

Equality, diversity and inclusion

Working for change:
Two years on

March 2023

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Reflections from our Equality, Diversity and Inclusion (EDI) Oversight Group

In the last year our work has continued and this review lays out comprehensively how much progress is being made. Alongside this work, the College has also undertaken a major project focussing on child health inequalities. I see this as really important and has enabled us to start to weave some of our equality and diversity work into our inequalities work. The simple truth is that the very same child victims of health inequalities are also children with disabilities or experiencing racism or discrimination because of sexuality or gender. As advocates for the children and families we care for, we need to be able to speak to with confidence on this topic and understand what our roles and responsibilities are. Doing nothing is not acceptable and I see RCPCH as playing a very important part in helping paediatricians feel more confident and capable in having these kinds of conversations with children and knowing who they can work with to address some of these very challenging issues.

My hugest thanks to our EDI Oversight Group, Member Reference Group and Staff Working Groups. You all continue to challenge us to think differently and tackle some very sensitive and difficult issues. Without you we wouldn't have made the progress we have.



Dr Camilla Kingdon,
President and Senior Officer lead for EDI

The Working for Change: Two Years On report provides a welcome opportunity to reflect on the EDI achievements of RCPCH this year and articulate the challenges that lie ahead. The reciprocal mentoring project pilot has been broadly successful and we have tried to incorporate feedback to improve the process further going forward. The work around differential attainment is key to EDI progress- and RCPCH has started to critically interrogate the data we hold around exam pass rates in order to think about what support could be offered to those who might benefit most. I would encourage all members to read and reflect on the content of this report. The constructive challenge offered by the EDI member reference group is very helpful- and we value further involvement from members. Please engage with us to tell us how we can support you further to make training and our working lives as inclusive as possible.



Dr Bhanu Williams,
Trustee lead for EDI

Two years on, it is encouraging to see sustained focus on EDI by the College and that a sizeable number of commitments have been actioned. We continue to learn and recognise that EDI must be part of the rhythm of everything that we do. Right across our activities, the discipline of our EDI reports has developed our thinking and showed us what should be done differently and/or better. It is heartening

that we are seeing more demographic data on our members, volunteers and staff. Another highlight includes the valuable insight from our reciprocal mentoring pilot last year, which has placed us in good stead to take forward the initiative again.

But that's not the end of the story. As we look to the next stage of our EDI work, we take inspiration and energy from the esteemed contributions from our members, staff and trustees. There is still much to do but we are committed to still working for change.



Robert Okunnu
Chief Executive Officer, and Senior Leadership Team lead for EDI

Overview

In January 2020, the College published their first Equality, Diversity and Inclusion (EDI) report, [Putting Ladders Down](#), with a focus on opening up volunteer roles. As EDI became a key strategic priority for the College, we looked to embed these recommendations further by focusing on the wider implications across Paediatrics, taking consideration of issues raised by our members and the needs of Children and Young People.

This guided our first [Working for Change report](#), which set out four key areas with a number of actions to be delivered in collaboration with the College's divisions and supported by the EDI Member Reference Group (MRG). We committed to providing a yearly update on our progress and the first of these updates was published in March 2022 in the [Working for Change – One Year On report](#).

Many of the actions have now been completed and we are starting to see a natural progression into the next phase of our EDI work, as a result, this report will provide the last update on the actions set out in Working for Change. For those that are yet to be completed we will provide an update on how we plan to take them forward or close them as a result of evolving priorities.

In addition, this year we have published an overview of the demographic data of our members, volunteers, and staff on a separate webpage and this will continue to be updated on annual basis, as set out in workstream 1 and 4.

EDI continues to be an area of focus for the College and the Working for Change actions, alongside the goals to open up volunteering roles, have provided both positive and welcome steps in the right direction. We feel we are now at a place where EDI can be embedded as business as usual, supported by the Staff Working Group and the Member Reference Group to ensure it remains at the forefront of our work. As a result of this we will continue to keep members updated on our progress through the dedicated EDI webpage and regular articles in the Milestones magazine.

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

Our progress to date

Over the last year we have continued to focus on the four workstreams set out in the previous working for change report. With the support of the Staff Working Group (SWG) and the Member Reference Group (MRG) we have been able to move a number of these actions forward and we are pleased to be able to share an update on these within this report.

On top of the actions set out below, we have also been able to deliver some additional items to support our members and staff. In February 2022 we launched a reciprocal mentoring pilot programme, matching five members from the EDI MRG with five College Officers. Over the course of six months the pairs came together to discuss their work experiences, routes into leadership and how diversity has affected their working lives. In October 2022 we reviewed the pilot with the participants and found that having the opportunity to share their lived experiences was both empowering and thought provoking for each pair. Following this positive feedback, we have planned to launch a wider reciprocal mentoring programme in 2023 open to all underrepresented members. We already have eleven College Officers signed up to take part in this programme and hope to open applications to members shortly.

We were also pleased to embed EDI at the annual conference in 2022, not only did we have a number of sessions focused on various aspects of EDI, but we also played a pivotal role in ensuring this was the most accessible and inclusive event to date. We plan to take this forward for the 2023 annual conference, where we already have several sessions focusing on EDI, including differential attainment (DA), improving health outcomes for children and young people (CYP) from minoritised ethnic groups and effective educational supervision for International Medical Graduates (IMGs). We hope to take this work forward by developing an accessibility checklist or equality impact assessment that can help in the planning of all College events going forward.

Lastly, we looked internally at our EDI offering and ways that we can better support our staff; with the assistance of our employee networks and the employee forum a language guidance document was identified as a useful resource to guide and educate College staff on terminology. In December 2022, we published an internal document providing guidance on the correct language to use when communicating about disability, ethnicity, and gender. We have committed to regularly reviewing this guidance in line with best practice from leading organisations and feedback from staff, we hope that in time we will be able to expand this guidance to cover further inclusive language and share this more openly with our members.

Workstreams

Workstream 1: Working lives of Paediatricians

The following table lists the previously published actions that can be found under this workstream. For all actions that have changed to completed in the last year, an update has been provided below the table, along with updates on the actions that are still in progress or ongoing.

Actions with an 'Ongoing' status are those where work has begun without a fixed end point for specific delivery. Actions with an 'In Progress' status are those where work has begun but some actions are still outstanding. Updated delivery dates have been provided for 'In Progress' or 'Not yet started' actions.

Action	Status	Delivery date
The College should seek clarity with HEE on what their expectation is with regards to EDI when using clinicians in the recruitment process across all four nations.	Complete	
Sub-specialty clinicians should have up to date EDI and unconscious bias training and this will need to be included as part of the process and logged.	Complete	
An audit of written interview questions or an improved sign off process (to check for any terminology that might be more clearly explained) should be introduced to help ensure that candidates from outside of the UK can recognise any terms used.	Complete	
The College should explore whether training on EDI should be centralised for all clinician volunteers in E&T for all those involved in delivering exams and assessments and ensure that training is tracked and recorded. .	In progress	By October 2023
There are question writing group categories on CARE so consideration should be given as to what reporting can be done on them, what further data is needed and what if anything we could do to improve EDI among question writers and scenario reviewers.	Complete	
Continue to use the validation framework for other exams and assessments once the initial work has been completed on the MSF assessment.	In progress	By October 2023
Ensure for any new systems projects that the Psychometrics team are involved at the beginning so that data and reporting is a key consideration for building any such system.	Complete	
Continue to explore whether College systems such as ePortfolio that contain data relating to training can be shared or streamlined to allow for better reporting.	Complete	
Once the College has improved its data collection it should commit to publishing this on an annual basis.	Complete	
Continue to improve the collection of equal opportunities data to allow meaningful analysis of education and training data and highlighting any possible DA and then taking appropriate steps to mitigate if applicable. This should also include any analysis of possible regionally and national variations.	Ongoing	

Action	Status	Delivery date
Improve the sharing of information with other stakeholders such as the GMC and HEE that allows for triangulation of data held and supports the drive to reduce possible DA.	Complete	
Ensure that EDI is given due consideration as the work on retention and lifelong careers is being formulated.	Complete	
As the College has done through other systems projects, should ensure through the user experience that accessibility is considered for members when developing the new online learning system.	Complete	
To support initiatives such as the WRES, and other work on race equality, we aim to increase member reporting about EDI characteristics.	Complete	
Add a component on EDI/Unconscious Bias to syllabus for the 6-monthly AAC Training Days ensuring that it is applicable to the role of an AAC panel member.	Complete	
Continue to look at new ways of collecting information that would allow protected characteristics to be captured that supports all areas of workforce data collection.	Complete	

Several actions within this workstream have been closed or updated due to our ongoing work with the General Medical Council (GMC) in tackling differential attainment (DA). An overview of our action plan is provided in Appendix A.

As part of our plans in this area we have introduced new processes which require all clinician volunteers and those undertaking a committee role to have a complete record of EDI and unconscious bias training in CARE. This ensures that those working in collaboration with the College are aware of both implicit and explicit biases and can seek to address and remove these when working with trainees. We will further develop this work by introducing different modules, such as disability awareness training.

In addition to this, we have solidified our commitment to collecting and sharing more diversity data to help reduce possible DA. The collection of diversity data is essential to us understanding how different characteristics impact the outcomes and performance of trainees. To assist in the collection of data we will be introducing a system intervention which prompts members to complete the diversity monitoring form every time they sign in, until they have a full record. As it stands, we currently only have a full diversity profile for 9% of all members, so we will also actively be encouraging members to complete this data, by sharing more information about why collecting this data is important and how we will use it to better support members going forward.

We are aware that there is still additional information that we could be collecting in the diversity monitoring form which can help us to better understand our members and introduce further interventions. Our main area of focus over the next year will be reasonable adjustments, we will look at ways to incorporate this into the diversity monitoring form, so these do not need to be repeatedly declared and seek ways to make members feel more comfortable to request these going forward.

Workstream 2: Health outcomes of Children and Young People

The following table lists the previously published actions that can be found under this workstream. For all actions that have changed to completed in the last year, an update has been provided below the table, along with updates on the actions that are still in progress or ongoing.

Actions with an 'Ongoing' status are those where work has begun without a fixed end point for specific delivery. Actions with an 'In Progress' status are those where work has begun but some actions are still outstanding. Updated delivery dates have been provided for 'In Progress' or 'Not yet started' actions.

Action	Status	Delivery date
Acknowledge that the white ethnic group is not homogenous and sections of the community are underrepresented and disproportionately affected in health outcomes for patients. The College should begin to include this in ethnic data collection and analysis.	Ongoing	
Build on including children and young people's voice from underrepresented communities in College work, such as national audits.	Ongoing	
Empower members to be better advocates for child health equality by building on the Ambassador programme and provide lobbying training and tools to use data and CYP voice effectively.	Ongoing	
Undertake a scoping exercise to look at how the College's approach to parameters for health outcomes studies recognise the physiological differences in ethnicity.	In progress	By December 2023
Explore opportunities to conduct targeted research and EDI data collection in reducing health inequalities across all existing and prospective College work streams and priorities.	In progress	By December 2023
Exploring what further advocacy for underrepresented CYP we push forward with in our SoCH campaigning work.	Ongoing	

RCPCH &Us continue to include children and young people's (CYP) voice across all of their work, including those from underrepresented communities. In 2022, there were a number of opportunities for CYP to get involved with campaigns and programmes focusing on health inequalities. Some examples of these are, working in collaboration with Barnardo's, CYP helped to design a youth challenge pack to improve access to the NHS for groups that are marginalised. Also, RCPCH &US introduced a new health inequalities programme by working with over 500 CYP, as identified through the Office of National Statistics (ONS) data and asked them to provide their thoughts on being healthy, happy and well, providing the College and its members with over 3,000 ideas for improving health inequalities.

In conjunction with this, we continue to empower our members to be better advocates for child health equality by providing resources such as a dedicated module on Quality Improvement (QI) Central, providing guidance on [involving children and young people in your QI journey](#). Furthermore, members can access the [Health Inequalities Toolkit](#) on our website which provides six tools to help members understand child poverty and what actions they can take to reduce child health inequality. The Ambassadors resource hub page also provides information on using data and CYP voices effectively.

Work has been stalled on the targeted research and EDI data collection due to capacity constraints within the research and evidence team, but plans are in progress to pick this up once more resource is available.

The State of Child Health has evolved into a data and evidence tool that will support the College's wider campaigning and public affairs activities, which will continue to advocate on behalf of underrepresented CYP.

Going into 2023 we will continue to hear the voices of CYP by commissioning The Association for Young People's Health (AYPH) to conduct focused work with underrepresented groups with epilepsy or diabetes to inform the audit programmes. Additionally, we will further build on the Ambassadors programme by introducing training with an element of lobbying or similar.

Workstream 3: Volunteer and awards

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

Actions with an 'Ongoing' status are those where work has begun without a fixed end point for specific delivery. Actions with an 'In Progress' status are those where work has begun and we hope to report that delivery has been achieved in future reporting. Updated delivery dates have been provided for 'In Progress' or 'Not yet started' actions.

Action	Status	Delivery date
Review the awards available across the College, with a view to producing a clear statement or report on EDI monitoring and considerations with all awards.	In progress	By October 2023
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.	Complete	
A commitment to review the data on volunteers and awards 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.	Ongoing	
Review the current processes around volunteer recruitment and how Equality Impact Assessments might be used to support the process.	In progress	By October 2023
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.	In progress	By October 2023
Better monitoring of applications to be a volunteer and the inclusion of statements to actively encourage underrepresented groups to apply.	Complete	

The volunteer and awards workstream has been difficult to progress due to the number of roles and awards available across the College. Several teams are responsible for the management of volunteer roles and College awards, and due to limited resource, it has been challenging to review the data across the board and provide meaningful analysis on the EDI characteristics.

A volunteer strategy is currently in development which will look to address some of these issues and ensure that a consistent approach is taken across all teams. Both members and staff have been contacted to provide feedback on the way that volunteering is currently managed and what could be improved going forward. EDI considerations will be central to ensuring that the volunteering strategy is both fair and inclusive for all.

Despite some setbacks, the last year has provided an opportunity to improve the role descriptions for volunteers with the inclusion of an EDI statement to make roles more inclusive to all members. On top of this, the code of conduct will be updated and embedded into the role descriptions so we can ensure that anyone who undertakes a volunteer role with the College understands and role models the right expectations and behaviours that align to our College values.

Work has been undertaken by the Committees Team to embed the collection and analysis of EDI data for those who put themselves forward to volunteer for Committee roles at the College as well as those who have been nominated for James Spence Medal, Honorary Fellowships, College Medals, and Members Awards. This annual internal reporting and analysis will allow us to identify any bias or barriers and help us to improve our processes and assess any further intervention required. In 2022 RCPCH was able to support a limited number of members applying to the Department of Health and Social Care for a National Clinical Impact Award with a supporting citation, similar collection and analysis of EDI data (of both applicants and scoring panels) was undertaken and analysed but due to the change in the award scheme announced early in 2023 this work will no longer be carried forward.

Workstream 4: Our College

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

Actions with an ‘Ongoing’ status are those where work has begun without a fixed end point for specific delivery. Actions with an ‘In Progress’ status are those where work has begun and we hope to report that delivery has been achieved in future reporting. Updated delivery dates have been provided for ‘In Progress’ or ‘Not yet started’ actions.

Action	Status	Delivery date
Annually report on aggregated disclosure rates of members across all protected characteristics.	Complete	
Regularly review language used for protected characteristics to ensure it is reflective of best practice and feedback from members.	Complete	
Develop range of questions beyond protected characteristics where appropriate.	Ongoing	
Annually report on EDI data and ongoing work for our events, media spokespeople.	Superseded	

Action	Status	Delivery date
Make improvements to the accessibility of our events.	Complete	
Share internal, aggregated data on protected characteristics with staff, and share a highlighted version of this report with members.	Complete	
Review recruitment of Invited Reviewers, with specific consideration for EDI.	Not yet started	By December 2023
Work to encourage staff to share data across protected characteristics.	Ongoing	

In December 2022 we published an internal language guidance document, providing staff with advice on the most appropriate terminology to use when communicating about disability, ethnicity and gender. Using a range of resources and taking learnings from leading organisations we were able to provide a breakdown of the best terms to use, as well as those to avoid. This guidance will continue to be updated in line with best practice and we will also look to expand this to other protected characteristics and share with our members.

Internally we have also improved our processes around managing media presence and building EDI considerations into the decision-making process when selecting who represents the College in the media and at events. As a result of this, the action to annually report on EDI data for events and media spokespeople has been superseded and instead we are confident that our processes will ensure we continue to have diverse representation.

Reviewing the recruitment of Invited Reviewers has not yet been started but has been planned to commence from March 2023. The Invited Reviewers process has recently been through an internal review and as of February 2023 the team heading this up were in a position to launch the new process. At this time EDI considerations could not be included as these are not covered within our current privacy policy; however this is something we would like to expand and therefore completion of this action has been pushed out to December 2023.

Acknowledgements

The publication of the workstream reports would not have been possible without the steering of the EDI Oversight Group, valuable input and feedback from the Member Reference Group and the dedication of the EDI Staff Working Group who produced these reports. The names of the key clinicians and College staff involved in the project are listed below.

EDI Oversight Group

Dr Bhanu Williams
Dr Camilla Kingdon
Robert Okunnu
Natasha Neill (to December 2022)
Alison Firth (from January 2023)
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Dr Habab Easa	Dr Richard Freeman
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Dr Nisha Aggarwal	Dr Zedekiah Sibanda
Dr Ranj Singh	Dr Zeshan Qureshi

We would also like to share our thanks for those organisations within the health and science space who are undertaking similar work within their own organisations and have helped shape our understanding.

Appendix A:

Overview of the College's action plan in response to the GMC's ambitions to tackle differential attainment.

The working and learning environment.

2. Inclusive programmes of learning and assessment

Interventions to develop curricula, assessment and supplementary materials that reflect the diversity of learners and patients. For example developing guidance on the different presentation of clinical signs or symptoms for diverse patient groups, or cultural competence training.

Initiative	Actions Identified	Outcome Measures	Timescale	Responsible person/ team
Updating the images in clinical courses to help reflect the diversity in the population of patients our clinicians might see.	<p>Review the images.</p> <p>Collect more images from diverse presentations, eg dermatology and musculo-skeletal conditions.</p>	<p>Enhance patient care ultimately by setting up all clinicians with the opportunity to observe in advance rather than first time on a patient.</p> <p>Heighten awareness of differing presentations in diverse patient population.</p>	<p>Review completed by end of academic year 2023</p> <p>Renewed image collection over next three years.</p>	EPD team, with EDI leads.
Create curriculum illustration (ie support initiative) on how a trainee can use EDI awareness for supporting their evidence to learning outcome in curriculum for professional values and behaviours.	<p>Add illustration to the curriculum documentation.</p> <p>Draw awareness to this for trainees.</p>	EDI because part of the conversation for professionalism, making the following initiatives easier to implement.	Ready now and can be added ready for Progress Plus curriculum in 2023.	Training and Quality Team, with EDI leads.
Include explicit key capability around considering and addressing EDI in training curriculum, within Learning outcome for Professional Values and Behaviours.	Draft the content and justify for curriculum review cycle.	<p>Trainees will be assessed on their understanding of EDI issues and mitigation plans to address.</p> <p>Equally, assessors will need to comprehend EDI as an area for demonstrating curriculum capabilities</p>	Next curriculum review cycle, est 2025/2026.	Training and Quality Team, with EDI leads.
Make EDI training/ certification parallel with life support and child protection certification.	Add to the list of mandatory elements needed for safe care cover for service and include in training programmes.	All trainees have defined EDI training as part of their employment requirements, referenced in the curriculum as demonstrable EDI comprehension.	Next curriculum review cycle, est 2025/2026.	Training and Quality Team, with EDI leads.
Include EDI elements within the marking domains for the RCPC START assessment.	Thread elements of EDI into professionalism, managing complexity, knowledge and communication domains.	Trainees will be assessed on the EDI elements within the START assessment - requires assessors to be trained on what this means too.	2-3 years.	Training and Quality Team, with EDI leads.

Who supports learning?

3. Support for trainers and early learning needs analysis

Support for Educational Supervisors to prepare UK trainees including the effectiveness of formative assessments at identifying and addressing development areas prior to summative assessments and critical progression points.

Support for Educational Supervisors helping to prepare learners for high stakes assessments. For example, making supervisors aware of planned exam attempts or recent exam outcomes through the ePortfolio, guidance for supervisors around common areas of challenge and outlining the standard of performance to be demonstrated.

Initiative	Actions Identified	Outcome Measures	Timescale	Responsible person/ team
New RCPCH online learning platform to host EDI training and bias addressing courses	"Investigate options for courses Investigate options for repository of those volunteers having completed courses"	"Courses exist to cover EDI, DA and bias management List of those volunteers holding completion certificates of those courses"	"Investigation completed by end of Aug 2023 If feasible, implementation to run from then with reporting available by Aug 2024"	EPD for build, committees teams for volunteer reporting, EDI leads for oversight
Advisory notes on RCPCH ePortfolio for educational supervisors of their trainees that have non-standard ARCP outcomes to address	"Build the linked report on RCPCH ePortfolio Advise and educate the ES pool on what this means"	Feedback that Educational Supervisors are more quickly able to work with their trainees that have actions arising from an ARCP	Implementation from Sept 2022	EDI lead and RCPCH Training and Quality Team

What supports learning?

4. Support for UK trainees preparing for high-stakes summative assessments and recovery from failed attempts

Support for trainees such as practice questions, guidance on the standard of performance required to pass the exam and the level of clinical experience required prior to sitting, and guidance around domains which trainees have found challenging.

Meaningful feedback provided following each attempt which supports remediation and improved performance where appropriate.

Coaching or training offered to candidates in advance of an exam attempt or following an exam fail such as a college exam preparation course or a meeting with a college examiner to discuss feedback on performance and areas for development, opportunities for candidates to familiarise themselves with the UK assessments and techniques before their first attempt

Initiative	Actions Identified	Outcome Measures	Timescale	Responsible person/ team
Exam prep prioritisation - previously unsuccessful in one or more clinical exam attempts	Prioritising those trainees with unsuccessful attempts for offers on our preparation courses	"We can target those who were previously unsuccessful in the list of candidates applying for exams Fewer candidates failing more than once in the clinical exam"	By end Aug 2024	Exams team and EPD team
Exam prep prioritisation part 2 - previously unsuccessful in any of the theory papers	For the clinical OSCE part of the MRCPCH, identify those that have passed any of the theory papers after 3rd or more attempts and prioritise them for clinical prep courses	More first time passes from candidates that had unsuccessful attempts at theory papers	By end Aug 2024	Exams team and EPD team
Exam prep prioritisation part 3 - previously scored lower (or retook) medical school exams - pending on data sharing agreements with GMC	Prep courses prioritised for those who scored lower or retook medical school exams	Fewer first time (or multiple) fails in cohort of those in prep courses compared with those not taking prep courses	Would need data agreement so plausible in 3-5 years	EDI leads and then Exams team and EPD team
Improving the quality of feedback to unsuccessful candidates	Adjusting the ratings in exam benchmarking to more accurately reflect the expected standard to clearly explain the marking feedback	Expand rating descriptors and transparency of benchmarking	By end Aug 2023	Exams team (clinical)

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Royal College of
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