



APPENDIX A: DATA MONITORING AND ANALYSIS

Diversity and inclusion are about cultures and people. However, our experience is that data is also essential to:

- understand the challenges and adopt approaches that are informed by evidence;
- benchmark current states and progress; and
- evaluate the effectiveness of actions to advance diversity and inclusion.

Socio-economic diversity data should not directly inform decisions about hiring and promotion; rather, it should be used as the basis to inform your approach and, as a sector, policy reforms. While some employers recognise the value of collating data on socio-economic background, there is little consistency in the data collected, and limited analysis typically undertaken once this is in place.

The data to collect

We recommend organisations follow the guidance set out by the Cabinet Office, in partnership with the Bridge Group. Detailed research on this topic is available.¹²

Ask applicants and your workforce four questions:

- 1 Type of school attended at age 11-16
- 2 Free school meal eligibility
- 3 Parental experience of higher education
- 4 Parental occupation when you were aged 14

These questions provide you with measurements of socio-economic background (SEB). This is the set of social and economic circumstances from which a person has come. SEB is closely correlated with individual and societal outcomes, including occupation, wealth, education, and health. This is different from measuring social mobility and from measuring socio-economic status (a measure of current circumstances).¹³

¹² Cabinet Office. (2019) [Guidance: Socio-economic background](#)

¹³ A measure of people's ability to move between different socio-economic strata, usually assessed in relative inter-generational terms.

These questions are not new beyond the arts sector. Over half of employers who entered the Social Mobility Index (a benchmarking exercise that ranks employers on their actions to improve social mobility) ask their new employees the type of school they attended and whether or not their parents went to university (51% and 53%); 4 in 10 also ask their current employees the questions listed above.¹⁴

We recommend building these questions into your HR systems. Unlike with staff surveys, this allows you to monitor the data over time, and answer the data questions listed above, such as progression rates and socio-economic pay gaps (see Cabinet Office Guidance for further details).

Best practice questions and response options

Question 1	Which type of school did you attend for the most time between the ages of 11 - 16?
Notes	Across most sectors it is the measure of SEB that has been in place for the longest time. It is well-established and can be used to benchmark against UK populations and peer employers.
Options	<ul style="list-style-type: none"> ■ A state-run or state-funded school <ul style="list-style-type: none"> ■ Selective on academic, faith or other ground ■ Non-selective ■ Independent or fee-paying school ■ Attended school outside the UK ■ I don't know ■ Prefer not to say
Question 2	If you finished school after 1980, were you eligible for Free School Meals at any point during your school years? Free School Meals are a statutory benefit available to school-aged children from families who receive other qualifying benefits and who have been through the relevant registration process. It does not include those who receive meals at school through other means (e.g. boarding school).
Notes	Across most sectors it is the measure of SEB that has been in place for the longest time. It is well-established and can be used to benchmark against UK populations and peer employers.
Options	<ul style="list-style-type: none"> ■ Yes ■ No ■ Not applicable (finished school before 1980 or went to school overseas) ■ Don't know ■ Prefer not to say
Question 3	What is the highest level of qualification achieved by either of your parent(s) or guardian(s) by the time you were 18?
Notes	This measure is well-established and can be used to benchmark against UK populations and peer employers. There has been a persistent wage differential between those that are educated to a higher level and those that were not, ¹⁵ which can limit access to higher education for non-university attendant's children.

¹⁴ Social Mobility Foundation. *Employer Index*.

¹⁵ Joanne Lindley and Stephen Machin. (2011) 'Rising Wage Inequality and Postgraduate Education'.

Options	<ul style="list-style-type: none"> ■ Degree level or Degree equivalent or above (for example first or higher degrees, post-graduate diplomas, NVQ/SVQ Level 4 or 5 etc.) ■ Qualifications below degree level (for example an A-Level, SCE Higher, GCSE, O-Level, SCE Standard/Ordinary, NVQ/SVQ, BTEC etc.) ■ No qualifications ■ I don't know ■ Prefer not to say ■ Not applicable
Question 4a	Please tell us about the occupation of your main household earner when you were aged 14.¹⁶ If this question does not apply to you (because, for example, you were in care at this time), you can indicate this below.
Notes	<p>NS-SEC is a measure of employment relations and conditions of occupations, published by the Office of National Statistics.¹⁷ These are central to showing the structure of socio-economic positions in modern societies and helping to explain variations in social behaviour, progression and other social phenomena. This measure provides some sense of scale of disadvantage, and parental occupation is a strong determinant of someone's life chances.¹⁸ The methodology for classifying parental occupation is well-established in the academic literature, and used in the national census, and the Labour Force Survey.</p>
Please tick one box to show which best describes the sort of work your primary household earner undertook at this time.	
	<ul style="list-style-type: none"> ■ Modern professional occupations such as: teacher, nurse, physiotherapist, social worker, musician, police officer (sergeant or above), software designer. ■ Clerical and intermediate occupations such as: secretary, personal assistant, clerical worker, call centre agent, nursery nurse. ■ Senior managers or administrators (usually responsible for planning, organising and co-ordinating work, and for finance) such as: finance manager, chief executive. ■ Technical and craft occupations such as: motor mechanic, plumber, printer, electrician, gardener, train driver. ■ Semi-routine manual and service occupations such as: postal worker, machine operative, security guard, caretaker, farm worker, catering assistant, sales assistant. ■ Routine manual and service occupations such as: HGV driver, cleaner, porter, packer, labourer, waiter/waitress, bar staff. ■ Middle or junior managers such as: office manager, retail manager, bank manager, restaurant manager, warehouse manager. ■ Traditional professional occupations such as: accountant, solicitor, medical practitioner, scientist, civil / mechanical engineer. ■ Long term unemployed (claimed Jobseeker's Allowance or earlier unemployment benefit for more than a year). ■ Retired ■ This question does not apply to me ■ I don't know ■ I prefer not to say

¹⁶ Note that the age of 14 is specified here since research highlights that parental occupation at this age is the strongest predictor of adult outcomes.

¹⁷ See Office for National Statistics. [The National Statistics Socio-economic Classification \(NS-SEC\)](#)

¹⁸ Erikson, Robert & Goldthorpe, John H., 2009. "Income and Class Mobility Between Generations in Great Britain: The Problem of Divergent Findings from the Data-sets of Birth Cohort Studies", Working Paper Series 4/2009, Stockholm University, Swedish Institute for Social Research.

Question 4b	At age 14, did the main household earner in your house work as an employee or were they self-employed?
Options	<ul style="list-style-type: none"> ■ Employee ■ Self-employed with employees ■ Self-employed/freelance without employees (go to question 3d) ■ Not working ■ I don't know ■ Prefer not to answer questions about parental occupation (skip remaining questions)
Question 4c	<p>Where 4b is employee: How many people worked for your main household earner's employer at this time?</p> <p>Where 4b is self-employed with employees: How many people did your main household earner employ at this time? Move to question 3d when you have completed this question.</p>
Options	<ul style="list-style-type: none"> ■ 1 to 24 ■ 25+ ■ I don't know
Question 4d	Did they supervise employees?
Options	<ul style="list-style-type: none"> ■ Yes ■ No ■ I don't know

The National Statistics Socio-Economic Classification (NS-SEC) is a multi-layered classification scheme, in its most detailed form it has 17 different groups, but can be collapsed down to five and three category versions. The self-coded method uses the information from the four questions presented above to approximate an individual's position in the NS- SEC scheme.

The questions on employment status, employer size and supervisory status are used to derive an individual's overall employment position. This derived position variable is then combined with the question on occupation to identify which of the following five NS- SEC classes the individual belongs to:

- Higher managerial, administrative and professional occupations
- Intermediate occupations
- Small employers and own account workers
- Lower supervisory and technical occupations
- Semi-routine and routine occupations

An NS-SEC position can then be calculated for each of the respondent's highest earning parent, guardian or carer. If information is missing for one of more of the questions for then no NS-SEC position is calculated. It is then possible to use the reduced three-class NS-SEC scheme:

- Higher managerial, administrative and professional occupations
- Intermediate occupations ("Intermediate occupations" and "Small employers and own account workers")
- Routine and manual occupations ("Lower supervisory and technical occupations" and "Semi-routine and routine occupations")

Driving up response rates

Bridge Group research highlights several factors that influence an individual's decision to disclose diversity information, including:

- understanding the relevance of the information to the organisation and to their experiences at work;
- the culture of the organisation: whether it is open and inclusive or if there are concerns about possible discrimination;
- availability of information on the uses and confidentiality of their details;
- opportunities to disclose information on an ongoing basis; and
- whether they can personally relate to the options available in monitoring questions.

Applicants and staff are more likely to engage with a diversity monitoring exercise if they see it as an integrated part of an organisation's strategy for promoting diversity and inclusion. Visible senior management involvement can also have a positive impact. Share examples of how diversity monitoring information has informed initiatives and helped to remove barriers for staff and other stakeholders. Some respondents may be concerned that information could disadvantage them or encourage discrimination or harassment. It is important to explain why the data are being collected, how the data will be used, and who will have access. It is critical that any exercise to collect information communicates:

- whether individuals are identifiable from the data;
- whether the information will be stored separately from personal details (i.e. in applications, and / or in the HR system), and in line with data protection, and who will have access to the information; and
- whether disclosure will lead to further contact from the organisation (for example sharing information about support related to a protected characteristic - this is generally discouraged).