts and a webinar providing members the opportunity to ask questions of staff and Senior Officers leading this work. One of the key actions from the report was to begin to share the stories of volunteers, which we achieved through a focused blog series. We have shared the stories of thirteen volunteers so far, providing a space for their reflections on the lived experience as a College volunteer. One of our most popular blogs is '[Championing values of equality, diversity and inclusion](#)' from Dr Melanie Ranaweera who shared the value and experience of volunteering for the College as part of the EDI Member Reference Group.

In March 2021 we published our five '[Working for change](#)' reports which set out the scope of ambition of the College for our next steps of EDI work. This work was encompassed in three core commitments from the College:

- We will be accountable
- We will be a voice for change
- We will continue to engage deeply and widely.

Similar methods of communicating to our members were used, but one member of our EDI Oversight Group and President, Dr Camilla Kingdon, also provided a video with her thoughts on the launch of this next stage of the College's work. A breakout session on the EDI work of the College was held at the RCPCH Conference Online 2021 to continue to keep our members informed on the actions that the College is working hard to deliver.

This table lists the previously published actions for Pledge 1 in *Our Action Plan* alongside a status update. Where an action is not yet complete, we have provided an estimated completion date.

Pledge 1: Actions	Status
Agree how data on those applying for voluntary roles should be collated	Complete
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	Complete
Ensure delivery of diversity outcomes is included in Senior Officer and Trustee appraisals	Complete
Ensure delivery of diversity outcome is included in senior staff appraisals	Complete
Ensure that where senior staff, Trustee or Senior Officer roles are recruited, deliver of diversity outcomes are included in the job description	Complete
Communications plan to be developed to disseminate the action plan	Complete
Ongoing communications around both this project and wider Equality and Diversity issues should be considered	Complete
Next steps for the College to be developed by an internal Equality, Diversity and Inclusion Working Group	Complete
Take forward improvements to data collection for members	Complete
Trustees and Council to review an annual update on the progress against both recommendations and actions in this report	Complete
A one year on report has been produced and made available for members	Complete

Further details on the links to recommendations in *Putting Ladders Down* can be seen in the [appendix](#).

Pledge 2 - “We will review and clarify the needs and expectations of our volunteer roles”

Opening up our volunteer roles

To open up our volunteer roles to a more diverse pool of candidates, our *Action Plan* recommended we review RCPCH Fellowship as an essential qualification on many roles and instead focus on demonstrable experience and expertise.

The EDI Staff Working Group discussed the requirement of Fellowship for our volunteer roles and agreed that the College should move away from this requirement wherever possible. Further discussions were held at a Membership Committee meeting, where it was agreed that for examiners and START assessors, the requirement to be a Fellow should be removed. There was agreement that some roles, such as President and Vice President, would continue to require all applicants to be a Fellow of the College. The majority of volunteer roles at the College therefore no longer require Fellowship. For a small number of committee vacancies, the committee chair may request Fellowship is listed as an essential criteria, and in exceptional circumstances roles may be advertised with this requirement.

Encouraging job shares in volunteer roles where this is feasible could be very beneficial to our members and encourage more volunteer applications as it can be easier for those who are ‘time poor’ to engage and succeed as volunteers. As part of the mapping of roles undertaken by the staff that lead on volunteer recruitment, the roles where job shares may be possible have been identified. Trustee roles, for example, have been identified as one of the groups where job sharing would not be possible due to the legal responsibilities that the post entails.

By including a statement on all relevant job descriptions for volunteer roles we will clearly communicate that roles may be offered on a job share basis by the agreement of the role holders and the College. As this statement will be included on all adverts as standard, we will therefore move to collect data on the number of roles that are appointed as job shares to monitor take-up of this approach.

Consistency in how we advertise our roles

In aiming to encourage volunteer applications it became apparent that the College needed to take forward the development of standard processes and guiding principles in job descriptions and adverts for volunteers. Expectations on volunteer roles should be recorded consistently in line with internal best practice and should be as accurate as possible for applicants to understand if they can take up the role.

The Governance team have developed guidance that aims to set out the key areas that must be included in each job description. These include duration of volunteer post, estimated time commitment, key competencies required and any applicant requirements. Best practice examples of how roles can be advertised clearly to members are also being shared amongst those that are responsible for recruiting volunteers.

The following table lists the previously published actions that can be found under this pledge in *Our Action Plan* alongside a status update. Where an action is not yet complete, we have provided an estimated completion date.

Pledge 2: Actions	Status
Develop a recommendation on fellowship as a requirement for volunteers - if a change is recommended, this will be accompanied by a timescale to delivery	Complete
Following the mapping of volunteer roles, those volunteer roles that can and cannot be advertised on a job share basis will be clarified	Complete
Ensure data is collected on the number of volunteer roles advertised on a job share basis to assess the achievement of this recommendation	No longer required as data will instead be collected on job shares appointed
Take forward development of standard processes and guiding principles in job descriptions and adverts for volunteers and recruitment adverts	Complete
Data to be collected to ensure all role descriptions have been updated	In progress to follow agreement to standard job description - due by Summer 2021

Further details on the links to recommendations in *Putting Ladders Down* can be seen in the [appendix](#).

Pledge 3 - “We will identify and appoint the best candidates for our roles; ensuring development opportunities are accessible”

Improving recruitment for our volunteer roles

In mapping out our volunteer roles, we have identified that as most of our roles receive a single applicant, very few roles contend for an interview process and therefore most volunteers are not recruited by a panel. A focus on training those that are part of an interview panel to be more aware of diversity is therefore likely to have limited impact.

Our People Services team made the online training module for unconscious bias widely available to all College members in October 2020. The completion of the training has also been made compulsory in our new volunteer induction pack for committee members and new volunteers. So far, 111 members have enrolled onto the course and we will be taking forward the necessary work to further communicate this training opportunity and encourage more members to enrol in the course.

All existing chairs and appointment panels will be reminded about the training and asked to complete it. The online training course is also a mandatory course for all staff, therefore any staff involved in volunteer recruitment will have undertaken this training.

In developing the standard processes and guiding principles for job descriptions, we have also established new processes that should be followed post advert in selecting volunteers. Those leading recruitments for committee vacancies and Officer posts will be required to record how

applicants meet the criteria as listed in the job description at appointment to ensure the key skills are used in selecting successful candidates. Additionally for interviewed posts (for example, Officers), performance at interview will be recorded and centralised data will be collected following recruitment to confirm that the processes are being followed.

Increasing visibility of our volunteers and volunteering opportunities

Encouraging volunteers to be active champions and role models, as well as publicising and communicating their experiences volunteering for the College, was also part of *Our Action Plan*.

Our [website](#) now includes a section that includes the collection of articles with the voices of College members, giving their views and personal perspectives from across the world of paediatrics. The aim of these blogs and external communications is to increase the visibility of those role models, who can in turn inspire other members to apply for our roles.



Reflecting on what it meant to me to share my perspectives in a RCPCH blog – Dr Sophie Jackson

“To tackle issues relating to EDI we must hear from diverse voices and experiences – including those of our members, volunteers and crucially the children/young people we care for. Only through doing this can we begin to understand the extent of inequalities in the working lives of Paediatricians, in volunteer representation and wider society.

It was a privilege to share my perspective on RCPCH’s Working for Change reports as a Paediatrician with a long term health condition. I’m passionate about all aspect of EDI, but have lived experience of working as a doctor with a disability. Even in 2021 stigma remains around disability and this is reflected in our College equal opportunities data with under 1% of members disclosing disability of any kind (compared with 21% of all UK citizens). I feel language is key – our new diversity monitoring form aims to encourage disclosure of disabilities and other protected characteristics, through conveying sensitivity and greater awareness of EDI. I hope by being visible as a volunteer with a disability it will help improve awareness, tolerance and in doing so, inclusivity so that we can value individuals of all abilities.”

[Read Dr Sophie Jackson's blog](#)



Being given a platform to share my story allowed me to feel included and heard - Dr Segn Nedd

“I am a member from a demographic that I rarely see in Paediatrics let alone in senior roles. I have previously felt that no-one gets my experience. However, being able to share how things are and shedding light on some of the challenges others like me may experience was liberating. I had good feedback from far and wide from those who had read the blog post and resonated with different aspects of it. I hope it will help there to be more openness and helps us in working towards a better, less lonely path for more paediatricians in the future.”

[Read Dr Segn Nedd's story](#)

As part of our wider commitment to encourage members from more diverse backgrounds to consider applying for the College's volunteer roles. We have also considered how local representatives can engage in our commitment to encourage more diverse applicants.

Indeed, Area Officers, Regional Leads and Ambassadors could play an important role in reaching out to and encouraging a more diverse pool of candidates to apply for our volunteer roles. Thus, the College is aiming to break down barriers by sharing roles with local representatives that in turn can encourage people from different geographical areas to apply.

As of May 2021, we run monthly meetings with the College's Area Officers, and the agenda has a standing item on how to engage local representatives to publicise College roles. Engaging local representatives in publicising the College roles has been included as a standing item in every monthly meeting agenda to ensure the delivery of this action.

Developing our future volunteers

Recommendations were made that the College should introduce a reverse mentoring programme to enable Senior Officers and others to engage with the 'next generation' of paediatricians. When considering how to take this work forward, we reflected that our existing mentoring scheme should also be included to ensure that any learnings can be shared.

Further discussions with Dr Segn Nedd, member of the EDI Member Reference Group and EDI Representative for the Trainee Committee and Dr Bhanu Williams, Trustee lead for EDI, led to the evolution of this work into reciprocal mentoring. In this scheme, a traditional mentee shares their experiences with a traditional mentor and then work together to advance the College's understanding of the needs of members from a breadth of different backgrounds.

With the impact of COVID-19 on College staff capacity, especially for the Education and Training teams who have been significantly impacted with the transition to remote examinations, this is an area of work that we have not been able to progress as much as originally hoped. With the recent additional resource of an EDI Project Officer to support the breadth of work being undertaken across the College, we are now in the process of developing our reciprocal mentoring pilot and are aiming for an autumn launch of the scheme pending internal review and approval.

One of the challenges of 'talent spotting' is that it can lead to unconsciously supporting or attracting those with similar career paths or backgrounds. However, good work can be achieved when senior volunteers encourage qualified people to apply for roles that they may not immediately see as 'open' to them. Training in unconscious sponsorship is a useful tool to help individuals navigate and maintain balance between the two.

Funding to support in depth training for our most senior volunteers is being sought in our 2021/22 budget. If approved, the aim of such training would be to ensure those at the highest positions within the College have the necessary tools to support them in the delivery of EDI work.

The following table lists the previously published actions that can be found under this pledge in *Our Action Plan* alongside a status update. Where an action is not yet complete, we have provided an estimated completion date

Pledge 3: Actions	Status
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 panel	Complete
We will ensure data is collected on recruitment practices, so that we can measure our performance against this recommendation	Complete
Following the mapping exercise on volunteer roles and how they are recruited, a group for unconscious bias training will be identified and asked to undertake such training	Complete
Identifying and encouraging volunteers to be active champions and role models	Complete
Regular communications activities, such as features, blog posts etc from a range of volunteers to be delivered from launch of this action plan	Complete
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 - due by winter 2021
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 - due by winter 2021
Consider how the list of voluntary roles can best engage local representatives to share roles and encourage applications and ensure relevant channels used to reach diverse populations	Complete

Further details on the links to recommendations in *Putting Ladders Down* can be seen in the [appendix](#).

Pledge 4 - “We will evolve our ways of working”

Improving our committees

The College has 70 committees doing vital work to support our wider strategy and have a real impact on child health outcomes. We need to share stories from our committees with members, and demonstrate the tangible benefits of volunteering as a committee member.

Observer opportunities for committees provide a way for prospective volunteers to see firsthand how these groups work and see what sorts of committees might align with their interests. Currently observer opportunities have happened on an ad hoc basis and have been dependent on each individual committee. By creating a central pilot scheme with committees across the College, we can share the opportunity with all members and ensure that it is accessible to all.

We will develop a new space on our website to talk about the work of our committees so our members can find out what being an observer means and how to apply. We have also been able to take on board feedback from committees that have successfully adopted observers, such as our Health Improvement Committee which has invited interested members who have been in contact with the College's Policy team to join future meetings. The team are also looking at how the experiences of those members can be shared more widely and we will continue to share good practice in committee observers across the College.

Work has been undertaken by the Corporate Services division to develop an induction pack for volunteers. This is available as an internal document for staff to share with the volunteers that they support and includes an overview of the work of the College and guidance on the values of the College, including the importance of valuing diversity.

Further guidance is planned for running hybrid committee meetings and engaging attendees from all backgrounds and perspectives. It will also consider how committee chairs can best develop an informal culture of addressing diversity during meetings.

We've developed a new staff role, Head of Committees, and the postholder joins us in summer 2021 to take on overarching responsibility for our varied committees and ensure a consistent standard in their operations. Work on committee principles will therefore be taken forward later in the year and we look forward to updating members on this work.

Ensuring accessibility

Reviewing how the College can better support our members to volunteer through covering the costs of caring responsibilities was one of the longer term aims of our original report. Although we do not yet have an established policy or fund that we can announce, we have undertaken a light-touch scoping exercise to learn more about members, care costs schemes in other organisations and gain the information needed to feed into the feasibility study.

Our next step towards implementing this action will be to gain a better understand of the needs of members for such a scheme and to assess whether there are alternative or additional solutions that might also suit those with caring responsibilities. We plan to be able to use our upcoming membership survey as a way to gain this insight and are hoping to ringfence a small fund within the 2021/22 budget to pilot a fund to cover these costs.

The impact 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. We've had anecdotal reports that this has also led to a renewed focus and improved outcomes. As part of the transition to remote meetings, guidance was made available for committee chairs and staff 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 virtually engage in meetings regardless of location or caring responsibility.

The following table lists the previously published actions that can be found under this pledge in *Our Action Plan* alongside a status update. Where an action is not yet complete, we have provided an estimated completion date.

Pledge 4: Actions	Status
Guidance and training on engaging attendees from all backgrounds and perspectives to be developed and delivered	In progress - due by winter 2021
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	Complete
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 - due by winter 2021
Consider how observers could best work across committees, including the benefits of a light touch approach and option of an initial pilot scheme	Complete
The many committees of the College and the work they do to be clearly communicated to all College members	Complete
Undertake a scoping exercise to learn from similar schemes and gain any other information to feed into the feasibility study	Complete
Consider how best to undertake a feasibility study in covering costs for childcare or other caring responsibilities for committee members	Complete

Further details on the links to recommendations in *Putting Ladders Down* can be seen in the [appendix](#).

Reflections from our Equality, Diversity and Inclusion Oversight Group

I am hugely proud to be part of the EDI Oversight and Member Reference Groups that have started this very important College work. The *One Year On Report* is evidence of the incredible enthusiasm that both staff and members have shown towards this crucial work and underpins its importance. As a College, and more broadly as a specialty, we have much work to do in this area but the *One Year On Report* shows what can be achieved in a remarkably short space of time when we are able to harness the energy and enthusiasm of our members, and utilise the skill and hard work of our College staff.

The importance of the *One Year On Report* is firstly that it demonstrates the seriousness with which the College is taking this work. Secondly, it has provided the road map for our EDI work going forward. And finally, it has helped us develop a very useful structure and framework for tackling this kind of “cross cutting” College work which we are now applying to our climate change work too. So our EDI “journey” is yielding so many important lessons. “Journey” is probably the correct word for this work. We have just started and there is so much more we need to do. However, the *One Year On Report* is a brilliant start and sets us off on a solid footing.



Dr Camilla Kingdon,
President and Senior Officer lead for EDI

It has been a year since the release of the RCPCH Equality, Diversity and Inclusion report *Putting Ladders Down*. Our *One Year On Report* examines our progress against our initial findings and recommendations. *Putting Ladders Down* was commissioned to focus on EDI with regards to our member involvement in voluntary roles and the *One Year On Report* focuses on progress around this issue.

We have made good progress in terms of data collection, embedding EDI at the heart of the College and communicating with our members, made roles more accessible by removing the requirement to be an RCPCH Fellow from many roles and invested in IT to allow appropriate evolution of ways of working. There has been a continual focus on best practice in use of language in sensitive areas of EDI. We recognise we won't always get things right, but we are committed to listening and learning as practice evolves.



Dr Bhanu Williams,
Trustee lead for EDI

A year after publication of the *Action Plan*, it is heartening to see the progress made against the ambitions and commitments set. It is testament to the dedication of all involved in the College's voluntary roles EDI work that we can reflect on the steps taken to move the dial for more diverse representation. That's not to say we can rest on our laurels - absolutely not, as we must always endeavour to keep fresh in our approach. It is positive that focus on EDI as an organisation is not fleeting; it lives at the core of what we do and across all parts of the College.

We've learned a lot from our work on increasing participation in our voluntary roles and indeed, that valued learning has shaped much of our thinking in our wider EDI activity. Seeking richer data collection and sharing insights, setting clear and stretching ambitions and being accountable through monitoring and reporting of progress are principles and practices alive in us. The College is aiming to be the change it wants to see. Check and challenge will continue to be needed to keep us on course to better reflect the depth and breadth of our membership.



Robert Okunnu,
Director of Policy and External Affairs and Senior Management Team lead for EDI

Appendix

Recommendations from *Putting Ladders Down*

The recommendations from *Putting Ladders Down (PLD)* were incorporated into the four pledges and actions that we published in *Our Action Plan*. For completeness, we have provided an update on each original recommendation alongside mapping to its relevant pledge.

PLD report number	Recommendation	July 2020 Status	July 2021 status	Relevant pledge
1.1	Incorporate voluntary roles into the RCPCH Diversity & Inclusion Policy.	Complete	–	1
1.2	Announce an ambition that by 2030 those in voluntary roles across the RCPCH will reflect the diversity of its membership.	Very high difficulty	Complete (although achieving the ambition will be an ongoing goal)	1
1.3	Start confidentially monitoring the make-up of those applying for, and in, voluntary roles in line with other institutions, across the seven existing 'protected characteristics' and on the basis of social background. Communicate the reasons for doing this.	Very high difficulty	Complete	1
1.4	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.	Low difficulty	Complete	1
1.5	The CEO should be tasked to report annually to Trustees and Council on progress.	Low difficulty	Complete	1
2.1	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).	High difficulty	Low difficulty, estimated completion date Dec 21	4
2.2	Review the range of voluntary roles for which Fellowship is an essential qualification, focusing instead on demonstrable experience and expertise.	Very high difficulty	Low difficulty, estimated completion date Dec 21	2
2.3	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
2.4	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.	Medium difficulty	Low difficulty, estimated completion date Dec 21	2
3.1	Actively - and sustainedly - publicise the College's newly-adopted ambition to increase the representation of people from under-represented groups in voluntary roles.	Low difficulty	Complete	1

PLD report number	Recommendation	July 2020 Status	July 2021 status	Relevant pledge
3.2	Publicise those 'role models' from under-represented backgrounds among the College's existing volunteers.	Medium difficulty	Complete	3
3.3	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.	Medium difficulty	Low difficulty, estimated completion date Dec 21	3
3.4	Encourage and improve informal 'talent-spotting', particularly at College events and conferences.	Very high difficulty	Low difficulty, estimated completion date Dec 21	3
4.1	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.	Low difficulty	Complete	2
4.2	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.	Very high difficulty	Low difficulty, estimated completion date Dec 21	3
4.3	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.	Very high difficulty	Complete	4
4.4	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.	Very high difficulty	Low difficulty, estimated completion date Dec 21	3
5.1	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.	Medium difficulty	Complete	4
5.2	The College should develop an informal culture of considering, at the beginning and end of meetings, whether diversity - including regional diversity - has been addressed.	Very high difficulty	Low difficulty, estimated completion date Dec 21	4
5.3	The College's Senior Officers, senior staff and Trustees should commit to individually promoting diversity and inclusion through each of their usual communications vehicles.	Low difficulty	Complete	1
5.4	The College should introduce a reverse mentoring programme to enable Senior Officers and others to engage with 'next generation' voluntary leaders and members.	Very high difficulty	Low difficulty, estimated completion date Dec 21	3

Equality, diversity and inclusion

One Year On:

An update on our progress to
open up volunteer roles at RCPCH

July 2021

