Science Council

Royal Academy of Engineering

Diversity and Inclusion
Progression Framework Report 2025

For science bodies

Report Authors

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on behalf of the Science Council
and Royal Academy of Engineering

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Contents

Foreword

The Science Council and the Royal Academy of Engineering are proud of our decade-long partnership to develop the EDI Progression Framework as a key tool to help secure greater equity, diversity and inclusion (EDI) in engineering and science.

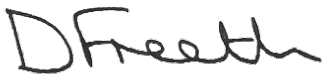
To be sustainable, our professions must be able to recruit from all parts of society and retain and progress that diverse talent. By supporting professional bodies in their Progression Framework self-assessments, and delivering regular science and engineering benchmarking reports, we hold up a mirror for our organisations to reflect on their progress and what more they can do to advance EDI through their range of functions and activities.

Creating more inclusive cultures is a continuous process of self-reflection, planning and action. The Progression Framework is a valuable tool supporting each of these elements and contributes to meeting the needs of the engineering and science workforce of the future.

With a welcome increase in the number of professional bodies taking part this year, it is encouraging to see how the Framework has supported measurable progress, particularly the strong areas of performance in governance and leadership, communications and marketing, and employment.

Where challenges continue, for example in data collection, there are signs of progress. Building trust and meaningful engagement with memberships, ensuring they feel represented, heard and supported, is key to further progression.

We thank the numerous professional bodies that have shared their own expertise, learning, resources, and approaches to creating more inclusive institutions. We thank all the organisations who engaged with the Progression Framework and contributed their self-assessments that led to this report and the recommendations for further action across science and engineering.



Professor Della Freeth
CEO, Science Council

Dr Hayaatun Sillem CBE
CEO, Royal Academy of Engineering
CEO, Queen Elizabeth Prize for Engineering

Executive summary

Inclusion is not a destination but a continual process. To serve society well and meet the great challenges of our times, science and engineering must welcome, nurture, retain and learn from diverse talents and perspectives. This is easy to say, harder to do. Professional bodies and learned societies in these sectors have a role to lead the work in developing and embedding inclusive practices.

The Progression Framework

This report presents findings of the 2025 Progression Framework benchmarking exercise for science bodies. The Progression Framework is a tool for professional bodies and learned societies that supports efforts to create inclusive science and engineering professions. It provides a structured framework to assess and monitor progress on equity, diversity and inclusion (EDI). The Progression Framework is developed in collaboration between the Science Council and Royal Academy of Engineering.

The Progression Framework assesses EDI practice in relation to ten areas of organisational activity against a five-level maturity model. The ten areas of activity assessed are:

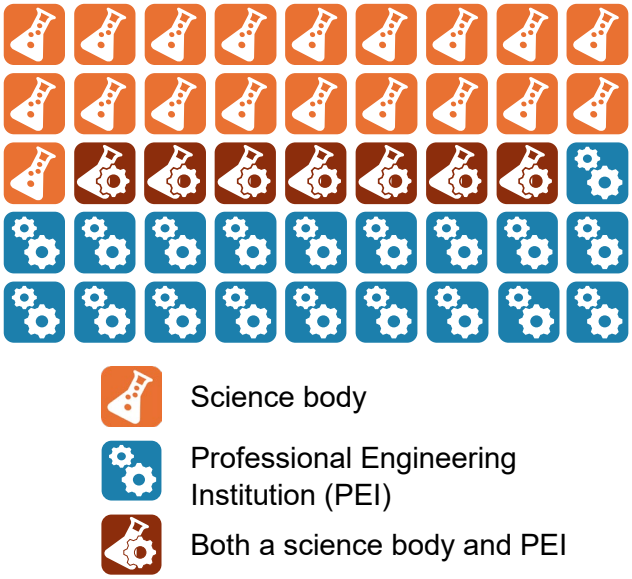
1. Governance and leadership
2. Membership and professional registration
3. Meetings, conferences and events
4. Education, training and examinations
5. Accreditation of education and training
6. Prizes, awards and grants
7. Communications and marketing
8. Outreach and engagement
9. Employment
10. Monitoring and measuring.

The five maturity levels are:

Level 0: Not yet started or not applicable
Level 1: Getting ready
Level 2: Launching
Level 3: Progressing
Level 4: Embedding.

Participating organisations

In 2025, 45 organisations participated in the benchmarking, which included both science bodies and professional engineering institutions (PEIs). Of these, 26 of the organisations were science bodies, and 26 were PEIs. Seven of these organisations were both a science body and PEI.

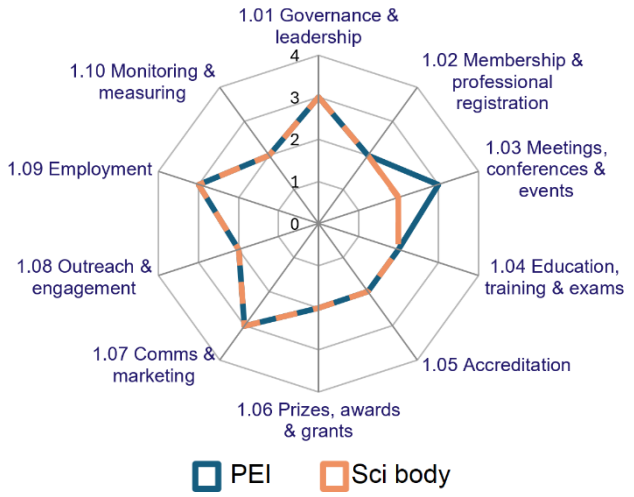


Self-assessment overview

Science bodies demonstrated strongest areas of EDI performance in:

- Governance and leadership
- Communications and marketing
- Employment.

Science body and PEI sector median scores



	1.01	1.02	1.03	1.04	1.05	1.06	1.07	1.08	1.09	1.10
PEI	3	2	3	2	2	2	3	2	3	2
Sci body	3	2	2	2	2	2	3	2	3	2

In the four best-performing areas, the median self-assessed score was **level 3, progressing**. All other areas achieved a median of level 2, launching.

Progress has been made since the 2021 benchmark. For science bodies, the strongest three areas represent progression from level 2 to level 3. Additionally, progress has been made in EDI practices for accreditation of education and training, which has risen from level 1, getting ready, to level 2.

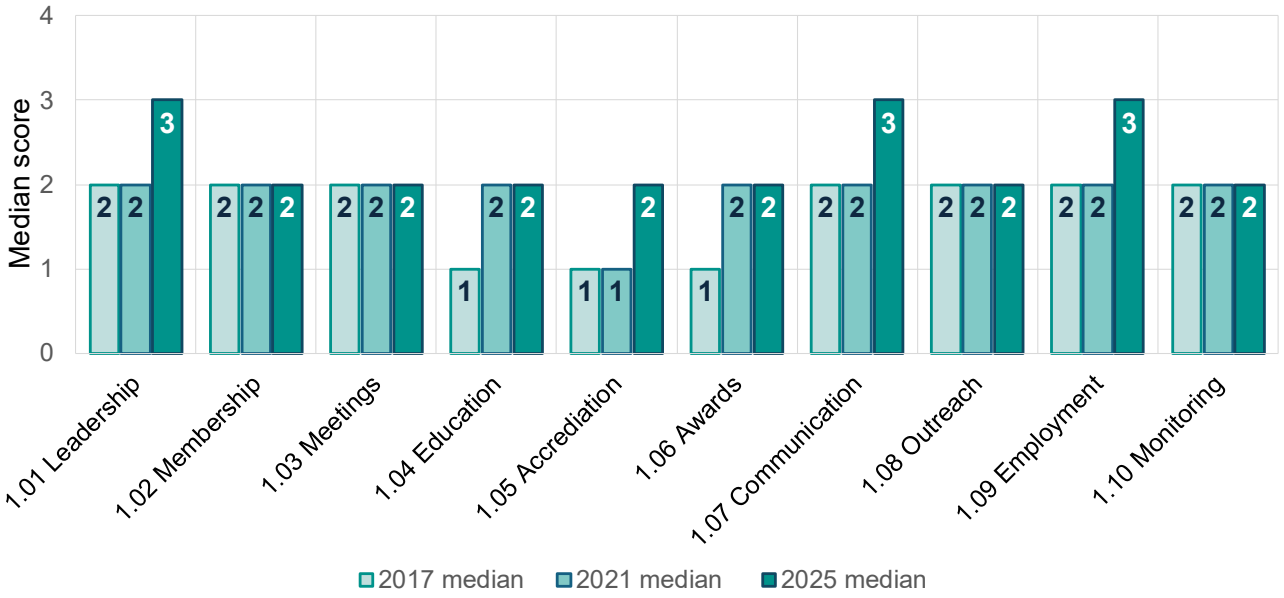
Most science bodies now embed EDI within their governance structures, through appointing EDI representatives to committees and boards, and ensuring EDI is a regular agenda item at meetings. Many have established new groups and committees with an EDI remit.

Membership practices remain at level 2, but areas of good practice are apparent and many science bodies are proud of their progress. In communications, diverse members are showcased, and inclusive language and accessibility standards adopted. Volunteers and committee members receive EDI training and guidance, and some organisations report achieving more diverse membership profiles.

Collecting and monitoring data lags other areas of practice. Membership diversity data collection is common, but disclosure rates are often low. However, science bodies report ambition for greater use of data to inform interventions, and most organisations have planned next steps for tracking more comprehensive data in areas across the Framework.

As employers, science bodies are embedding EDI into policies and practices, to build more

Science body sector progress over time



inclusive internal cultures that support wellbeing and employee engagement.

Several organisations are role modelling EDI leadership through external activities and collaborative projects, demonstrating sector influence across the wider science ecosystem.

Recommendations

1. Enhance data collection, insight and transparency

Organisations should continue their efforts to establish data collection across all areas of the Progression Framework. Consider not only demographic data, but also qualitative data about experiences of equity and inclusion.

2. Strengthen strategy and leadership to drive structural inclusion

Organisations should embed EDI into organisational strategy, providing direction, accountability, and a framework for impact measurement. Diversify the pipeline into governance and leadership roles to strengthen decision-making, and better reflect all communities served.

3. Expand capacity with collaborations, partnerships and volunteer engagement

Many science bodies are challenged with limited resources and capacity, while serving a diverse membership base. Volunteer engagement and collaborations with external partners can effectively expand capacity, reach and impact of EDI efforts.

4. Foster trust & meaningful engagement

To overcome cultural inertia, resistance and scepticism among members to EDI interventions, organisations must proactively foster trust. Trust is built when people feel represented, heard, and supported. Be transparent in communications and consult widely for feedback and inputs on EDI plans. Demonstrate that EDI plans will result in an improved experience for all.

5. Ensure accessibility and inclusion as core foundations

Accessibility and greater support enables full participation for everyone, be it across physical venues, digital systems, or communications strategies. EDI should feature visibly both as a topic in its own right and as a lens applied to all internal and external engagement.

6. Nurture an intersectional approach

Organisations need to move beyond headline demographics to capture more nuanced understanding. Barriers are not experienced in isolation, and timely EDI interventions need to reflect messy, real-world complexity. An intersectional approach considers how multiple, overlapping identities shape experiences.

7. Strengthen sector leadership in a changing environment

Science bodies and PEIs should collaborate to exchange insights, amplify good practice and support collective progress. Given the increased resistance to EDI in the current geopolitical climate, organisations should consider how programmes may need to evolve to sustain effective leadership on EDI. A community of practice can provide a collective voice for EDI, and enable shared navigation of external pressures.

Section 1

Introduction

This report presents the key findings of the 2025 Diversity and Inclusion Progression Framework benchmarking exercise for science bodies.

Inclusion is not a destination but a continual process. To serve society well and meet the great challenges of our times, science and engineering must welcome, nurture, retain and learn from diverse talents and perspectives. This is easy to say, harder to do. Professional bodies and learned societies in these sectors have a role to lead the work in developing and embedding inclusive practices.

About the Progression Framework

The Science Council and the Royal Academy of Engineering are proud of their decade-long partnership to develop the EDI Progression Framework—a practical resource for driving meaningful change by creating more inclusive cultures. The Framework supports ongoing progress through structured self-assessment, regular benchmarking against peers, and the insights and actions that flow from this process.

The 2025 benchmarking exercise is the third benchmark, with previous benchmarking exercises conducted in 2017 and 2021.

Section one of the Progression Framework assesses practice in relation to ten areas of organisational activity against a five-level maturity model, as summarised in **Figure 1**. The ten areas of activity assessed are:

1. Governance and leadership
2. Membership and professional registration
3. Meetings, conferences and events
4. Education, training and examinations
5. Accreditation of education and training
6. Prizes, awards and grants
7. Communications and marketing
8. Outreach and engagement
9. Employment
10. Monitoring and measuring.

The Progression Framework includes two additional sections. Section two asks qualitative questions about challenges, progress and plans, and section three explores diversity data collection methods and disclosure rates achieved.

Level 0 Not yet started	Level 1 Getting Ready	Level 2 Launching	Level 3 Progressing	Level 4 Embedding
Has not yet started considering EDI in this area, or this area is not applicable.	A case for change for EDI is emerging.	Actions are being launched.	Skills and capabilities are developing and signs of progress are present.	There is evidence of culture transformation and continuous improvement.

Figure 1 The maturity levels of the Progression Framework

Further details of the Progression Framework can be found in Appendix A and on the Science Council website.

Methodology in brief [1]

All Science Council member bodies and professional engineering institutions (PEIs) were invited to participate in the 2025 benchmarking exercise.

Responses to the Progression Framework questions are entered into a structured Excel spreadsheet. These comprise numeric scores for each of the ten areas, along with qualitative information, for example about actions taken or next steps.

Depending on the organisation size, completion of the framework is typically carried out or coordinated by a leader responsible for EDI. This may be the CEO, a member of the executive team, or a dedicated EDI leader. For larger organisations, contributions may be made from staff across the organisation functions, while smaller organisations are more likely to have one person with responsibility for all EDI activity.

Completed Progression Framework spreadsheets were returned to Inclusioneering Limited for subsequent analysis.

Each participating organisation received in return a confidential individual report with feedback on their progress. They were then invited to join a workshop to discuss the collective results. Along with the analysis of Progression Framework submissions, the workshop discussions have informed the interpretation of sector results presented in this report.

[1] A full methodology is presented in Appendix C

Section 2

Participating organisations

In 2025, 45 organisations participated in the benchmarking, which included both science bodies and PEIs. Of these, 26 of the organisations were PEIs, and 26 were science bodies. Seven of these organisations were both a science body and a PEI. This represents participation of:

- 72% of eligible science bodies
- 60% of eligible PEIs.

Participation of both science bodies and PEIs has steadily increased since the first benchmarking exercise in 2017. This is shown in **Figure 3**.

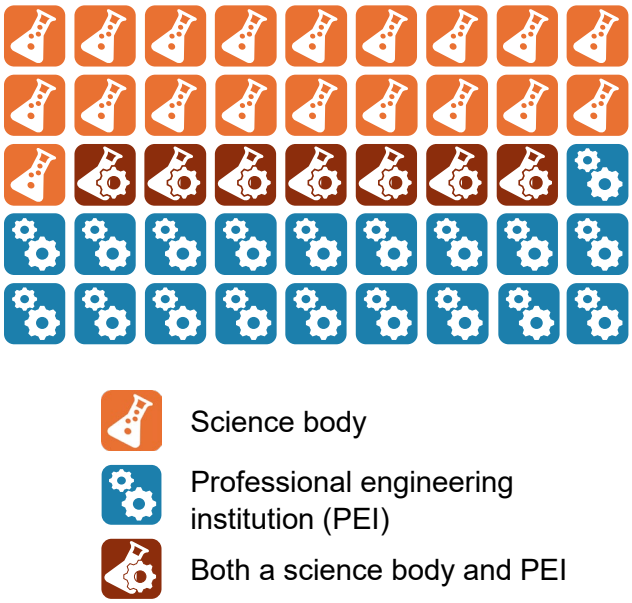


Figure 2 Participating organisations by type

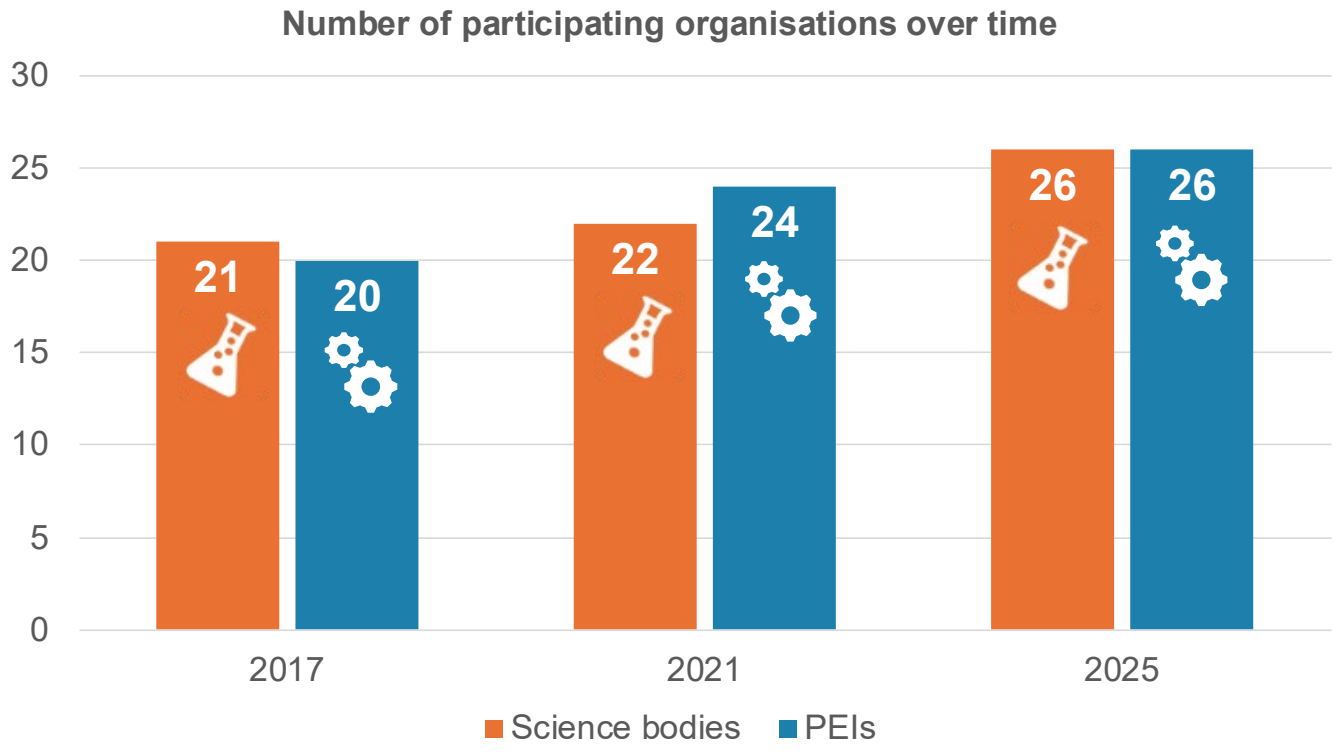


Figure 3 History of participation over the three benchmarks

Organisation size

For some analysis, we have partitioned the organisations by size, measured by the number of members. Sizes were chosen to given an equal number of organisations (science bodies and PEIs) in each category.

	Approx. members	No. of science bodies	Science bodies + PEIs
Small	< 4,500	11	15
Medium	Up to 20k	8	15
Large	> 20k	7	15

Figure 2 Categorisation of organisation size

How organisations are using the Progression Framework

The aim of the Progression Framework is to support professional bodies to:

- Track EDI performance and progress
- Structure internal conversations about performance and progress
- Identify strengths and areas for development
- Plan next steps for EDI progress
- Connect with and learn from other organisations in the sector.

To understand how organisations are using it in practice, and where they find most value, we carried out a short survey and a workshop discussion to learn more.

Organisations told us that they are using the framework to understand how they compare to others in their sector, and to inform their next iteration of EDI strategy development. The sector reports and their individual reports raise awareness of good practices of other organisations, relevant benchmarks, and also where there are shared challenges or areas of concern. When presenting EDI plans to the board and executive teams, we heard the reports give supporting evidence so are useful tools to gain senior-level buy-in and commitment.

We observed that many organisations may also use the framework as a reflective tool, as they spend significant effort to gather data and evidence of their actions in a structured manner. We postulated the exercise of completing the framework in itself helps organisations to understand their performance and progress. This observation was supported by a poll and discussion in the workshop, where 42% participants shared it was mostly or solely valuable as a reflection tool. This compares to 21% who find it mostly or solely of value as a comparison tool. 38% use it equally for both (see **Figure 5**).

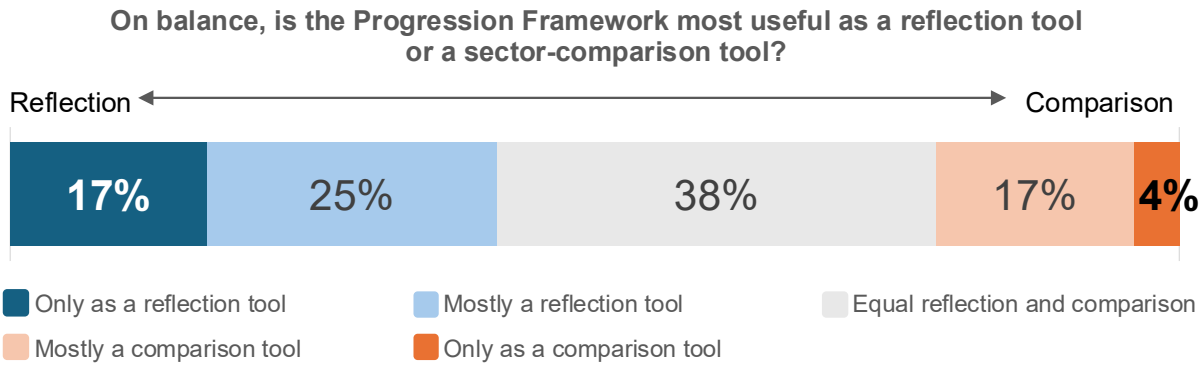


Figure 3 How organisations use the Progression Framework (workshop poll of 24 organisations)

Section 3

Progression Framework self-assessment results

Sector overview

Results of the self-assessment show actions are underway across all areas of the Framework. The radar chart in **Figure 6** shows how science bodies and PEIs self-assessed their performance (removing sections indicated as not applicable). Overall both groups report similar levels of progress, with the strongest areas of performance for both in:

- Governance and leadership
- Communications and marketing
- Employment.

In each of these areas, the median self-assessed score was **level 3, progressing**. At this level, the case for change is well established, and qualitative data is being gathered and shared. Sustained senior level support is in place, and skills and capabilities being built. There are high levels of collaboration, and clear signs of change emerging.

Additionally, PEIs reached level 3 in meetings, conferences, and events.

Of the 26 science bodies, nine reached level 4 (the highest level of maturity) on at least one area of the Progression Framework, and 21 achieved at least one level 3, indicating that most organisations demonstrate strong performance in at least one area.

Both science bodies and PEIs identified lowest maturity in monitoring and measuring, education and training, and accreditation of education and training, pointing to these as shared areas with most need for further development.

	1.01	1.02	1.03	1.04	1.05	1.06	1.07	1.08	1.09	1.10
PEI	3	2	3	2	2	2	3	2	3	2
Sci body	3	2	2	2	2	2	3	2	3	2
All	3	2	2	2	2	2	3	2	3	2

Figure 4 Median scores for each section of the Progression Framework Part 1, for PEIs, science bodies, and all participating organisations combined. Median scores were calculated after removing sections indicated as not applicable.

The box and whiskers charts in Figure 8 show the distribution of scores for each part of the Progression Framework. Results for each part are described in detail in the following sections.

When examining results by size of organisation (science bodies and PEIs combined), larger organisations appear to achieve a greater total score than smaller organisations, but this result is not statistically significant (see **Figure 7**). The total (aggregate) score is simply the sum of scores on each Progression Framework part. The plot also highlights that there are a broad range of scores for organisations of all sizes.

Smaller organisations are less likely to have all the organisational functions of larger ones, which lowers their total score as not all Progression Framework sections are applicable for them. Particularly education, training and examinations, and accreditation are less often part of smaller organisations' operations. When this difference is accounted for, small and large organisations show similar levels of performance. The "normalised" mean science body sector score across all Framework parts is 2.3 (i.e. not applicable sections are removed).

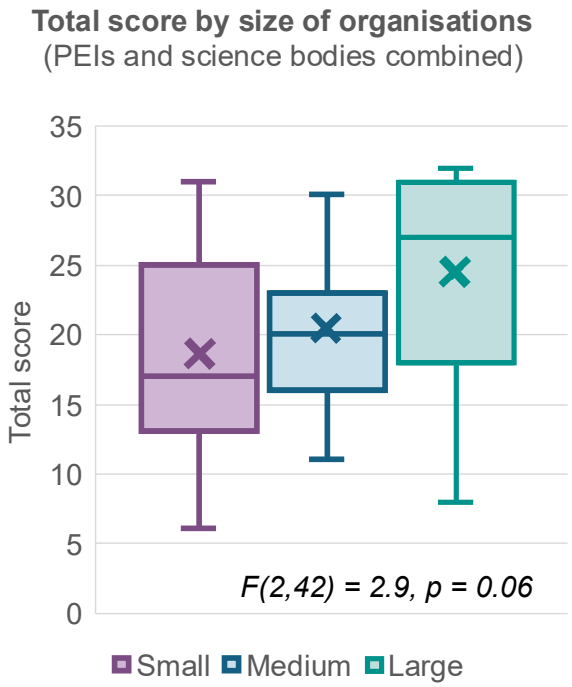


Figure 7 Total score by organisation size (by number of members). Mean scores: small = 18.6, medium = 20.4, large = 24.5.

We observed that smaller organisations also appear more likely to take a narrower, targeted focus in their EDI interventions, focusing on a few, rather than all of their organisational activities. Larger organisations are likely to have more resources that can be applied to progress EDI more broadly across all areas.

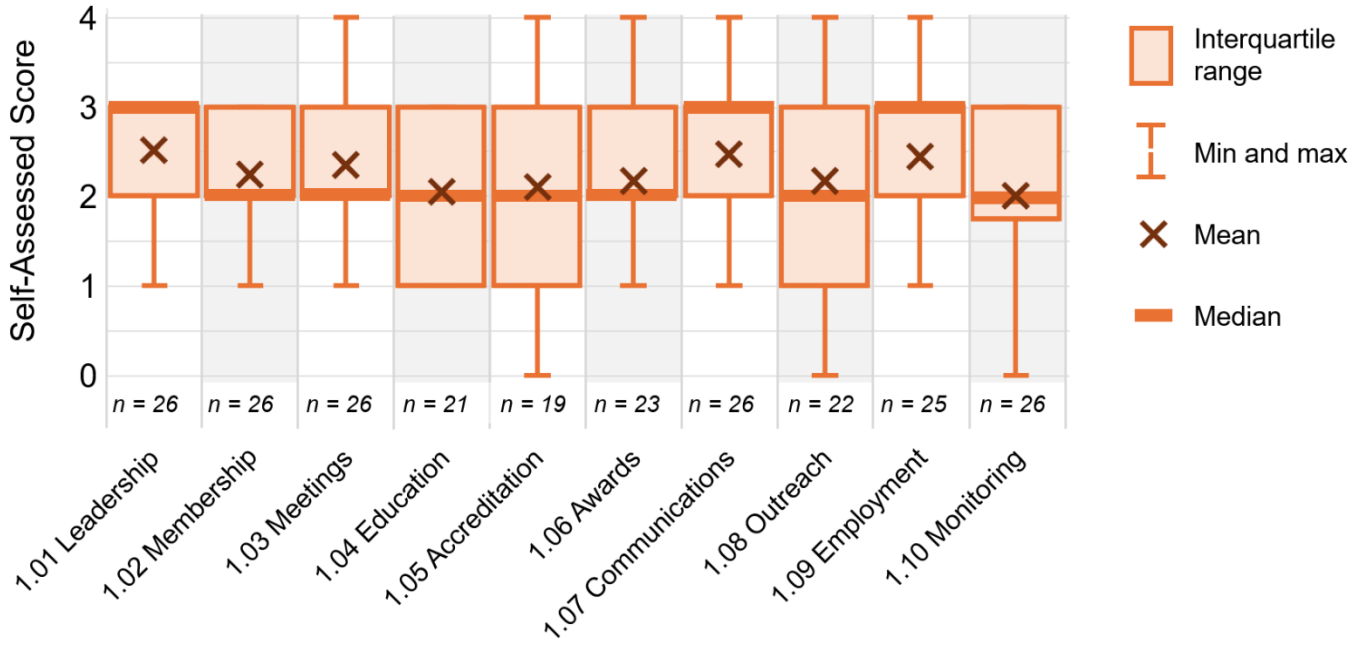


Figure 8 Box and whiskers plots showing distribution of scores for each part of the Progression Framework

Progress since the previous benchmarks

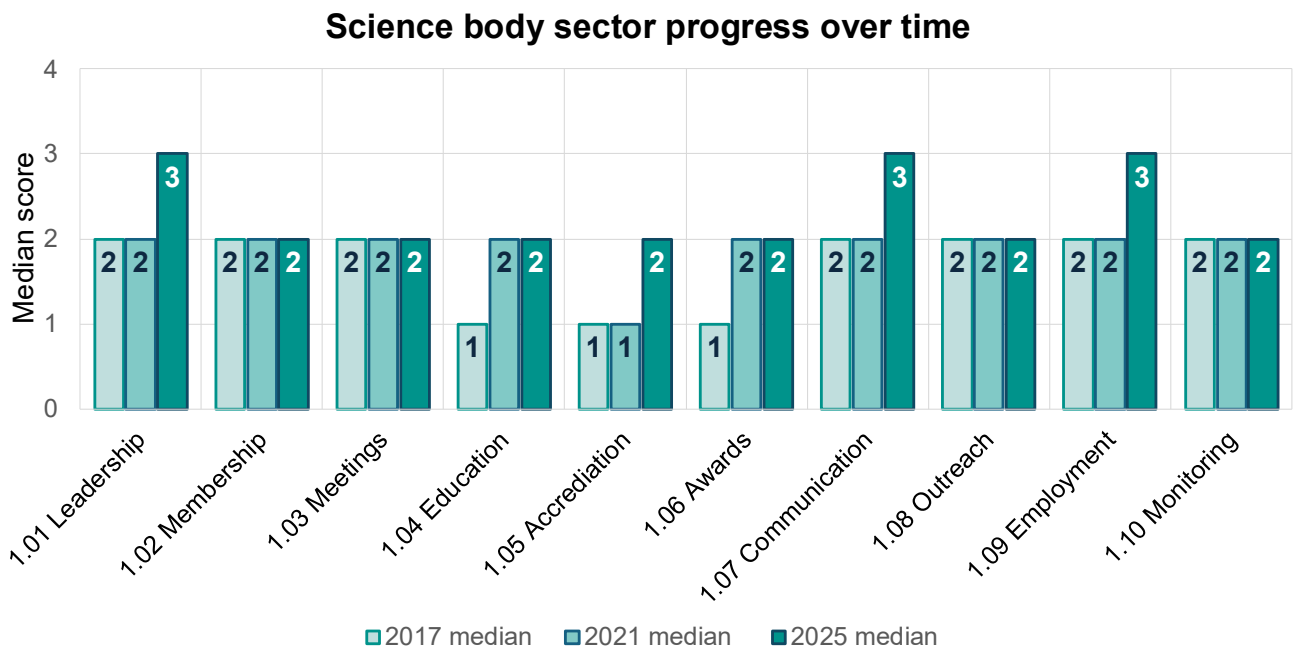


Figure 9 EDI progress over time

Progress has been made since the 2021 benchmark. For science bodies, median scores on three Progression Framework areas have risen from level 2, launching, to level 3, progressing (see **Figure 9**):

- Governance and leadership
- Meetings, conferences and events
- Employment.

One area has progressed from level 1, getting ready, to level 2, launching:

- Accreditation of education and training.

Between the 2017 and 2021 benchmarks there was only progression on two Framework areas.

More granular comparisons with the previous benchmarks are unfortunately not possible as limited historic data points are available from the 2017 and 2021 benchmarks.

In the six sections showing no change in median score since 2021, it is possible that maturity is developing, but slowly. Change is not significant enough for an increment in median score, but it is possible there may have been a change which could be reflected in mean scores. However, any regressions could also be masked for similar reasons.

It should be noted that in 2017 the Framework had only eight sections, becoming ten in 2021. The first version of the Framework grouped accreditation with education and training, and outreach with communications and marketing. In Figure 9, the 2017 scores for these combined sections have been applied to each of the corresponding separated sections, to enable comparison over time.

The Framework was updated again prior to the 2025 benchmark, but there were no changes that restructured sections. The three benchmarks of 2017, 2021, and 2025 are therefore broadly comparable to each other.

1. Governance and leadership

Governance and leadership in professional bodies set direction, ensure accountability, and shape standards of professional practice. Embedding EDI into these structures aligns goals, informs strategic objectives, and role models inclusive leadership for the sector.

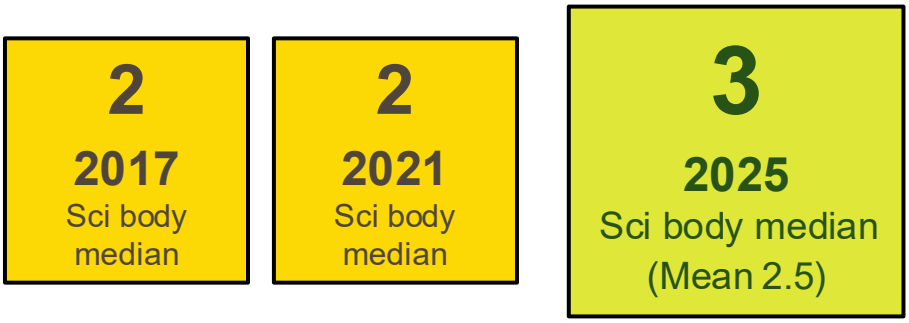


Figure 10 Summary of governance and leadership results

The 2025 benchmarking results for governance and leadership show clear progress from the previous benchmarks, with the **science body sector median reaching level 3, progressing**. The case for change is becoming established, with senior level support that links EDI with organisations' broader strategic objectives, and assigns responsibility to named leaders.

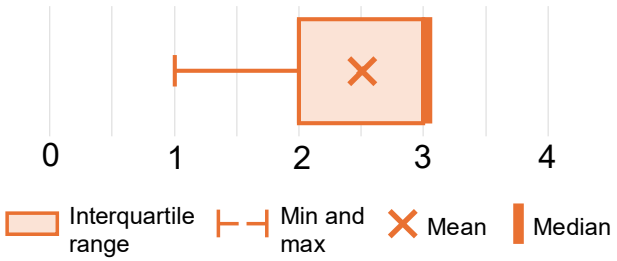


Figure 11 Box and whiskers plot showing distribution of governance and leadership scores

All 26 participating science bodies provided responses to this section. Most organisations rated their performance as level 2, Launching, or level 3, Progressing. No organisations rated their progress on governance and leadership at level 4, the highest level of maturity.

A thematic analysis of the comments provided in Progression Framework submissions reveals the most commonly described interventions and actions. 24 science bodies provided comments to this section.

Over 70% of participating science bodies shared that they have taken action to **embed EDI within existing committees**, including at the most senior levels of the governance structure. This includes appointing EDI representatives or champions to committees and boards, striving for diverse appointments, and ensuring that EDI is a regular agenda item. Some have embedded EDI within the terms of reference for boards,

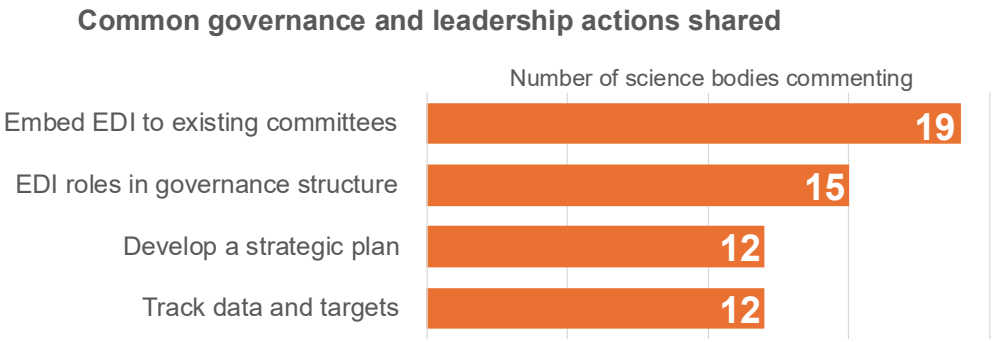


Figure 12 Common governance and leadership actions shared by participating science bodies

committees, and groups, to promote diverse membership and inclusive practices.

Over half of participating science bodies have established formal **EDI roles and groups in the governance structure**. For some, this may be an EDI committee or working group that reports to a senior level, while others have formalised responsibilities with a trustee or senior member being named as leading on EDI. However, finding people with EDI expertise at a senior level can still be challenging.

While **tracking data and targets** was a common theme, there was a wide range in the extent and maturity of data tracking practices in place. Organisations with greater maturity routinely gather a range of quantitative and qualitative data about their governance (e.g. representation on committees, and insights from surveys), and regularly report EDI metrics to the board and executive leadership. Some have stated ambitions such as aiming to achieve 40% women on boards. Many organisations express ambition to develop their EDI data practices further. Several comment that new customer relationship management (CRM) software will be an enabler to achieve this.

Other themes discussed include creating a **strategic plan** for EDI, that may be standalone or part of a broader strategy for the organisation, and linked to the organisational values. EDI policies and statement have been written, and in many cases are shared publicly via the website and other materials.

> "BPS has made strides forward in EDI over the past four years. We now have an EDI Strategy Board, and sub-groups and committees focused on specific areas of EDI and human rights work from publications to inclusive language guidance. We have introduced Equality Impact Assessments and risk management procedures across society structures."

Adam Jowett

Outgoing Chair of the EDI Board

The British Psychological Society

2. Membership and professional registration

Membership provides the foundation of professional bodies and learned societies, creating communities of practice and a collective voice. They thrive when the membership base is diverse and engaged. Inclusive experiences and equitable access to development and registration support the sector's full workforce.

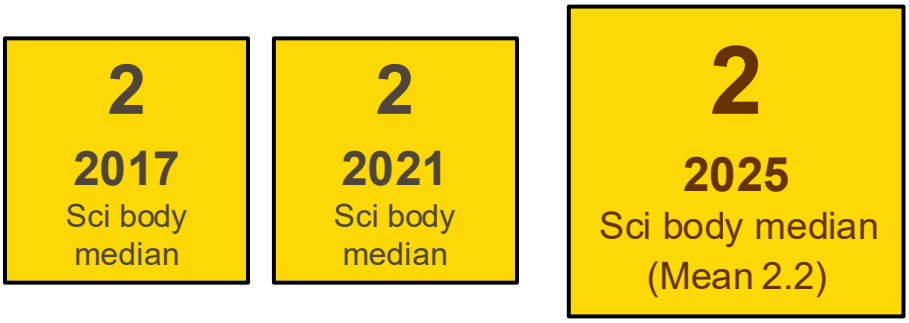


Figure 13 Summary of membership and professional registration results

The 2025 result for membership and professional registration shows no change to the median score from the previous benchmarks, which is **level 2, launching**. At this level, organisations have clearly stated their ambition to increase diversity of membership and registration, assigned responsibilities for formulating plans, and shared information so assessors have awareness of EDI in decision making.

All 26 science bodies provided responses to this section. Scores ranged from 1 to 3, with most assessing their performance as level 2 or 3.

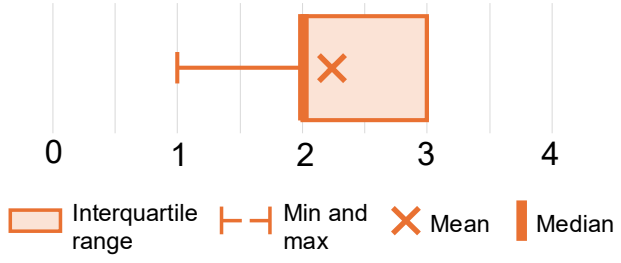


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Figure 14 Box and whiskers plot showing distribution of membership and professional registration scores

Results show that many organisations are beginning to work at level 3, progressing, committing to an action plan and removing unintended barriers to greater diversity.

A thematic analysis of comments shows the most common interventions are about **inclusive communications**, with around half of science bodies commenting about these type of actions. These include ensuring that the website, social media, and communications to members use inclusive language and imagery, and meet standards for accessibility (e.g. Web Content Accessibility Guidelines 2.0). Diversity of membership is celebrated, and members from underrepresented communities may be spotlighted as role models to showcase contributions to their field.

It is also common practice to ensure that **inclusive processes** are adopted relating to membership and registration, and for appointments to roles on committees and

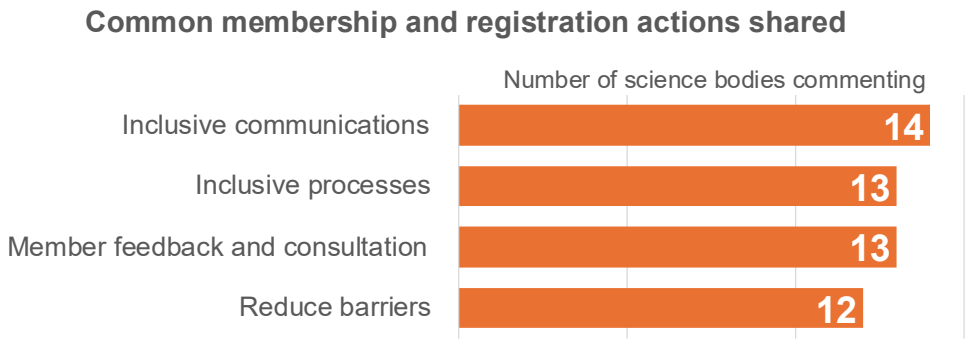


Figure 15 Common membership and professional registration actions shared by participating science bodies

boards. This includes process reviews and updates to be clear and transparent, and routinely offering reasonable adjustments to applicants. Some organisations have created routes that increase access to membership and registration for people from underprivileged and underserved communities, including refugees and people from lower socio-economic backgrounds. Specific funds, grants, or reduced membership fees, provide financial support needed to enable participation. A few commented that they offer support for people taking career breaks for maternity leave or other reasons.

Half of participating science bodies commented that insight gained from **member feedback, surveys and consultation** highlights opportunities and informs EDI improvements. EDI questions may be included in member engagement surveys, with the results informing new interventions and priorities. Some have carried out specific research, e.g. experiences of ethnic minority professionals, and published findings publicly to inform and influence their scientific discipline more broadly.

Science bodies report efforts to **reduce barriers** to membership and professional registration for underserved scientists. Policy and criteria have been reviewed to remove unintentional barriers. Actions include offering reduced membership fees to support people at different life and career stages, including maternity breaks, career breaks, and retirement.

Greater **tracking of data** about membership was the most frequently commented next step for organisations.

> "Membership diversity data is monitored annually enabling initiatives to be targeted as needed. All staff, including the leadership team, have responsibilities for diversity and inclusion. We offer a mentorship platform for support with achieving Chartership and are exploring ways to make Fellowship more accessible to female members as a way of recognising excellence in the sector."

Amy Bond

Communities and Membership Engagement Officer

The Institution of Environmental Sciences

3. Meetings, conferences and events

Meetings, conferences and events in professional bodies provide platforms to share knowledge, build networks, and shape professional culture. Embedding EDI into their design and delivery broadens participation, ensures accessibility, and demonstrates inclusive practice to the profession.

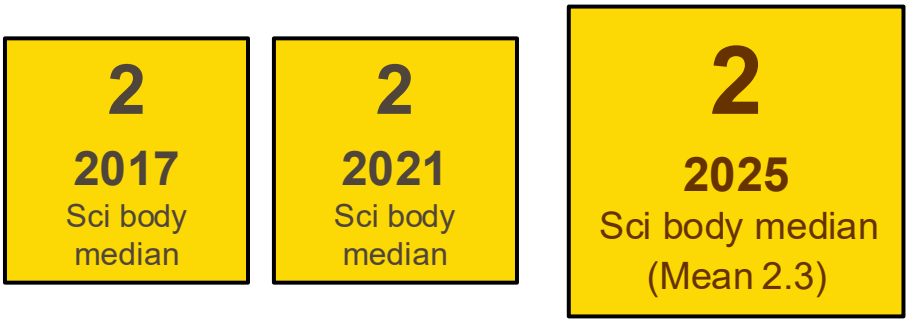


Figure 16 Summary of meetings, conferences, and events results

Like membership, median results are unchanged for meetings, conferences and events from the previous benchmarks, remaining at **level 2, launching**.

There are pockets of action to increase diversity of speakers and attendees, and many organisations report having an action plan for this. Satisfaction feedback is sought at least informally after events. Some actions at level 3 are emerging, with many reviewing marketing materials for inclusivity, and committee chairs actively engaged to make events inclusive.

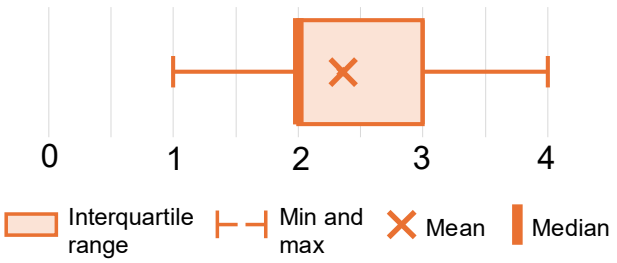


Figure 17 Box and whiskers plot showing distribution of meetings, conferences, and events scores

All 26 participating science bodies provided responses to this section. Scores ranged from 1 to 4, with most assessing their performance as level 2 or 3.

Thematic analysis of the comments show that most organisations have taken action to create a **more inclusive experience** for participants. Events are planned to be accessible (considering both physical venues and online spaces), and some organisations report considering inclusive timing for events to avoid cultural holidays and to be accessible for online attendees in other time zones. Recordings and closed captions are often made available. For physical events, many mentioned making inclusive food options available, and several provide facilities including prayer rooms, breastfeeding areas, and quiet spaces at conferences.

Figure 18 Common meetings, conferences, and events actions shared by participating science bodies

Science bodies report that they are taking a reflective approach to event planning, seeking **feedback and consultation** from speakers, attendees, and partner organisations after, and in planning for, events. This ranges from informal discussions to structured feedback surveys.

Efforts towards **increasing representation** of speakers and attendees from diverse communities are also prevalent. Some acknowledge that this can be difficult due to availability of speakers. Diverse line-ups of speakers are actively sought, and some science bodies take steps when this is not achieved, such as challenging organising committees, and in some cases cancelling events.

Around forty five percent of science bodies commented on their **marketing** plan and materials for their events and conferences, ensuring that they use inclusive language and imagery to reflect diverse communities. They may use a range of communication channels to promote events broadly.

The same number put in place **guidelines and training**. This includes checklists and policies for event and conference organisers, as well as setting expectations for delegate behaviour in event code of conducts. However, over a half of the science bodies are planning to increase or introduce these practices, and to expand consultation with - and feedback from - a diverse range of participants.

As for many parts of the Framework, **greater tracking of data** is a frequently reported next step, particularly survey data and demographic information about speakers and attendees.

> "The Conference Scientific Planning Group is working with partners and audience groups to develop innovative formats for connecting communities, to maximise inclusion and facilitate opportunities for members across career stages."

Ian Wilson

Chief Executive Officer

The Chartered Association of Sport and Exercise Sciences

4. Education, training and examinations

Professional bodies deliver education, training and examinations to set standards, support professional development, and ensure competence across the sector. Integrating EDI ensures opportunities are open to all, supporting a more representative, innovative, and resilient science workforce.

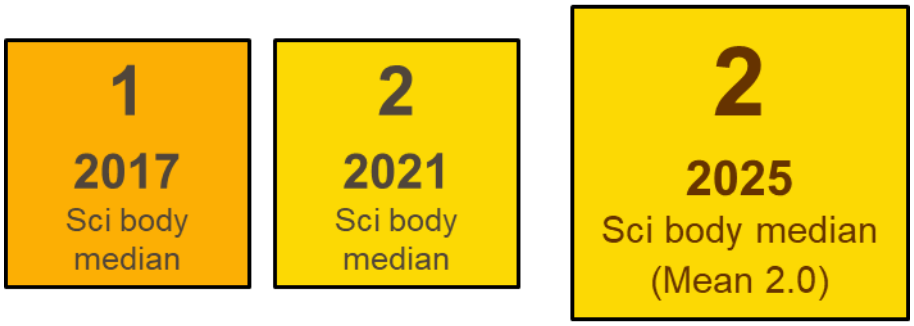


Figure 19 Summary of education, training and examinations results

The science body sector median score for education, training and examinations, has remained at **level 2, launching**, since the 2021 benchmark.

Participating science bodies report that they have ambition and plans to remove barriers to multiple diversity groups. Around half have assigned responsibility for this to a named person, and data is increasingly used to inform actions.

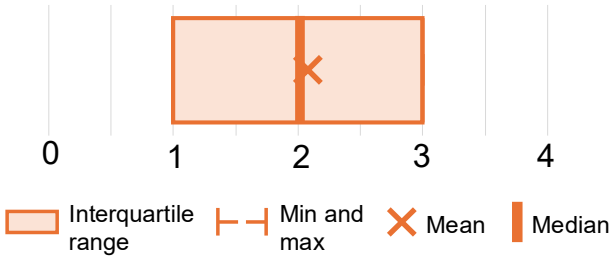


Figure 20 Box and whiskers plot showing distribution of education, training and examinations scores

Responses to this section were provided by 21 science bodies, of which 19 provided comments. Some do not deliver education, training, or examinations so this section is not relevant to all science bodies. For those that responded, all rate their level between 1 and 3, with none giving a self-assed rating of level 4, the highest maturity.

Thematic analysis of comments shows the most common interventions, reported by about 75%, are related to **tracking data**. Diversity data is frequently collected for learners and exam candidates, but most organisations collect only partial data (typically gender and age). In some cases, this may be limited to learners who are already members, as the data is known by virtue of their membership processes. Some science bodies report using this data to examine for links between demographics and outcomes. However, expanding data collection was a frequently mentioned next step – along with improving guidelines and training. When it

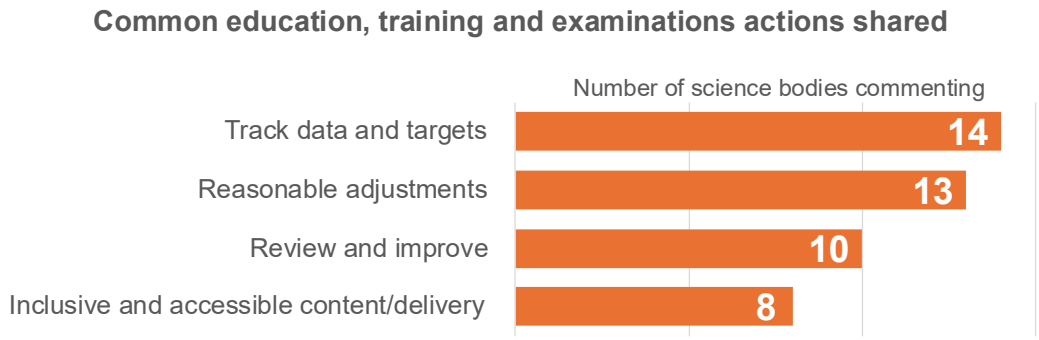


Figure 21 Common education, training and examinations actions shared by participating science bodies

comes to tracking data, organisations may have begun work, but they also see the need to continue progression in this area.

Science bodies are reflective in their approach, as shown by the nearly 50% who described a **review and improvement** process of their policies, training and qualifications. Review can include identifying unintentional barriers, and seeking feedback from multiple diversity groups, with the outcomes informing updates and changes.

Most science bodies reported that they offer **reasonable adjustments** to all learners and candidates, which are put in place when needed and when reasonably possible. Access needs are routinely asked in advance, and many have established process and guidelines for a reliable, repeatable approach.

Ensuring that content and delivery are inclusive and accessible is a step taken by about 40% of science bodies. This includes making different modes of learning available to participants, for example physical, online and on-demand, providing transcripts, and using inclusive language and case studies in materials. In examinations, actions include double-blind marking and care in exam date selection.

A wide range of other actions were described, including regular review of content for inclusivity, assigning EDI responsibilities to a named person, and interventions to introduce new programmes and qualifications designed to broaden access.

> "Biomedical Science education and regulatory standards have provided considerable momentum for embedding EDI into IBMS accredited BSc Biomedical Science programmes and other IBMS routes to registration as biomedical/clinical scientists (approved by the Health and Care Professions Council)."

Dr Sue Jones

Executive Head of Education

Institute of Biomedical Science

5. Accreditation of education and training

Through the accreditation of education and training, professional bodies define expectations of quality and relevance for the profession. Applying EDI into accreditation expectations ensures these standards reflect the diverse needs of learners, support inclusive curricula, and encourage representative participation.

Figure 22 Summary of accreditation of education results

The 2025 benchmarking results for accreditation of education and training show progress from the previous benchmarks, with the sector median reaching level 2, **launching**.

At this level, organisations have stated ambition to use accreditation as a way to encourage greater EDI in education and training providers. Providers are encouraged to check processes do not unintentionally exclude or disadvantage underserved groups. Many organisations are working at level 3, with specific plans and checks in place.

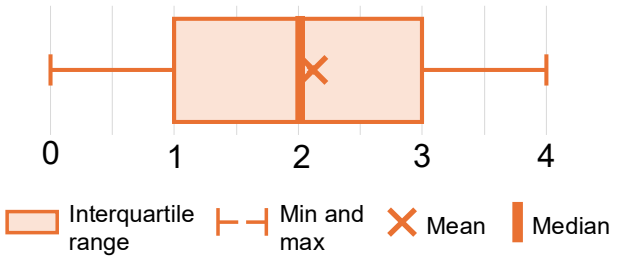


Figure 23 Box and whiskers plot showing distribution of accreditation of education and training scores

This section received responses from 19 science bodies. Like for education and training, not all provide accreditation of external courses, so this section is not relevant to all organisations. Self-assessment scores covered the full range of 0 (not started) to 4 (embedding, the highest maturity), with most in the 1 to 3 range.

Comments were shared by 15 science bodies. Thematic analysis shows a range of actions, each with small numbers of organisations commenting. The most common actions shared related to the accreditation **assessment including EDI requirements**, and providing **EDI guidelines for higher education institutions and training providers**. These had 9 and 8 comments respectively.

Assessment including EDI requirements relates to the assessment framework including requirements about accessibility, equity, inclusion and diverse representation in programme content, delivery and outcomes.

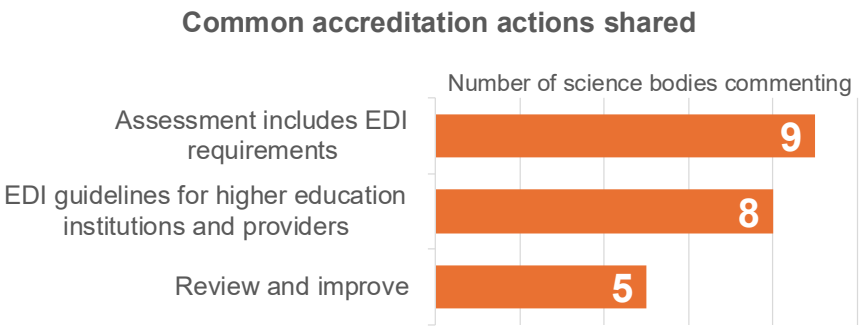


Figure 24 Common accreditation of education actions shared by participating science bodies

Four science bodies commented more strongly that EDI criteria must be met for accreditation to be awarded.

Organisations offering EDI guidelines and support to education providers use a range of methods to deliver this. Often best practice and guidance is shared during accreditation events or visits. Others also have regular communication through the year, or may share documentation such as an EDI guide. In the context of accreditation, some comments indicate that EDI and accessibility are considered alongside topics of professionalism and ethics.

Five organisations commented about their practices to **review and improve** accreditation processes. Criteria may undergo annual updates, in accordance with evolving standards and to incorporate learning from EDI data and feedback from assessors and education providers.

Other comments show that there is desire to track EDI data during the accreditation process to inform actions, but few organisations have yet implemented this. There is also desire to more greatly incorporate student voices, learn from multiple diversity groups, and consult a diverse set of members to inform design of the accreditation process.

> "The IOP accreditation scheme has explicit requirements for departments to ensure their programmes and curriculum are inclusive. This was directly informed by our research on the experiences of diverse groups that resulted in a good practice guide for inclusive teaching and learning."

Priya Ebenezer

Equality Diversity & Inclusion Manager

Institute of Physics

6. Prizes, awards and grants

Through prizes, awards and grants, professional bodies celebrate excellence and invest in the future of the profession. Embedding EDI into these processes showcases the full breadth of talent in the science sector and broadens access to opportunities.

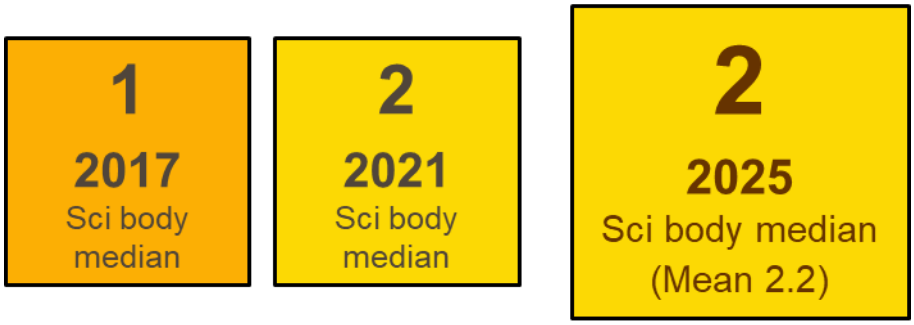


Figure 25 Summary of prizes, awards, and grants results

The 2025 sector median for prizes, awards and grants is **level 2, launching**. There is no change from the 2021 benchmark, but progress is evident since 2017, when the median was level 1, Getting Ready.

At level 2, organisations have made commitment to increase the diversity of prize award and grant applicants and nominations. Criteria and processes have been reviewed and updates made where unintentional barriers are found.

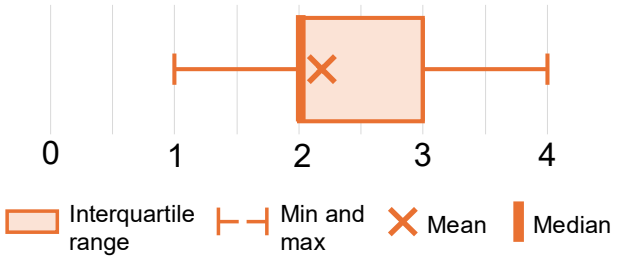


Figure 26 Box and whiskers plot showing distribution of prizes, awards, and grants scores

This section received responses from 23 science bodies. Most gave a self-assessed level of 2 to 3, while two organisations rated their progress at level 4.

Comments about their actions were provided by 19 science bodies. All 19 described interventions to increase **inclusion in the awards criteria and processes**. Steps taken include ensuring that the judging criteria are accessible and transparent. Many anonymise applicants in the judging process to reduce bias. Effort is made to diversify judging panels, and judges may be given guidance to avoid unconscious bias in their decisions. Some organisations described removing barriers for underrepresented groups to selection and progression through the process, such as introducing bursaries for caring costs. Others actively involve regional groups, special interest groups, and external partners to encourage more diverse nominations –

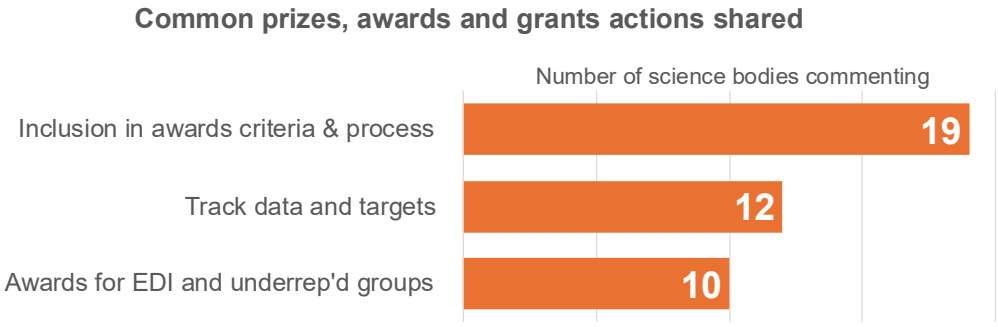


Figure 27 Common prizes, awards, and grants actions shared by participating science bodies

addressing a challenge mentioned by several of attracting diverse nominations.

Several organisations name prizes, awards or grants after a prominent person from an underrepresented group in their field. In awarding grants, one organisation with a high level of EDI maturity described that they share feedback with unsuccessful applicants, and ask all prize and award applicants – successful and not – for feedback on their experience to inform future awards.

Another common approach described by science bodies has been to introduce specific **awards for EDI accomplishments, and to recognise achievements of people from underrepresented groups**. A related approach taken by some is to introduce a wide range of awards reflecting varied career paths and stages. This category of comments also includes offering specific grants to people from underserved backgrounds.

There is recognition of the value to **track EDI data** for prizes, awards and grants. However, like in other Progression Framework sections, current tracking is often informal or limited only to gender, although some organisations have introduced more comprehensive data collection. Tracking may also be limited due to inconsistent implementation across awards. There is desire to expand demographic data collection, evidenced by over half of science bodies sharing increased tracking as a priority next step.

> "Community-led groups, outside of the organisation, and separate from the prize selection process actively encourage nominations from underrepresented groups and provide support for making a nomination. Both targeted and broader marketing strategies are employed to raise visibility and attract applicants/nominations."

Leanne Marle

Senior Programme Manager for Science, Awards, and Grants

Royal Society of Chemistry

7. Communications and marketing

Communications and marketing support the visibility, influence and impact of professional bodies. Integrating EDI ensures messages are accessible, inclusive and reflective of the full diversity of the profession.

Figure 28 Summary of communications and marketing results

Performance in the 2025 benchmark on communications and marketing was strong, with a median science body **level of 3, progressing**. This is up from level 2 at the previous benchmarks. At this level, many organisations have a plan of action to ensure positive messaging on diversity and inclusion, and regular communications about EDI topics. Many integrate EDI into the overall communications strategy, rather than treating it as a standalone concern.

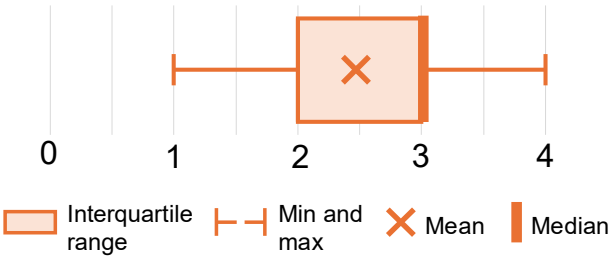


Figure 29 Box and whiskers plot showing distribution of communications and marketing scores

All 26 participating science bodies provided responses to this section. Self-assessment scores spanned levels 1 to 4, with most at levels 2 and 3.

Comments were shared by 22 science bodies. Themes in the comments show the most prevalent actions relate to ensuring **EDI is incorporated in the tone, images and accessibility** of communications, publications and social media – shared by 17 organisations. Marketing materials are made with reference to best practices for inclusive imagery, language, tone of voice and accessibility standards. Image libraries and articles showcase diverse role models who represent the profession, for example interviews with committee members or recent award winners. These practices are often captured formally in checklists, brand guidelines, or an inclusive communications guide, which may be shared both with internal teams and externally with suppliers. Most planned next steps also relate to this theme of comments.

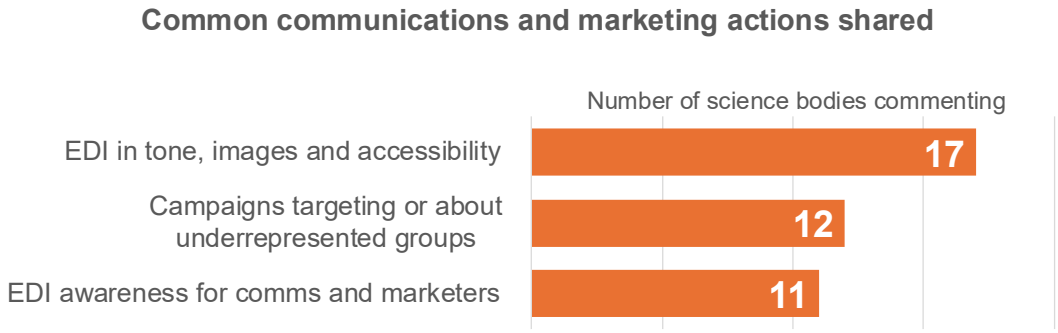


Figure 30 Common communications and marketing actions shared by participating science bodies

Twelve science bodies commented that they run **campaigns specifically targeting or about underrepresented groups**. For many, EDI topics are a regular feature in publications.. There may be a EDI calendar of cultural and awareness events that are promoted, such as Pride Month or Black History Month. Some campaigns directly target or focus on younger audiences and people from underrepresented communities, both as methods to raise awareness, and for providing relevant, engaging content for those communities. Some organisations with higher EDI maturity actively involve people from underrepresented groups in developing their marketing campaigns to ensure inclusivity and authenticity of content. While most organisations do not comment on public policy topics concerning EDI, a few do, particularly where topics intersect with their specialist field.

Science bodies ensure to **raise awareness of EDI for their communications and marketing teams**, to equip them with foundational understanding of the diversity of their audience and the need for inclusivity and accessibility. This theme was typically shared by organisations at lower levels of EDI maturity, while those at higher levels describe their teams more actively using EDI skills to apply and create guidelines for inclusive content.

Data tracking in marketing is common, but less so incorporating demographic data. Many plan to incorporate this as a next step to better understand reach and impact of campaigns.

> "Diversity and inclusion are integral to our marketing and communication strategy. We spotlight initiatives on women in Operational Research, mental health, and neurodiversity, while promoting Society events and awards that broaden representation and strengthen our community's impact."

Dr Colette Fletcher

Executive Director

The Operational Research Society

8. Outreach and engagement

Outreach and engagement activities enable professional bodies to connect with wider communities, inspire future professionals, and build public trust in science and engineering. Applying EDI ensures these efforts are accessible, representative, and impactful across diverse communities.

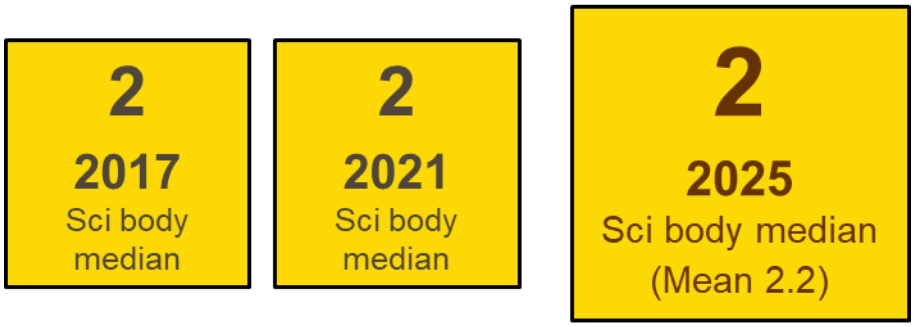


Figure 31 Summary of outreach and engagement results

There is no change in the 2025 benchmarking results for the median score for outreach and engagement, which remains at **level 2, launching**.

At this level, organisations typically seek to engage diverse audiences and to be inclusive in the approach they take. Many science bodies also report making conscious efforts to diversify the pool of role models that represent them in campaigns and activities.

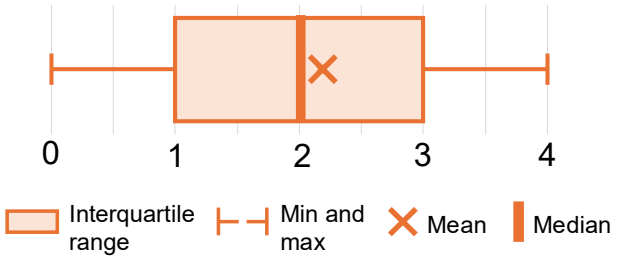


Figure 32 Box and whiskers plot showing distribution of outreach and engagement scores

Responses to this section were provided by 22 science bodies – some do no outreach and engagement activity, so it is not relevant to all. A small number reported they have not started work in this area, while most score between levels 1 to 3. Four organisations rated themselves at level 4, the highest level of maturity.

Comments about their actions were provided by 20 science bodies. The most commented actions relate to using **inclusive and accessible resources**. This includes ensuring diverse role models are represented in cases studies, that the language used is inclusive, and that standards of accessibility are followed. To expand access and increase engagement with their discipline, one organisation commented on their practice to make journals open-access and offer a majority of online content for free.

Taking it further, some science bodies have run high impact **engagement campaigns for EDI** that specifically showcase diverse scientists and

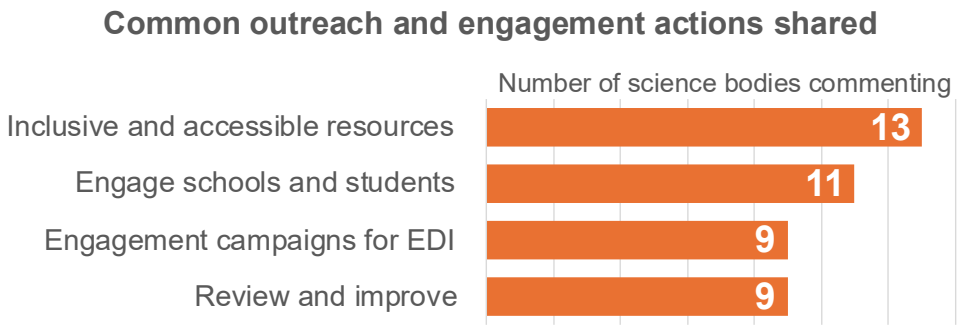


Figure 33 Common outreach and engagement actions shared by participating science bodies

engineers. These provide role models for people from underrepresented communities and raise awareness of the varied opportunities in their scientific field.

Many organisations commented about their work to **engage schools and students**. Outreach hubs, committees and officers may coordinate this work. Some have developed relationships with targeted schools to reach areas of higher need, such as schools in areas of high deprivation, and schools with high proportions of students from underrepresented backgrounds. Several organisations comment on the general need to attract young people to their field. **External partners** specialising in STEM outreach or focused on under-represented communities in science help to achieve broader reach for campaigns than the science body can achieve alone, and specialist engagement skills are valuable for impact.

Like in other Progression Framework parts, tracking EDI data was a frequent topic of comments, and using this to **review and improve** programmes. Science bodies gather feedback about activities from target audiences (often the teachers), and inputs from members who deliver the outreach to inform future plans and campaigns. Many organisations commented that all materials are reviewed before publication, often supported by the marketing and communications team.

Tracking EDI data is the most commonly cited next step by science bodies for outreach and engagement. Many collect limited demographic data, but plan to increase the breadth of data collected.

> "In April 2025 we launched a podcast series that highlights varied career pathways into the profession, to broaden awareness and engagement. The podcast highlights non-traditional routes into laboratory medicine careers and role models from underrepresented backgrounds."

Victoria Logan

Chief Executive

Association for Laboratory Medicine

9. Employment

As employers, professional bodies shape organisational culture, provide career opportunities, and demonstrate the values they promote externally. Embedding EDI into employment practices ensures fair recruitment, supports staff development, and models inclusive workplaces for the science sector.

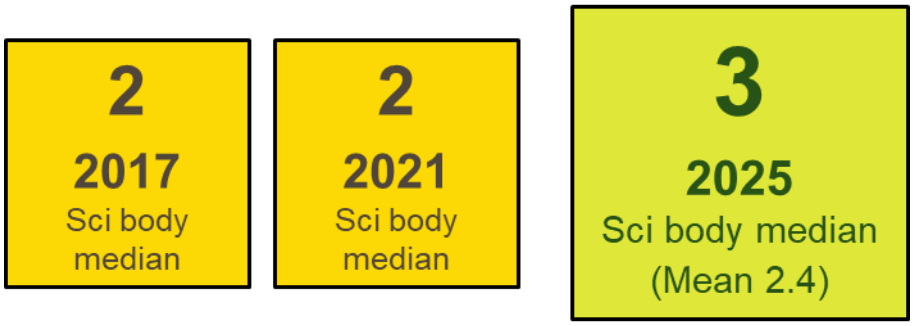


Figure 34 Summary of employment results

The median score for employment practices in the 2025 benchmarking is **level 3, progressing**, demonstrating good progress from the previous benchmarks. At level 3, the case for change is clearly established, senior level support in place, and capabilities are being built. Many science bodies have implemented flexible working policies, with uptake by staff at all levels including senior management. Appropriate policies and guidance regarding EDI have been established.

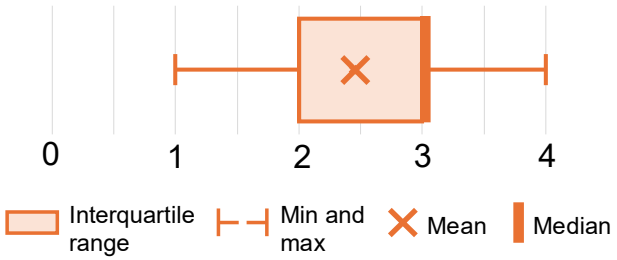


Figure 35 Box and whiskers plot showing distribution of employment scores

For this section, 25 science bodies provided responses. Self-assessment scores ranges from levels 1 to 4, with most scoring 2 or 3. One science body gave a self-assessed score of 4, the highest level of maturity.

A thematic analysis of comments reveals the most commonly described actions and interventions. Some smaller organisations commented that as micro-businesses with few employees, some actions listed in the Progression Framework criteria were not feasible to implement. However, there was similarity across organisation sizes of the types of interventions described, with variation only in details of what these look like in practice.

All 22 science bodies that shared comments described **HR policies and procedures** which they have introduced, or reviewed and updated. Flexible working and inclusive recruitment were the most commonly mentioned by science bodies of all sizes. Others included setting clear

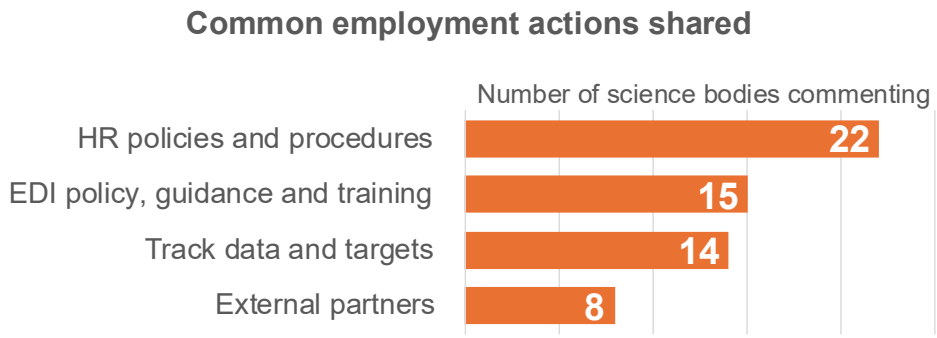


Figure 36 Common employment actions shared by participating science bodies

expectations for behaviour in the code of conduct, and policies such as bullying and harassment, transparent pay scales, leave - including maternity, paternity, compassionate and carers leave - and menopause and wellbeing support.

15 science bodies described introducing (or updating) an **EDI policy, and offering EDI guidance or training** to staff and managers. Training mentioned covered a broad set of topics including sexual harassment, unconscious bias, inclusive recruitment, disability, neurodiversity, and anti-racism. EDI guidance may be included in the employee handbook, and codes of conduct set clear expectations for standards of behaviour.

About 60% commented about **tracking EDI data**, with age and gender the most commonly tracked demographics. Some organisations also include disability, ethnicity and other demographics. Due to small staff sizes, small science bodies have more limited tracking than large organisations, with privacy a particular concern. Many organisations run engagement surveys and focus groups that include EDI questions to give insight into staff experience, and some disaggregate results by demographic groups. Two science bodies mentioned voluntarily calculating pay gaps, the results of which are shared with executive leadership and relevant committees.

8 science bodies described working with **external partners** that provide frameworks and support for their EDI actions, e.g. the Race at Work Charter, and Disability Confident, as well as HR leads from similar organisations.

> "We conduct EDI monitoring of staff annually, capturing perceptions of EDI in the workplace and seeking suggestions. Findings are discussed internally and at committee level. We also analyse our gender pay gap."
>
> **Hayley Mahon**
>
> Senior HR and Operations Manager
>
> Institute of Food Science & Technology

10. Monitoring and measuring

Monitoring and measuring enable professional bodies to assess progress, evaluate impact, and ensure accountability in their activities. It is particularly important to monitor and measure EDI interventions, to assess effectiveness, refine approaches, and demonstrate progress towards a more inclusive profession.

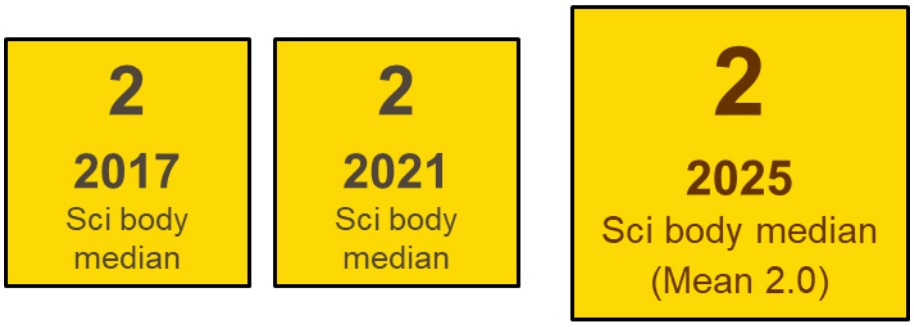


Figure 37 Summary of monitoring and measuring results

The 2025 benchmarking results for monitoring and measuring remain unchanged from previous benchmarking exercises, at **level 2, launching**. At this level, the organisation has a goal to measure EDI progress and has one or more people assigned this responsibility. Data gathering is underway, although may be limited to age and gender, and the starting point has been captured to enable assessment of progress.

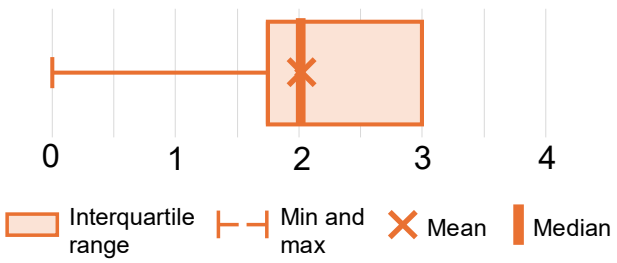


Figure 38 Box and whiskers plot showing distribution of monitoring and measuring scores

All 26 participating science bodies provided responses to this section. Self-assessment scores spanned from level 0, not yet started, to level 3, progressing. Half of the science bodies rated their performance at level 2, launching.

Nineteen science bodies shared comments about their monitoring and measuring practices. Thematic analysis shows most comments, unsurprisingly, focus on **data collection**. Comments particularly mention membership data. Employee data collection is likely to be limited by the small organisation size of many science bodies. There is a wide range in the data collected, and this covers both quantitative and qualitative measures. Some science bodies carry out only a small amount of informal monitoring, typically the smaller organisations, while others collect more demographic data points. Age and gender are the most commonly collected demographic data, with socio-

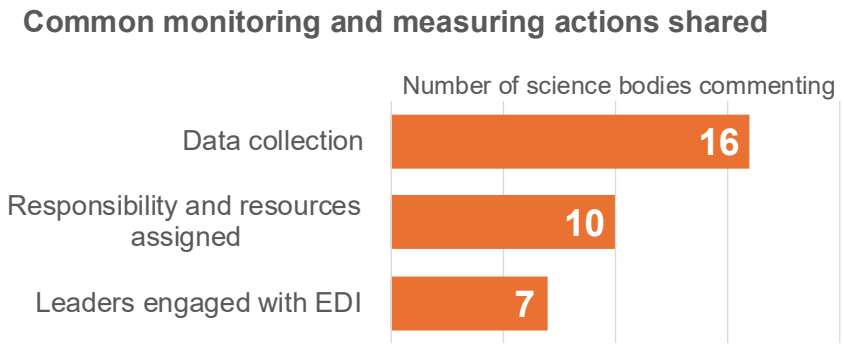


Figure 39 Common monitoring and measuring actions shared by participating science bodies

economic status and disability also mentioned. CRM and HR systems are described as enablers to be able to collect and analyse the data. Expanding data collection is a next step identified by over half of science bodies.

Ten science bodies commented about **responsibility and resources being assigned** for monitoring and measurement. Responsibility may have been assigned in a variety of ways, including to a nominated staff member, a leader, or to a EDI committee. In other organisations, each team owns and controls their own data. Some reported that establishing responsibility is in progress but not yet complete. Despite being a level 2 criteria, only about 50% of organisations reported that that they have monitoring and measuring responsibilities established, and few identified this as one of their planned next steps for progression.

Although progress is lagging in monitoring and measuring compared to other Progression Framework parts, about a third of science bodies commented on their **leadership commitment to and engagement with EDI data** collection, analysis and reporting. For some, plans and action are already underway, while for others this remains an aspiration. Very few science bodies commented on how data informs their plans, decisions and actions. However, six commented they wished to use data to inform evidence-based action as a next step.

After expanding data collection, the most commonly identified next step by science bodies was to **define key progress indicators** and relevant baselines so that progress can be monitored and assessed. This is likely to be the missing step that then enables data to meaningfully inform decisions and action plans.

> "Our EDI survey in 2023 gathered data across multiple diversity groups for membership. We report our EDI activities and progress publicly in the annual report."
>
> **Ella Clarke**
>
> Head of Business Development
>
> Royal Meteorological Society

Section 4

Diversity data findings

Diversity data collection and disclosure

The heatmaps in **Figure 39** show the numbers of science bodies that report they collect diversity data, across 6 organisational functions, and the disclosure rates achieved on average. Disclosure rate means the percentage of the relevant group (e.g. members, employees) that share their personal information.

The functions are:

- Governance and leadership
- Membership
- Professional registration
- Education and training
- Prizes, awards and grants
- Employment.

For each function, the Progression Framework asks for information about data capture of age, disability, ethnicity, gender, transgender status, nationality, pregnancy/maternity, religion, sexual orientation, caring responsibilities and socio-economic status.

Results show that **membership diversity data collection** is a common practice, particularly for data about gender and age, but almost half of the participating science bodies also collect data about disability, ethnicity, transgender status, nationality, religion and sexual orientation. Although disclosure rates for age and gender are solid (approaching 80%), they are, however low for all other characteristics (below 50%). These results indicate that there is ongoing work to do to build trust and offer incentives for members to share their sensitive personal data.

Data collection for volunteers with roles in **governance and leadership** and for **professional registration** of members is also a common practice, with rates slightly below membership data collection. Volunteers working in governance and leadership roles have higher disclosure rates that other members (65 - 75% for most sensitive data). While there may remain work to do to increase this further, this finding suggests that the closer engagement with these volunteers helps to encourage them to share their information.

Data collection in **employment** is also prevalent, and the strongest disclosure rates are achieved here.

Areas with the lowest rates of data collection are education and training, and prizes, awards and grants.

Number of science bodies reporting data collection of …	Governance & Leadership	Membership	Professional Registration	Education & Training	Prizes, Awards & Grants	Employment
Age	14	20	12	6	7	15
Disability	9	12	4	3	4	13
Ethnicity	9	14	4	4	3	8
Gender	15	21	12	6	10	14
Transgender status	7	12	2	2	2	3
Nationality	7	11	4	3	4	11
Pregnancy/ maternity	1	1	1	0	1	10
Religion	9	12	3	3	4	7
Sexual orientation	9	13	3	3	4	7
Caring responsibilities	5	8	1	1	3	4
Socio-economic status	5	8	2	2	3	5

Key	
21	Highest
12	
7	
4	
3	
0	Lowest

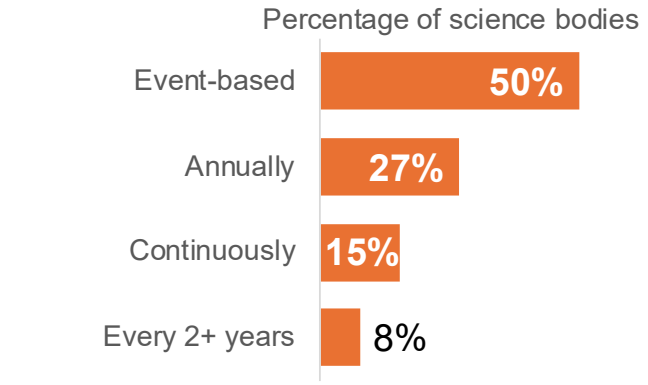
Mean disclosure rate of …	Governance & Leadership	Membership	Professional Registration	Education & Training	Prizes, Awards & Grants	Employment
Age	94%	77%	88%	91%	94%	96%
Disability	69%	41%	92%	81%	78%	88%
Ethnicity	69%	43%	94%	88%	89%	78%
Gender	85%	79%	87%	91%	96%	95%
Transgender status	66%	39%	93%	61%	82%	64%
Nationality	77%	60%	96%	82%	87%	97%
Pregnancy/ maternity		50%	100%			83%
Religion	51%	43%	86%	68%	83%	72%
Sexual orientation	66%	37%	86%	72%	82%	76%
Caring responsibilities	71%	41%	36%	66%	88%	34%
Socio-economic status	72%	34%	40%	70%	78%	58%

Key	
100%	Highest
90%	
82%	
72%	
59%	
34%	Lowest

Figure 40 Heatmaps of (a) Diversity data collected and (b) mean disclosure rates achieved

Diversity data collection methods

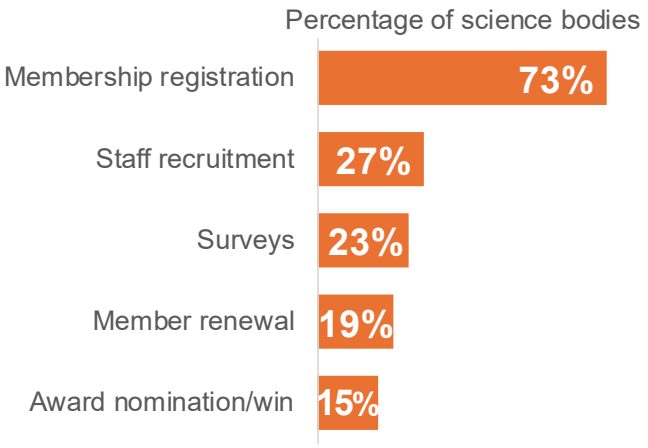
a. Data collection frequency



Participating organisations were asked how frequently they collect diversity data.

The most common response was that data collection is triggered by an event. 50% of science bodies collect data in this manner, while 27% responded that they have an annual cadence of data collection, for example via a survey for members to complete (see **Figure 41a**).

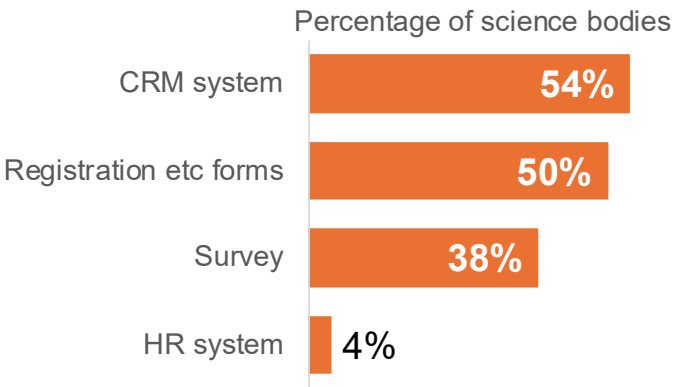
b. Top five data collection events



The primary points of contact with the organisation that represent data collection events are membership registration (73% of science bodies request data at this point), staff recruitment (27% of science bodies), or member/employee surveys (23% of science bodies) (Figure **41b**).

Other points of contact include membership renewals, award of qualifications and professional registration, and applications for committee and board roles.

c. Data collection methods



Over half of the participating science bodies collect data through their CRM system (54%). 52% make use of forms (e.g. registration forms), and 38% use surveys. Many attribute their CRM system as an enabler for membership data collection, while several commented that their legacy CRM systems were a barrier to greater data collection (**Figure 41c**).

Figure 51 Diversity data collection (a) frequency, (b) events, and (c) methods

Analysis and reporting practices

Participating organisations were asked what they do with diversity data that they collect.

Responses were yes/no answers to three categories of options, with space to add comments:

- Data analysis
- Reporting and sharing
- Planning and taking action.

Results are summarised in **Figure 42**.

The most common data analysis is to identify gender disparities, which is carried out by 69% of science bodies. Analysing ethnic and disability disparities is conducted by 38% and 23% respectively. 27% analyse for other disparities, including by age, socio-economic status or sexual orientation. 42% track change over time.

Approaching three-quarters of science bodies share their findings internally with staff or members, the board, and relevant governance committees. Half publish data externally, for example in their annual report.

50% reported using data to inform design of EDI interventions. This includes using data about membership numbers, prizes, pay gaps, and survey data. 46% monitor and evaluate their EDI interventions, while 35% report conducting pay gap analysis. Both gender and ethnicity pay gap analysis were mentioned. Two of these organisations analyse industry-wide pay data, rather than analysing pay gaps for their staff.

Large organisations are the most likely to carry out each of these analysis and reporting practices.

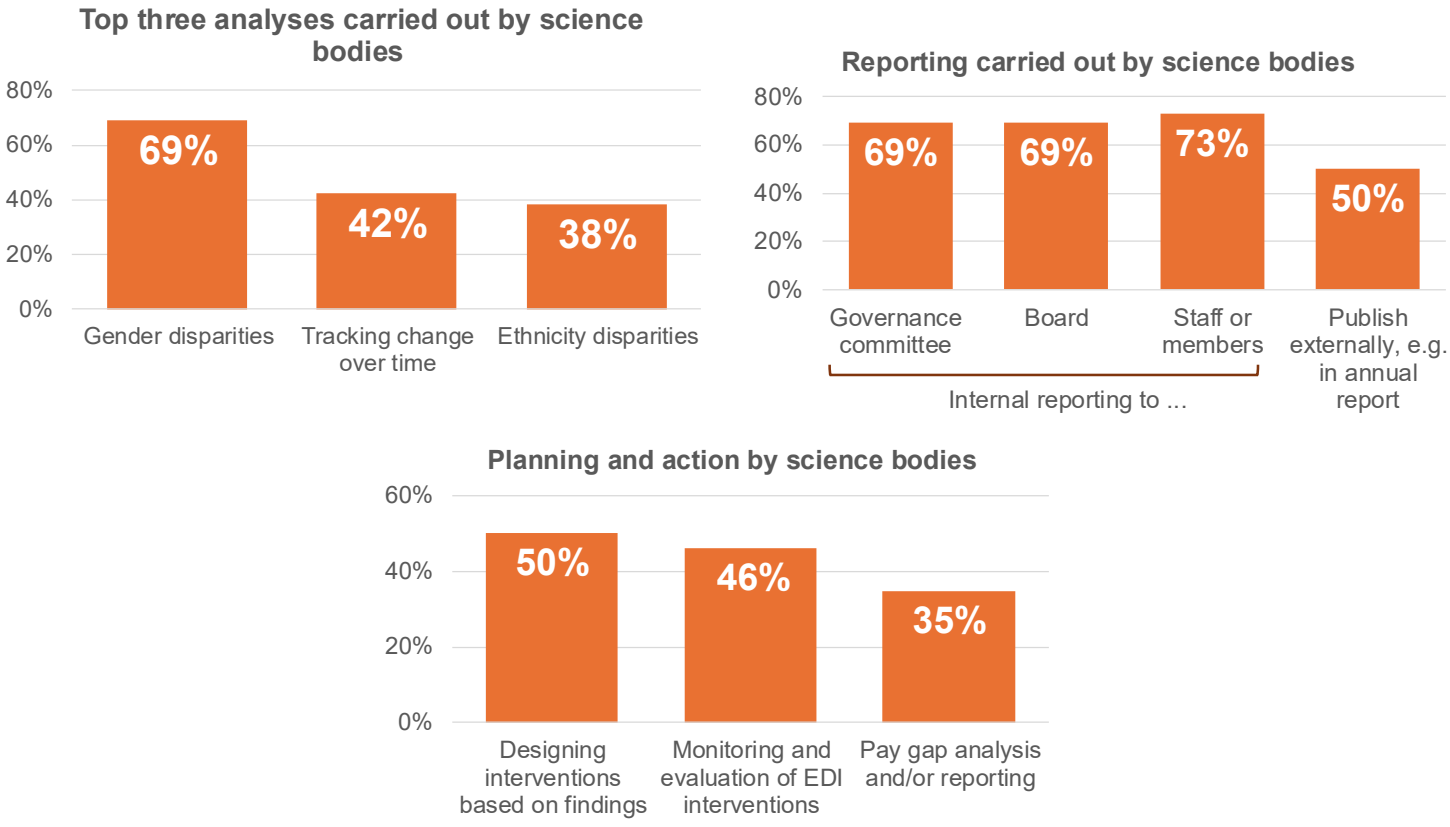


Figure 42 Analysis and reporting carried out by science bodies

Barriers to data collection and analysis

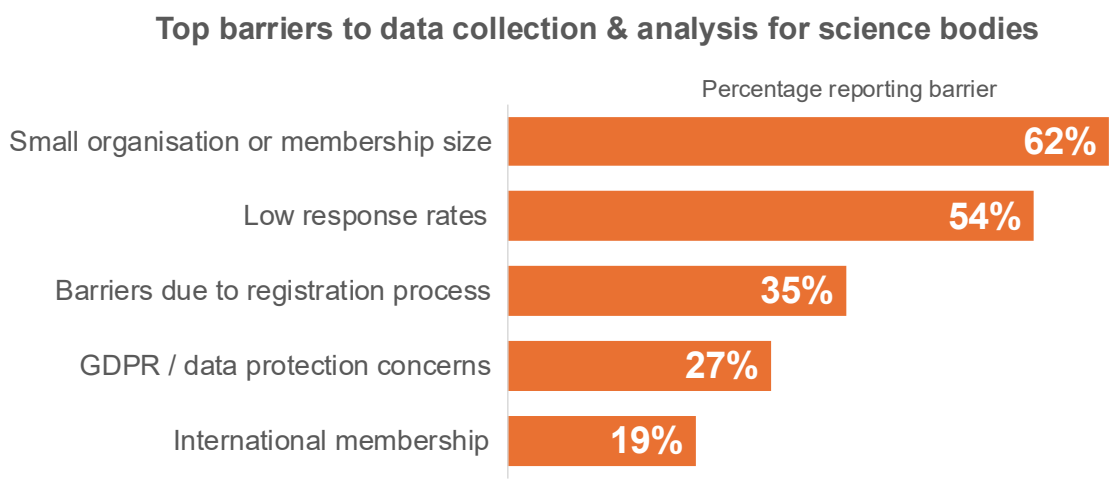


Figure 43 Most reported barriers to data collection and analysis

Organisations were asked about any barriers to data collection and analysis they faced. The results are summarised in **Figure 43**.

The most cited barrier is small organisation or member size, given by 16 science bodies (62%) While some science bodies may have thousands of members our analysis categorised 11 as small (fewer than 4,500 members). Many are small and micro-sized businesses with low numbers of staff. Five commented they have fewer than 25 staff members, and nine shared a comment that they have a membership size of fewer than 5,000. With many competing priorities and limited resources, there is not capacity for EDI data collection and analysis. Even some of the larger organisations commented on size as a limitation, particularly regarding employee data, due to privacy concerns with low staff numbers.

Overall, 27% of science bodies shared data protection concerns as a barrier. Other explanations include not wanting to collect more data than is needed, ensuring appropriate storage, and additional privacy risk of intersectional data analysis.

Science bodies shared that low response rates are problematic, with 54% sharing this concern. Comments indicate this can be true for all member surveys, but particularly diversity monitoring questions and EDI surveys. Expectations of what constitutes “good” are varied, with some satisfied to gain response rates to surveys of over 10%, and happy to treat any insights from data as useful, even if limited.

Science bodies reporting barriers due to existing registration processes shared reasons such as the CRM is not suitably set up for capturing EDI data, or legacy systems and manual data capture were used.

Five science bodies listed international membership as a barrier (19%). Data about sexual orientation was mentioned as a particular concern, with disability and ethnicity data also mentioned as problematic data to collect internationally. Some organisations have taken the approach to only ask for EDI data in UK contexts.

Section 5

Strengths, challenges, and next steps

Strengths

Part 2 of the Progression Framework asks organisations to highlight what they are most proud of and where they have made progress. This section draws together the common themes in their responses, and draws out insights into the effective practices observed across the sector.

Governance, leadership and strategy

Across the sector, EDI is increasingly embedded in governance and leadership structures, with visible champions at board level, formal committees, and integration into strategic plans. Leaders are committed to drive change through their community and sector, and EDI is becoming core to organisational strategy. Many report tangible progress in diversifying boards and committees.

Membership engagement

Institutions are progressively embedding EDI within their membership structures, creating special interest groups, inclusion committees, and networks to reflect and support diverse communities. Members' lived-experience and feedback informs interventions. Efforts to broaden participation have led to shifts in demographics, with some bodies reporting more balanced gender representation, more diverse membership profiles, and new channels for early careers engagement. Science bodies are proud of their inclusive cultures that create safe spaces and ensure activities are equitable, accessible and inclusive for all.

Diversity beyond gender

Beyond gender, several science bodies noted progress in other dimensions of diversity, and many have support in place for multiple groups including disability, neurodiversity, ethnicity, LGBTQ+, and socio-economic background. While many do not yet consider intersectionality, some are developing or implementing an intersectional approach. While a few comment about intersectional data analysis, there is growing recognition that taking an intersectional approach is not limited to demographic data analysis. Rather, this can mean a holistic approach that invites feedback and reflects upon experience acknowledging the role of multiple-intersecting identities. These organisations design policies and practices, and offer support (often via member groups) to recognise and address overlapping and interdependent barriers and needs. Examples include support for mid-life women with caring responsibilities, or a mentoring programme considering multiple factors in matching mentors and mentees.

Inclusive events, awards, outreach, and communications

Events, awards, conferences and public-facing work increasingly prioritise diverse speakers, accessible formats, inclusive imagery/language, and clear codes of conduct. Science bodies report that campaigns and outreach elevate diverse role models, while accessibility standards and planning checklists help inclusion become "business as usual."

Inclusive employment practices

As employers, science bodies emphasised building inclusive cultures internally, embedding EDI into human resources policies, training, and everyday working. Strengths include flexible and inclusive employment policies, staff networks, and role modelling from senior leadership. Progress is noted in recruitment practices, reducing pay gaps, and building psychologically safe environments.

Improved data collection and evidence-based action

Although there remains work to be done, many organisations rightly expressed pride at the progress made towards systematic collection and monitoring of diversity data, whether in membership, awards, recruitment or governance. Some science bodies are reporting higher response rates and more comprehensive data which are being used to design evidence-based interventions.

Sector influence

Several organisations expressed pride in their ability to lead or contribute to sector-wide EDI initiatives, through publishing toolkits and guidance, building collaborative projects with other professional bodies, and using accreditation and standards to diffuse good practice into the academic pipeline. Through these focused initiatives, professional bodies are demonstrating EDI leadership and influencing the broader scientific ecosystem.

Challenges

This section summarises the key themes in the challenges shared by science bodies, highlighting the barriers that affect their progress on EDI.

Challenges relating to data

Many organisations highlighted difficulties in collecting, analysing, and acting on diversity data. Challenges include technical barriers with legacy IT systems, and lack of integration across platforms, leading to complexity in collecting data from members. Consequently, there is a move to update these systems. For smaller organisations, sample sizes are a particular concern, especially regarding employee data and ensuring privacy. Membership diversity data disclosure is low for characteristics beyond age and gender, indicating trust may be lacking to share more sensitive information. Without robust data, many comment it is difficult to identify gaps, measure progress, and target interventions effectively.

Limited resources and capacity

A recurring theme is the lack of staff and time dedicated to EDI, especially as many science bodies are small organisations. Many report competing priorities. Central teams often lack capacity to coordinate EDI across large memberships that comprise many member groups and branches, and may be international. Many science bodies rely heavily on their volunteers and member-led branches, but this can make consistent implementation of EDI difficult to achieve.

Cultural inertia

Embedding EDI into organisational culture takes time and consistent effort. Several organisations noted challenges in shifting traditional processes, overcoming resistance or scepticism among members. For some, ensuring buy-in across diverse professional and international contexts remains difficult, as they believe that staff and members do not fully understand the value of EDI and its public support is waning.

Structural challenges in science

A lack of diversity in science, and difficulty of engaging young people in STEM education creates concern for the future of the scientific workforce and being equipped to rise to the challenges ahead. Organisations reported particular challenges in representation of women, ethnic minorities, disabled professionals, and people from lower socioeconomic backgrounds. They also point to regional disparities in access to funding and opportunities.

Political climate

Organisations flagged the impact of broader political and societal changes, especially the rollback of EDI programmes in the US. These external pressures create uncertainty and can reduce confidence in EDI initiatives. Education system challenges, such as STEM teacher shortages create particular challenges for engagement with underrepresented students.

Next steps

Looking ahead, science bodies outlined their priorities for the next 12–24 months. This section draws together the common themes shaping their future work on EDI.

Strengthen data practices

Across each of the ten Progression Framework parts, strengthening data collection and use was a consistent next step, which was echoed in the priorities shared by science bodies for the next 12 – 24 months. Many organisations plan to expand the range of data captured, integrate data into new CRM and HR systems, monitor awards, and use insights to inform strategies and measure impact.

Build guidance and training

A next step also cited in self-assessments across Framework parts was expanding EDI guidance, and training. To support underrepresented members, some science bodies plan to launch mentoring schemes, and provide targeted support for professional registration and development. Increased guidance and EDI training is planned to upskill staff and volunteers involved in assessment, judging, communications and marketing, education and training, and committee and event planning roles. There is a desire for EDI to become a routine part of everyday business.

Embed EDI strategies

Many science bodies mentioned launching or updating EDI strategies and action plans, often linked to broader organisational strategies for the next three to five years. These strategies aim to embed EDI across governance, operations, and culture.

Improve accessibility and inclusive practices

Planned work includes making physical and digital spaces more accessible, aligning systems and processes with accessibility standards, and reviewing communications, events, awards, and accreditation practices for inclusivity. Some institutions are prioritising specific areas such as disability, neurodiversity, and gender retention, seeking to ensure that inclusion is embedded across all aspects of activity.

Governance development

Several organisations plan to continue to develop their governance and leadership to better reflect the communities that they serve. This includes seeking to attract greater diversity of boards, committees, and volunteer leadership, particularly by encouraging more early career members and women into leadership roles. Others plan to embed EDI more firmly into governance terms of reference and decision-making processes, including use of equality impact assessments..

Build collaborations

Organisations recognise the value of collaborations to increase their capacity, reach and influence. A number of science bodies identified plans to collaborate more widely, such as through partnering on initiatives with other professional bodies, or building shared toolkits.

Section 6

Conclusion and recommendations

Conclusion

The 2025 benchmarking exercise highlights that collectively science bodies have initiated EDI action across the Progression Framework. Strongest areas of performance are in three areas, each of which demonstrate progress since the 2021 benchmark:

- Governance and leadership
- Communications and marketing
- Employment.

The sector median has reached level 3, progressing, in these areas. Performance improvements are also seen in accreditation of education and training practices.

Most science bodies now embed EDI within their governance structures, through appointing EDI representatives to committees and boards, and ensuring EDI is a regular agenda item at meetings. Many have established new groups and committees with an EDI remit.

Membership practices remain at level 2, launching, but areas of good practice are evident and many science bodies are proud of their progress. Communications showcase diverse members, use inclusive language and meet standards for accessibility. Member feedback, surveys and consultation highlights opportunities and informs improvements, and some organisations report achieving more diverse membership profiles.

Collecting and monitoring data lags other areas of practice. Membership diversity data collection is common, but disclosure rates are often low. However, science bodies report ambition for greater use of data to inform interventions, and most organisations have planned next steps for tracking more comprehensive data in areas across the Framework.

As employers, science bodies are embedding EDI into policies and practices, to build more inclusive internal cultures that support employee wellbeing and engagement.

Several organisations are role-modelling EDI leadership through external activities and collaborative projects, demonstrating sector influence across the wider scientific ecosystem.

Recommendations

Each science body has received a tailored report with individualised recommendations. This section brings together collective priorities for the sector, highlighting actions that can help organisations deepen their progress on EDI and strengthen their impact across science and engineering.

1. Enhance data collection, insight and transparency

Organisations should continue their efforts to establish demographic and experiential data collection across all areas of the Progression Framework. For focus and impact, begin by defining requirements and approach for the next priority action areas, rather than trying to tackle everything at once. Consider any baselines and benchmarks needed to track progress, reveal actionable insights, and measure success, and think about both lagging and leading measures. Lagging measures change indirectly as a result of an intervention (e.g. change in membership gender diversity). These can be used to measure long-term success, while leading indicators tend to be more closely linked to specific goals of an intervention (e.g. increased membership applications from early career women, following a marketing campaign).

For organisations procuring new IT systems, such as CRM systems, identify system requirements early that will enable your desired approach to EDI data – changes once systems are configured are more complex and costly.

Consider not only demographic data, but also qualitative data about experiences of equity and inclusion, through surveys, feedback, focus groups or interviews with diverse stakeholders.

Ensure that all requests for sensitive data clearly explains the purpose of data collection. Give information about what the data will be used for, what you aim to achieve, and how the data is protected. Share key performance indicators and report analysis results openly (without compromising individual's confidentiality). Transparency is important for building trust and will help to encourage greater disclosure over time.

2. Strengthen strategy and leadership to drive structural inclusion

Many organisations create a strategic plan for EDI, that aligns with organisational goals and objectives. We encourage this practice for all science bodies. This will help to focus efforts and embed EDI into the priority areas for the business, providing direction, accountability, and a framework for impact measurement and continuous improvement of EDI activities.

The sector should take coordinated steps to broaden the pipeline into governance and leadership roles, particularly for women, early-career professionals, and other underrepresented groups. This will strengthen decision-making, and better reflect the communities served. Current leaders should role model inclusive leadership, and support structures such as mentoring, networks, and targeted development programmes to strengthen progression and retention.

Organisations with greater EDI maturity are introducing Equality Impact Assessments as a part of policy development, programme design, and strategic planning, to evaluate decisions for their effects on diverse groups. This helps identify and address potential inequalities early, ensuring fairness, respect, and inclusion are built into processes by design.

More immediate actions can include appointing named EDI leads in governance structures, and making EDI a standing agenda item in committees, to ensure consistent consideration of inclusion in decision making.

3. Expand capacity through collaborations, partnerships and volunteer engagement

Many organisations have reported positive outcomes from their strategic partnerships and collaborations. Collaborating with other science bodies and organisations that offer specialist support for underrepresented communities can effectively expand capacity, reach and impact of EDI efforts, whether in outreach, training, events, membership and employment support, or sector influence.

For smaller organisations, working with partners may be a particularly important enabler when staff capacity is low. Some organisations comment that they have developed procurement policies to ensure alignment of external suppliers with their organisational values and EDI ambitions.

Engaging motivated volunteers through EDI committees and member branches provides a valuable way to extend capacity and drive progress on the EDI agenda across the membership.

It is important to provide consistent, role-specific training for volunteers, committees, assessors and staff that goes beyond awareness to include practical actions for equity and inclusion within the scope of their responsibilities. Guidance and induction processes can establish clear expectations and strengthen delivery of the EDI agenda across the organisation's work and communities.

4. Foster trust and meaningful engagement

To overcome cultural inertia, resistance and scepticism among members, organisations must proactively foster trust and meaningful engagement with their membership. Trust is built when members feel represented, heard, and supported.

Cultural resistance and negative reactions to EDI messages often come from a place of distrust and concern. It can be helpful to continuously reinforce messages about equity and inclusion, alongside those about increasing diversity, to reassure and demonstrate that EDI plans will result in an improved experience for every member.

Clearly explain the purpose of EDI initiatives, how data will be used, and how equity benefits all members. Communicate progress openly and engage sceptics with constructive dialogue. Consult membership widely for feedback and inputs on EDI plans, and consider the full membership journey, from sharing information in onboarding, through to professional development, mentoring programmes and career support offered.

5. Ensure accessibility and inclusion as core foundations

Accessibility and greater support enables full participation for all, be it across physical venues, digital systems, or communications strategies. Many science bodies emphasised inclusive language, imagery, accessibility of websites and events, and proactive campaigns. This highlights communications as a near-term lever for visible impact. Professional bodies should ensure inclusive and accessible communications and imagery become standard practice.

EDI should feature visibly both as a topic in its own right and as a lens applied to all internal and external engagement, shaping how the organisation presents itself to members, the sector, future professionals and society.

6. Nurture an intersectional approach

An intersectional approach considers how multiple, overlapping identities shape experiences. It requires organisations to seek feedback, reflect on lived experience, and design policies, practices, and support that address interconnected barriers and needs.

Many science bodies now have support in place for multiple diversity groups including disability, neurodiversity, ethnicity, LGBTQ+, and socio-economic background.

To build on this, organisations need to move beyond headline demographics to capture more nuanced, intersectional data and to regularly listen to members' and staff experiences through surveys, focus groups, or qualitative research. This approach recognises that barriers are not experienced in isolation, and timely EDI interventions need to reflect messy, real-world complexity.

7. Strengthen sector leadership in a changing environment

Sector leadership is essential to secure the future talent pipeline and ensure science and engineering continue to inform government policy. Science bodies and PEIs are well positioned to show how EDI helps meet current and future workforce needs, while providing a collective voice to shape national priorities.

The 2021 benchmarking report recommended to create a community of practice, and we reiterate this recommendation. Science bodies and PEIs should use such a forum to regularly exchange resources, learning, and insight to amplify good practice and support collective progress. This can particularly benefit small organisations and individuals working alone, while supporting science bodies of all sizes.

Given the increased scrutiny and resistance to EDI in the current geopolitical climate, organisations should consider how their programmes may need to evolve to sustain effective leadership on EDI. Internally, this may include communications to reaffirm values and create a supportive, psychologically safe environment for staff and colleagues affected by political changes.

Externally, organisations may need to adapt approaches to reinforce their impact and continue shaping and role modelling good practice in the sector.

A community of practice can provide a collective voice for EDI, enable shared navigation of external pressures, and sustain visible leadership across the sector.

Appendices

Appendix A: Progression Framework overview

The Diversity and Inclusion Progression Framework was developed in a collaboration between the Science Council and Royal Academy of Engineering (the Academy) to progress EDI across science and engineering professional bodies. In 2024, the Framework was reviewed and updated with input from Science Council member bodies and professional engineering institutions.

The need for the Progression Framework

The STEM sector is not representative. This means that engineering projects and scientific inquiry are not serving all of society.

Furthermore, there has traditionally been a lack of clear strategy, leadership and accountability mechanisms around EDI amongst professional bodies. This means that some people feel unsafe and are unable to thrive in the STEM sector.

Professional bodies – as those who set the standards of professional competence – have a responsibility to do more to create equitable, diverse and inclusive environments in their specialist sub-sectors.

Goals of the Progression Framework

- To deploy the influence of professional bodies in order to advance EDI in the scientific and engineering professions.
- To move professional bodies towards creating transformational change to the culture and systems of their organisations.
- Success indicators are: use of evidence (qualitative and quantitative data) to inform improvement, high levels of dialogue, collaboration and continuous learning, clear evidence of change in diversity, individual behaviours and organisational cultures.

This feeds into achieving key **goals for EDI in the engineering and scientific professions**:

- A more diverse profession where everyone belongs, with better retention.
- A sustainable profession drawing on all talents to address skills shortages and tackle existential challenges.
- Greater justice and fairer outcomes for professionals.
- A responsible professional infrastructure treating staff and members fairly.
- More effective solutions and innovation to meet the needs of diverse end-users.

Support for professional bodies

The Framework aims to support professional bodies to:

- Track performance and progress on EDI against four levels of good practice, where level one is the starting point and level four the highest level of good practice (level zero indicates an organisation has not yet started to address EDI within a particular area of activity, or it is not relevant).

- Structure conversations internally about performance and progress on EDI.
- Identify strengths and areas for development.
- Plan next steps in making progress on EDI.
- Connect with and learn from other organisations in the sector, sharing successes and working to address challenges on EDI.

About the Progression Framework tool

The Progression Framework is a unique tool that helps professional bodies track and plan progress on EDI across ten areas of professional body activity.

Part one of the framework is a self-assessment of progress in each of these ten categories:

1. Governance and leadership
2. Membership and professional registration
3. Meetings, conferences and events
4. Education and training, accreditation and examinations (delivered by/for the organisation)
5. Accreditation of education and training (delivered by external providers)
6. Prizes, awards and grants
7. Communications and marketing (activities that promote the organisation, its activities and services)
8. Outreach and engagement (activities that seek to engage and increase interest and widen participation in STEM)
9. Employment
10. Monitoring and measuring.

Additionally, publishing is included as an optional eleventh category, where relevant for each participating organisation. This links to a framework for action in scientific publishing developed by the Royal Society of Chemistry.

The section assesses practice in relation to ten functions against the five-level maturity model. Participating organisations may also enter textual responses sharing evidence of their progress, and planned next steps.

Too few responses were received to the publishing category for sector analysis, so publishing is omitted from this report.

Part two of the Progression Framework comprises additional questions about progress, challenges and next steps with free-text responses.

Part three relates to diversity data. Collecting and understanding diversity data is key to identifying the specific EDI issues of an organisation, targeting interventions, and understanding the impact of EDI work. This section comprises questions pertaining to:

- Which fields of data are collected, in each of five sections of the Progression Framework (as applicable to the organisation)
- The percentage response rates achieved
- How, and how often data is collected The uses made of any diversity data you collect
- Any barriers or challenges experienced in respect of collecting, analysing and using diversity data

Further details of the Progression Framework, and results from the 2021 benchmarking exercise, can be found on the Science Council website at:

https://sciencecouncil.org/professional-bodies/equity-diversity-and-inclusion/benchmarking/

Appendix B: Terminology and glossary

This report adopts equity, diversity and inclusion (EDI) as its terminology when describing the contents of the Progression Framework and sector-wide results.

However, there are many different terminologies commonly in use for diversity and inclusion. In preparing this report we have found that each organisation may use different terminology, including

- Diversity and inclusion (abbreviated to D&I)
- Equity, diversity and inclusion (abbreviated to EDI or ED&I)
- Diversity, equity and inclusion (DEI or DE&I), and
- Equity, diversity, inclusion and accessibility (EDIA or EDI&A)
- Equity, diversity, inclusion and belonging (EDIB or EDI&B)
- Inclusion and diversity (I&D)

Where organisations are quoted in this report, we have preserved the terminology that they use. This means that you will find a variety of terminology used in the report.

Acronym	Description
CRM	Customer relationship management system. Professional bodies commonly use these to manage member data.
D&I	Diversity and inclusion
DEI and DE&I	Diversity, equity and inclusion
EDI and ED&I	Equity, diversity and inclusion
EDIA and EDI&A	Equity, diversity, inclusion and accessibility
HEI	Higher education institution
HR	Human resources
KPI	Key performance indicator
PEI	Professional engineering institution
SEND	Special educational needs and disabilities
STEM	Science, technology, engineering and maths
WCAG 2.0	Web Content Accessibility Guidelines 2.0, an accessibility standard.

Appendix C: Methodology

Participating organisations of the Progression Framework benchmarking exercise were asked to self-assess their progress in each of the ten categories of part one, and to complete the additional questions in parts two and three. Responses to the Progression Framework are entered into a structured Excel spreadsheet. These comprise numeric scores for each of the ten parts, along with qualitative information, for example about actions taken or next steps.

Depending on the organisation size, completion of the framework is typically carried out or coordinated by a leader responsible for EDI. This may be the CEO, a member of the executive team, or a dedicated EDI leader. For larger organisations, contributions may be sought from staff across the organisation functions.

Completed Progression Frameworks were returned to Inclusioneering Limited (www.inclusioneering.com), a social enterprise supporting STEM organisations with diversity and inclusion and inclusive innovation consultancy.

Part 1 analysis: Self-assessment

Part one comprises both quantitative and qualitative data. The quantitative data represents the self-assessed maturity levels of the organisation, on a scale of 0 to 4. For sector comparisons, the scores for all organisations were combined to a single spreadsheet, to calculate the median results for each of the ten categories, the mean overall score, and distribution of the overall score. Scores of zero can mean either that work is not yet started, or the section is not applicable. Unless comments indicated that work was not yet started, sections with a score of zero were treated as not applicable, and excluded from analysis. The normalised overall score for each organisation was calculated as the mean score across each part of the Progression Framework where a response was provided.

The sector-wide qualitative analysis comprised three activities. Firstly, an analysis was carried out to determine which criteria each organisation has met for each level of the Progression Framework. A python script was used to extract this information from the individual submissions into a unified spreadsheet. Some data cleansing was required to ensure consistency in the structure of the data.

The second and third activities of this analysis were to evaluate the comments entered as ‘Evidence’ and ‘Next steps’ for each of the Framework categories. A python script was written to extract all comments for all organisations into tabular form to assist thematic analysis.

All comments were tagged with one or more ‘codes’ to indicate the themes that it mentioned. These themes were determined inductively, informed by the contents of the relevant Progression Framework category and the consultant’s expertise with EDI.

The result of the thematic analysis is a count of the frequency of themes, and a narrative description of each theme.

Part 2 analysis: Additional questions

Part two of the Progression Framework comprises qualitative questions about challenges, progress and plans. The findings are reported in Section 4 of this report.

A python script was written that extracted the part two responses from each organisation into tabular form, combining all organisations' results into a single spreadsheet for analysis.

A summary of sector-wide themes in the responses for each question was created, with some support of artificial intelligence. Privacy settings were selected to prevent any data from being shared with the AI provider, and all AI suggestions were checked and incorporated individually by a consultant, to ensure accuracy and consistency with the part one findings.

Part 3 analysis: Review of diversity data

Part three explores diversity data collection methods and disclosure rates achieved. A python script was written to extract the diversity data capture responses provided by each organisation to a single spreadsheet for analysis. This extracted a binary indicator of whether each demographic for each category was collected, and (if applicable) the disclosure rate achieved for this. Some data cleansing was required to ensure a consistent method of indicating 'yes' or 'no' to each data collection point. In some cases, responses indicated more than one disclosure rate for a demographic for a particular category. This could happen, for example, when a range of independent data collection mechanisms were used. When this occurred, the highest disclosure rate was selected.

The resulting tables were used to create the two heatmaps shown in Section 3 of this report, showing the number of organisations that collect each demographic data type and the average disclosure rates achieved.

The free-text questions about data collection methods, analysis and reporting practices, and barriers to data collection were coded by a consultant to create categorical data and narrative descriptions of each category. These are also reported in Section 3 of this report.

Appendix D: Data tables

Table D1: Descriptive statistics for all participating organisations

Criteria	Description	2017 Median (n = 35)[1]	2021 Median (n = 40)[2]	**2025 Median (n = 45)[3]**	**2025 Mean (n = 45)[3]**
1.01	Governance and leadership	2	2	**3**	**2.6**
1.02	Membership and prof reg	2	2	**2**	**2.3**
1.03	Meetings, confs and events	2	2	**2**	**2.4**
1.04	Education, training & exams	1	2	**2**	**2.1**
1.05	Accreditation of education & training	1	1	**2**	**2.0**
1.06	Prizes, awards and grants	1	2	**2**	**2.2**
1.07	Communications and marketing	2	2	**3**	**2.5**
1.08	Outreach and engagement	2	2	**2**	**2.2**
1.09	Employment	2	2	**3**	**2.7**
1.10	Monitoring and measuring	2	2	**2**	**2.1**
Aggregate		17	19	**23**	**23.1**

[1]2017 PF: presumed 20 science bodies, 20 PEIs, and 5 both; giving 15 + 15+5 =35 (NB: n = 35 for 2017 as reported in 2021 PF)

[2]2021 PF: reported 24 science bodies, 22 PEIs, and 6 both; giving 18 +16 +8 = 40 participating organisations

[3]2025 PF: reviewed 26 science bodies, 26 PEIs, and 7 both; giving 19 +19 +7 = 45 participating organisations

Table D2: Descriptive statistics for PEI organisation type

Criteria	Description	2017 Median (n = 20)	2021 Median (n = 24)	**2025 Median (n = 26)**	**2025 Mean (n = 26)**
1.01	Governance and leadership	2	2	**3**	**2.7**
1.02	Membership and prof reg	2	2	**2**	**2.4**
1.03	Meetings, confs and events	2	2	**2**	**2.5**
1.04	Education, training & exams	1	1	**2**	**2.2**
1.05	Accreditation of education & training	1	1	**2**	**2.0**
1.06	Prizes, awards and grants	1	2	**2**	**2.2**
1.07	Communications and marketing	2	2	**3**	**2.6**
1.08	Outreach and engagement	2	2	**2**	**2.2**
1.09	Employment	2	2	**3**	**2.8**
1.10	Monitoring and measuring	2	2	**2**	**2.2**
Aggregate		17	18	**23**	**23.8**

Table D3: Descriptive statistics for science body organisation type

Criteria	Description	2017 Median (n = 20)	2021 Median (n = 22)	**2025 Median (n = 26)**	**2025 Mean (n = 26)**
1.01	Governance and leadership	2	2	**3**	**2.5**
1.02	Membership and prof reg	2	2	**2**	**2.2**
1.03	Meetings, confs and events	2	2	**3**	**2.3**
1.04	Education, training & exams	1	2	**2**	**2.0**
1.05	Accreditation of education & training	1	1	**2**	**2.1**
1.06	Prizes, awards and grants	1	2	**2**	**2.2**
1.07	Communications and marketing	2	2	**3**	**2.5**
1.08	Outreach and engagement	2	2	**2**	**2.2**
1.09	Employment	2	2	**3**	**2.4**
1.10	Monitoring and measuring	2	2	**2**	**2.0**
Aggregate		17	19	**24**	**22.4**

Table D4: 2025 Descriptive statistics for all participating organisations (n = 45)

Criteria	Mean	Median	25% percentile	75% percentile	Inter Quartile Range	Min	Max
1.01	**2.6**	3	2	3	1	**1**	**4**
1.02	**2.3**	2	2	3	1	**1**	**4**
1.03	**2.4**	2	2	3	1	**1**	**4**
1.04	**2.1**	2	1	3	2	**0**	**3**
1.05	**2.0**	2	1	3	2	**0**	**4**
1.06	**2.2**	2	1	3	2	**1**	**4**
1.07	**2.5**	3	2	3	1	**1**	**4**
1.08	**2.2**	2	1	3	2	**0**	**4**
1.09	**2.7**	3	2	3	1	**1**	**4**
1.10	**2.1**	2	2	3	1	**0**	**4**
Aggregate	**23.1**	**23**	**16**	**30**	**14**	**6**	**39**

Table D5: 2025 Descriptive statistics split by PEI organisations (n = 26)

Criteria	Mean	Median	25% percentile	75% percentile	Inter Quartile Range	Min	Max
1.01	**2.7**	3	2	3	1	**2**	**4**
1.02	**2.4**	2	2	3	1	**1**	**4**
1.03	**2.5**	3	2	3	1	**1**	**4**
1.04	**2.2**	2	2	3	1	**0**	**3**
1.05	**2.0**	2	1	3	2	**0**	**4**
1.06	**2.2**	2	1	3	2	**1**	**4**
1.07	**2.6**	3	2	3	1	**1**	**4**
1.08	**2.2**	2	1	3	2	**0**	**4**
1.09	**2.8**	3	2	3	1	**1**	**4**
1.10	**2.2**	2	2	3	1	**1**	**4**
Aggregate	**23.8**	**24**	**17**	**30**	**13**	**8**	**39**

Table D6: 2025 Descriptive statistics split by science body organisations (n = 26)

Criteria	Mean	Median	25% percentile	75% percentile	Inter Quartile Range	Min	Max
1.01	**2.5**	3	2	3	1	**2**	**4**
1.02	**2.2**	2	2	3	1	**1**	**4**
1.03	**2.3**	3	2	3	1	**1**	**4**
1.04	**2.0**	2	2	3	1	**0**	**3**
1.05	**2.1**	2	1	3	2	**0**	**4**
1.06	**2.2**	2	1	3	2	**1**	**4**
1.07	**2.5**	3	2	3	1	**1**	**4**
1.08	**2.2**	2	1	3	2	**0**	**4**
1.09	**2.4**	3	2	3	1	**1**	**4**
1.10	**2.0**	2	2	3	1	**1**	**4**
Aggregate	**22.4**	**24**	**17**	**30**	**13**	**8**	**39**

Appendix E: List of participating organisations

The 2025 benchmarking had 45 participating organisations, which includes both science bodies and professional engineering institutions.

We would like to thank them all for their participation.

Association for Laboratory Medicine
Association for Science Education
BCS, The Chartered Institute for IT
The British Institute of Non-Destructive Testing
British Psychological Society
The British Society of Soil Science
The Chartered Association of Sport and Exercise Sciences
Chartered Institution of Highways and Transportation
The Chartered Institution of Water and Environmental Management
Engineering Council
Energy Institute
EngineeringUK
The Geological Society of London
Institute of Animal Technology
Institute of Biomedical Science
Institution of Civil Engineers
Institution of Chemical Engineers
Institution of Engineering Designers
The Institution of Environmental Sciences
Institution of Engineering and Technology
Institute of Food Science and Technology
Institution of Gas Engineers & Managers
Institute of Mathematics and its Applications

Institution of Mechanical Engineers
Institute for Systems Engineering
Institute of Measurement and Control
Institution of Royal Engineers
Institute of Materials, Minerals and Mining
Institute of Physics
Institute of Physics and Engineering in Medicine
The Institution of Structural Engineers
Institute of Water
Nuclear Institute
The Operational Research Society
Royal Academy of Engineering
Royal Astronomical Society
Royal College of Anaesthetists
The Royal College of Podiatry
Royal Institution of Naval Architects
Royal Meteorological Society
Royal Society of Biology
Royal Society of Chemistry
Safety And Reliability Society
The Organisation for Professionals in Regulatory Affairs
The Welding Institute

About Inclusioneering™

This report was prepared by Inclusioneering Limited for the Royal Academy of Engineering and the Science Council.

About Inclusioneering™

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The Science Council is a collaborative interdisciplinary community of more than 30 professional bodies and learned societies across the breadth of science. We work together to inspire, develop, and support scientific professionals.

We are committed to professional recognition of the diverse range of people working in all roles across the breadth of scientific disciplines and applications. We believe that, by raising standards of practice and encouraging innovation, professional registration benefits the individual and society and supports the workforce our nations need.

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