ENGINEERING DIVERSITY CONCORDAT

Resource guide

September 2013

Contents

1. Introduction

This resource guide aims to support professional engineering institutions (PEIs) working towards the Engineering Diversity Concordat (Appendix 1) and other organisations who wish to increase diversity. It has been compiled by the Royal Academy of Engineering (the Academy) in consultation with a number of professional engineering institutions (PEIs). However, its use and relevance go beyond engineering to other professions and organisations.

As part of its diversity programme, funded by the Department for Business Innovation and Skills (BIS), the Academy convened a steering group of stakeholders from across engineering to advise on content and direction. One key focus of the steering group was to get PEIs working together to increase diversity across their memberships. To facilitate this, a smaller working group came together to advise on crafting the Engineering Diversity Concordat in Appendix 1. This resource aims to support PEIs who want to achieve the three key concordat objectives by providing examples and suggestions of appropriate action under each.

The Royal Academy of Engineering would like to take the opportunity to thank the following PEIs and National Grid for their contributions towards developing the tools and templates in this Resource Guide:

- Chartered Institution of Building Services Engineers
- Engineering Council
- Institution of Civil Engineers
- Institution of Chemical Engineers
- Institution of Engineering and Technology
- Royal Aeronautical Society

2. Engineering Diversity Concordat Objectives

Below are examples of steps professional engineering institutions (PEIs) could take to achieve objectives laid out in the Diversity in Engineering Concordat – see Appendix 1

Objective one
Communicate commitment to equal opportunities and diversity principles and practice

1. Through written policies (eg diversity monitoring, recruitment and selection, training and development, event etc) and statements targeted at members, registrants and staff, PEIs communicate commitment to equality of opportunity, diversity principles and practice.
2. Opportunities are in place to ensure that different PEI members, registrants and staff know why diversity is important and their role in promoting equality of opportunity and diversity.
3. PEIs use a range of media (eg public speaking, internet, intranet, diversity of images, membership journals or similar) to communicate equal opportunities and diversity principles to members, registrants and staff.

Objective two
Take action to increase diversity among those in professional engineering membership and registration

1. Based on a review of the outcome of policies, procedures and activities, PEIs take action where appropriate, to increase diversity.
2. PEIs implement diversity monitoring systems to collect data on the gender, disability, age and ethnicity of members and registrants – see diversity monitoring guidance section.
3. Although the primary focus of data collection and sharing (see Objective 3 below) is on registrants and members, it is acknowledged that staff diversity has the potential to impact on PEI culture and activities. To support staff diversity, PEIs are encouraged to use the Concordat monitoring Template in section 3 and Sample equal opportunities and diversity monitoring Form in section 5 to gather and act on data related to their staff.
4. PEIs take action in line with existing good practice. Success measures are agreed with clear lines of accountability for progress and lack of progress.
5. Action taken considers the potential contribution of external partners in achieving positive improvements. External partners could include other PEIs, employers, STEMNET, EngineeringUK, UKRC WISE etc.

6. Signatories review the Concordat at least annually. Lessons learned and identified good practices are shared between engineering bodies to capitalise on improvements leveraged in any single organisation.

Objective three
Monitor and measure progress

1. PEIs regularly review their policies, procedures and activities to assess whether there are different outcomes for different groups of people eg women and men, ethnic minority and majority, disabled and non-disabled and different age groups.
2. Any diversity data collected is regularly analysed to identify areas where diversity profiles and trends are weak. The Academy will signpost benchmark data against which institutions can compare their individual data – see item 7 below. This may indicate an area or areas for focus within the institution's policies, processes and practices. Areas for consideration may include (but not be limited to) supply chain and those identified in Objective two above.
3. Conduct long-term evaluation of impact of diversity focus on own organisation's activities, members and registrants. Areas for consideration should mirror those identified in item 1 above.
4. Annually report headline diversity statistics to Council or equivalent senior decision-making body within the organisation's own governance structure.
5. Declare high-level diversity statistics for own organisation in the public domain, such as on corporate website.
6. PEIs are encouraged to share registrant data with the Engineering Council (EngC) so it can be aggregated with that of other institutions.
7. The Academy will provide a reference point that collects, and where necessary supplements, existing data and analyses, against which PEIs can benchmark - see item 2 above. For example, EngineeringUK data; EngC data; student data gathered by the Higher Education Statistics Agency (HESA) and the Universities and Colleges Admissions Service (UCAS); workforce data supplied through the Labour Force Survey (LFS), population data gathered by the Office of National Statistics (ONS) and any other relevant quantitative and qualitative data - including good practice that could be of use to the engineering profession.

3. **Concordat monitoring template**

This questionnaire is designed to gather information on Professional Engineering Institutions' current diversity activity within their UK-based membership. Whilst participation of international members and registrants is important to PEIs, the focus of the Engineering Diversity Concordat (and this associated monitoring template) is on monitoring progress in achieving equality and diversity within UK-based membership and related activities. The reason for this being that PEIs can more realistically benchmark participation of UK-based members, registrants and staff against UK skills pipeline data and diversity practice. However, the Sample equal opportunities and diversity monitoring Form contained in section 5 provides a vehicle for PEIs to gather international membership data for inclusion in their equality and diversity work plan should they wish to do so.

The questions below have been developed with reference to the Equally Professional benchmarking form[1], to contribute to equality and diversity practice monitoring in line with the UK Engineering Diversity Concordat.

The **aim** of the UK Engineering Diversity Concordat is to improve the diversity of the engineering profession.

Objectives are to:

1. Communicate commitment to equal opportunities and diversity principles and practice.
2. Take action to increase diversity amongst those in professional engineering membership and registration
3. Monitor and measure progress

It should be noted that this template goes beyond a focus on those in professional engineering registration and membership in recognition that many PEIs are interested in increasing diversity across many more activities eg staff, governance groups, event delegates, grant and funding awardees, winners of awards and medals etc.

In addition to completing this template, institutions are encouraged to append or send links to any relevant documents, for example:
- Equal opportunities and/or diversity statements and/or policies
- Diversity research and reporting
- Diversity action plans

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[1] Equally Professional is a network of professional bodies committed to promoting equality and diversity in and through their memberships. The benchmarking form can be found on pg 30-21 http://www.equalityhumanrights.com/uploaded_files/publications/equally_professional_june_2010.pdf

Name of institution	

<u>Objective one - Communicate commitment to equal opportunities and diversity principles and practice</u>

1. **Through which media does your organisation communicate its commitment to equal opportunities and diversity principles? Please check all that apply.**
   ☐On the intranet
   ☐On the internet – public pages
   ☐In journals and newsletters
   ☐We don't currently communicate our practice internally
   ☐We don't currently communicate our practice externally
   ☐Other, please describe

2. **How does your organisation indicate commitment to equal opportunities and diversity practice? Please check all that apply.**
   ☐Through written policies and statements targeted at members and registrants
   ☐Through written policies and statements targeted at staff
   ☐Diversity action plans targeted at staff
   ☐Diversity action plans targeted at membership
   ☐Specific programmes of activity or support for the membership
   ☐Equality and diversity training, briefings and seminars etc
   ☐We don't communicate equal opportunities or diversity practice
   ☐Other, please describe

3. **Please give links to any online diversity communications or list and append relevant documents to this form.**

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4. Outline any plans your organisation has to develop equal opportunities and diversity commitment and communications over the next 12 months?

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<u>Objective two - Take action to increase diversity among those in professional engineering membership and registration</u>

5. In which areas of your UK-based membership/registrant group is your organisation taking action to increase diversity? Please check all that apply.
- ☐ Registrants
- ☐ Members
- ☐ Council
- ☐ Institutional-level committees
- ☐ Member/group committees
- ☐ Other governance
- ☐ Grant applicants
- ☐ Awarding of grants
- ☐ Nomination for awards
- ☐ Awards winners
- ☐ Panel and/or roundtable speakers
- ☐ Event delegates
- ☐ Staff
- ☐ We do not currently have a diversity action plan

6. Who has overall responsibility for progress on diversity in your organisation? Please check one only.
- ☐ Institution's governing body
- ☐ Institution's CEO
- ☐ Executive equality and diversity group
- ☐ Other, please specify_____
- ☐ We don't report progress

7. **Where does your organisation publish information on its work and activity to increase the diversity in its membership/registration? Please check all that apply.**
☐Online
☐Annual report
☐Other, please specify_____
☐We don't publish

8. **Which of the following does your organisation currently support or undertake, or has in the past, for the benefit of under-represented populations within the UK based membership? Please check all that apply.**
☐Special interest groups for members eg women in engineering
☐Networking events for members from under-represented groups
☐Careers events for members from under-represented groups to enable them to meet employers
☐CPD for members from under-represented groups eg CV writing for under-represented groups to enable progression within the profession
☐Targeted campaigns to encourage members from under-represented groups to aspire to Chartered status or Fellowship
☐Mentoring for members from under-represented groups
☐Mentoring for staff
☐Special interest meetings for members to enable them to share good practice and engage better with under-represented groups eg dealing with disability in engineering education and careers
☐Funding for members attending meetings, workshops or conferences to cover caring responsibilities eg child care, elder care, partner care
☐Meetings and/or training for employers to enable them to engage with, and employ, people from under-represented groups within the profession
☐Guidance documents for members on supporting or engaging under-represented groups eg effective action for recruiting from under-represented groups
☐Good employment practice guides for employer, members and/or staff eg managing flexible working, career breaks or parental leave
☐Awareness training for employers, members and/or staff eg recognising unconscious bias
☐Surveys of needs of members from under-represented groups
☐The UKRC SET Fair Standard assessment for indicating gender equality in employment within the institution
☐Other, please specify

<div style="border: 1px solid black; height: 40px;"></div>

9. If any of the above have happened in the past but not continued, please explain why

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10. Please tell us about your significant actions, success measures and success to date

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Objective three: Monitor and measure progress

11. Against what does your organisation measure the success of actions to increase the diversity of your UK-based members, registrants and/or staff? Please check all that apply.

    ☐Targets
    ☐Key performance indicators
    ☐Objectives
    ☐Outcomes
    ☐Other, please specify_____

12. How does your organisation review its performance in increasing the diversity of its UK-based membership, registrants and staff? Please check all that apply.

    ☐Annual review of diversity data by executive
    ☐Annual review of diversity data by governing body
    ☐Review of institution's policies and procedures by executive
    ☐Review of institution's policies and procedures by governing body
    ☐Surveys/research on membership or registrant perceptions experience and/or perceptions
    ☐Surveys/research on staff experience and/or perceptions
    ☐Other, please specify _____

13. **Against whom or what does your organisation benchmark its diversity performance? Please check all that apply.**
☐Ourselves over time
☐UK National Census data
☐UK University and Colleges Admissions Service (UCAS) data
☐UK Higher Education Statistics Agency (HESA) data
☐UK Labour Force Survey (LFS) data
☐Office of National Statistics (ONS) data
☐Other professional bodies
☐Good practice standards, please specify_____
☐Other, please specify_____

14. **Please give an assessment of how the diversity of UK-based membership/registrants and/or and staff profiles compare with the chosen benchmarks?**

15. **To whom does your organisation report on its diversity performance? Please check all boxes that apply.**
☐Institution's own governing body
☐Equality and diversity group within institution
☐Other, please specify_____
☐We don't report our performance

16. **Which of these groups does your organisation gather diversity data on? Please check all boxes that apply.**
☐We do not gather diversity data
☐Registrants
☐Members
☐Council
☐Institution committees
☐Groups/members committees
☐Other governance
☐Nominations for awards
☐Award winners
☐Grant applicants
☐Awarding of grants
☐Panel and/or roundtable speakers
☐Event delegates
☐Representation and visibility in publications (reports, journals, website etc)
☐Staff

17. **What level of diversity data does your organisation gather? Please check all boxes that apply.**
☐Overall, across the Institution
☐Across different levels of membership
☐Across different levels of registration
☐Across different levels of governance
☐Across different levels of staffing
☐By UK nation and region
☐By Country (globally), please specify
☐Other, please specify

18. **Which of these characteristics does your organisation monitor? Please check all boxes that apply.**
☐Age
☐Ethnicity
☐Nationality
☐Socio-economic background
☐Gender
☐Disability
☐Sexual orientation
☐Religion and belief
☐Other, please specify_____

19. **How much information does your organisation have about the diversity of its populations by (enter %).**

a.	Age	
b.	Ethnicity	
c.	Nationality	
d.	Socio-economic background	
e.	Gender	
f.	Disability	
g.	Sexual orientation	
h.	Religion and belief	
i.	Other, please specify	

20. **Does your organisation share diversity data with any external organisations? Please check all boxes that apply.**
☐Yes, with funding organisations
☐Yes, with the Engineering Council
☐Yes, with benchmarking organisations
☐Yes, other, please specify
☐No, we do not share our data

21. **Where does your organisation publish information on its diversity profile? Please check all boxes that apply.**
☐Institutions internal/intranet webpages
☐Institution's public webpages
☐Institution's members' and registrants' webpages
☐Institution's annual report
☐Other, please specify_____
☐We don't publish

22. **Please tell us about any plans to improve or extend diversity monitoring within your organisation.**

Name of person completing this questionnaire

_____

Signature _____Date _____

Email _____Tel. No._____

Many thanks for completing this questionnaire.

If you are able to include or give online links to any of the documents listed, it would be useful in understanding current diversity work across engineering institutions.

4. DIVERSITY MONITORING GUIDELINES

Professional Engineering Institutions (PEIs) are encouraged to collect and declare diversity breakdown in terms of gender, age, disability and ethnicity in relation to the three items below using the *Sample Equal Opportunities and Diversity Monitoring* form included later in this section:

1. Membership – split by members, fellows and any other membership grades
2. Registrants – split by CEng, IEng, ICTTech and EngTech
3. Governing body and associated decision-making structures (eg councils and committees)

Professional Engineering Institutions (PEIs) should focus on gathering and reporting be gender and age in the first instance, but within 24 months efforts should be made to extend this to include ethnicity and disability. This is the minimum data set all PEIs should aspire to collect. It is up to individual Institutions to decide when it is most appropriate to introduce monitoring of other strands e.g. nationality, socio-economic background, sexual orientation and/or religion.

Given that institutions routinely gather information on date of birth; age data need not be gathered using the bands in the *Sample Equal Opportunities and Diversity Monitoring* form included later in this section. However, institutions should report against them to build understanding of the age profile of members and registrants.

In recognition of the potential impact staff diversity can have on activities, PEIs are encouraged to monitor and report internally on the diversity of their staff.

Global diversity monitoring
The Concordat recognises that the majority of PEIs draw a significant number of members and/or registrants from outside the UK, from the EU and beyond. However, given that the focus of the Concordat is on increasing diversity in engineering across the UK, PEIs may want to consider limiting monitoring questions for members outside the UK (or EU) to the first five questions in the *Sample Equal Opportunities and Diversity Monitoring* form. This would also avoid asking international members potentially sensitive questions while at the same time capturing the international make-up of members and/or registrants.

Gathering data - encouraging declaration
To encourage declaration, each section in the *Sample Equal Opportunities and Diversity Monitoring* form below included in this document includes a number of sub-categories to encourage individuals to select an option. All of the categories

include a 'prefer not to say' option to satisfy the needs/rights of individuals who want to keep their personal data private.

Any attempt to collect diversity data should be introduced with a statement, similar to the one below, that:
• Explains the purpose of gathering the data
• Demonstrates the commitment of the institution
• Describes what will be done with the data
• Identifies who will have access to the data
• Gives a named contact for further information
• Stresses the usefulness of individuals contributing their data
• Gives, where possible, examples of where positive change has happened as a result of monitoring

The (name of institution) is committed to ensuring that its services are accessible to everyone regardless of gender, ethnic or national origin, nationality, disability, religion, sexual orientation, gender reassignment, socio-economic background or age. (Name of institution) aims to foster an environment free from harassment, unfair and unlawful discrimination where all members, registrants, staff, grant and award recipients - both potential and actual - are treated fairly. We gather and analyse diversity data to assess the extent to which we are achieving our equality and diversity aims. We use this information to review our processes to ensure they are fair and transparent, and do not have an adverse impact on any particular group. In addition, there is no national profile of the diversity of engineers are and we would like your permission to share your data (aggregated with that of others) with engineering bodies in order to fill this gap – see below.

Your cooperation in providing us with information will help us conduct more accurate reviews, address inherent bias in our processes and build a national profile of the engineering profession.

All information provided will be treated as strictly confidential in accordance with the Data Protection Act (see the section below for guidance on how to comply with the DPA). The information will only be used for statistical purposes with access restricted to staff involved in processing and monitoring the data. It will not be seen by anyone involved in selection processes. No information will be published or used in any way that allows individuals to be identified.

We recognize that some people may regard this information as private and have therefore included the option of 'prefer not to say' in all categories. You do not have to complete the form but it will help us improve our services and processes if you can complete as much as possible.

To find out more about why we gather this information contact:
email.name@institution

Diversity Monitoring and Data Protection

This document explains how to collect, aggregate, report and store diversity data, using the *Sample Equal Opportunities and Diversity Monitoring Form* included later in this section, whilst complying with the Data Protection Act (DPA).

Data Protection

The Engineering Diversity Concordat Resource Guide includes a suggested list of categories of data that Professional Engineering Institutions (PEIs) can use to collect and report.

The information PEIs are expected to collect from your members and registrants falls within the scope of 'sensitive personal data' for the Data protection Act (DPA) – meaning that to collect, aggregate or publish it (all are types of 'processing'), you need to satisfy one of the conditions in schedule 3 of the Act. The safest bet is to get explicit consent from individual members, registrants or staff.

According to the Information Commissioner, explicit consent should be absolutely clear and should cover:

- The specific processing details;
- The type of information (or even the specific information);
- The purposes of the processing; and
- Any special aspects that may affect the individual, such as any disclosures that may be made.

It cannot be assumed that an individual who is willing to complete a diversity questionnaire explicitly consents to you storing, analysing, reporting and publishing their data. You must give clear information on the questionnaire about how you will use the data and how long you will store it.

Explicit consent does not necessarily have to be written consent, but it must clearly be distinguishable from normal consent. Signed or written consent is obviously safer than electronic consent or consent obtained by using wording such as "by completing this survey you consent to the processing of data".

But there's more to the DPA than consent. Other requirements include:

- You must comply with eight data protection principles (this includes processing data fairly and lawfully);
- Individuals have a right to know what information is held about them;
- You must explain what the data will be used for; and
- You must explain who will have access to it.

Can you fall outside the scope of the DPA by collecting, reporting or publishing data in an anonymised form?

The DPA doesn't apply if you process diversity data in a way that can't be used to identify a living person, i.e. if the data is anonymised.

However, in some cases it virtually impossible to anonymise results – especially where there are relatively small population sizes. Regardless of the size of the PEI, it will be difficult to process diversity data in an anonymised form. Smaller PEIs have a limited pools of members and registrants from whom they can collect data and there is a very high risk that individuals will be identifiable from their responses to the diversity questionnaire – especially processing data from minority groups. Even the largest PEIs may only have one or two individuals in diversity categories in which case, those individuals will be readily identified.

The three stages of diversity monitoring

The rest of this document is concerned with the three stages of diversity monitoring which include:

- Collecting diversity data

- Aggregating and reporting the data

- Publishing the data

Stage 1: Collecting diversity data

You cannot assume that by completing a diversity questionnaire your members, registrants or staff also agree to you storing, analysing, reporting and publishing their responses. So, make your members, registrants or staff aware that:

- The data will be aggregated and reported to the Royal Academy or Engineering or Engineering Council;

- The Royal Academy of Engineering or Engineering Council will collate and publish aggregated PEI diversity data;

- You will publish your PEI data (probably in a summarised form);

- Your PEI's aggregated data will only be available to your PEI authorised data analyst (or other relevant person(s) or PEI contacts; and

- You intend to store the results for a specified period of time (see below: Retaining diversity data).

There are no rules on how you should collect the data, so you're free to be as creative as you like. You can e-mail the questionnaire, distribute paper copies or use a third party to create an online survey. If you do outsource data collection, you need to be even more vigilant about data protection issues.

Although the Royal Academy of Engineering (the Academy) has published a template questionnaire, PEIs have the option to create their own, as long as it still covers the categories in the Resource Guide.

Stage 2: Aggregating and reporting data to the Academy/Engineering Council.

The Academy, in its role as lead for the Diversity in Engineering Programme, took a first step in aggregating PEI data to create a profession benchmark. In the summer 2014, it circulated a spreadsheet focused on gender, age, gender and age and asked all PEIs to contribute data on their registrants, membership and governance. PEIs are encouraged to report the following to the Academy.

<u>**Registrants**</u>
- Total Registrants
- Eng Tech
- IEng
- CEng
- ICT*Tech*

<u>**Membership**</u>
- Total Membership
- Student
- Associate
- Affiliate
- Member
- Fellow
- Honorary Fellow
- Other levels of membership/registration not listed above

<u>**Governance**</u>
- Total governance
- Council
- Across all Committees – excluding Council
- Number of committees with no women

It is the responsibility of individual PEIs to ensure the data is gathered, aggregated internally and reported in line with the DPA

Stage 3: Publishing data

Apart from reporting PEI diversity data to the Academy for aggregation with other PEI data, individual PEIs are encouraged, and should publish their individual data in an anonymised form. However, in doing so, to ensure anonymity, smaller institutions may combine membership/registrant categories, or publish for total membership, registrants or governance to avoid the risk of identification.

If an institution is in a position to publish data in an anonymised form, it should:

- make this clear to your staff;

- be very careful that no individual can be identified from the way in which you have published the data; and

- remember that publishing data in an anonymised form will not bring you wholly outside the scope of the DPA – you'll still need explicit consent for collecting and reporting your data.

Retaining diversity data

The Engineering Diversity Concordat does not say you *must* monitor trends in the diversity of your members and registrants. It does say you *should* measure and monitor progress in increasing diversity which implies the need to assess levels of diversity over time something that can be achieved through diversity monitoring

As regards Data Protection, if you intend to retain data for the purpose of monitoring diversity trends, this should be made clear to staff and explicit consent obtained (assuming the data you retain can't be anonymised).

Monitoring the diversity of your members and registrants will inevitably involve retaining diversity data over a period of time and you should be aware of the DPA requirement not to keep data for longer than necessary.

If you do monitor your PEI's diversity trends, any meaningful changes could take years to materialise, which will involve retaining data for a lengthy period. You should not retain data going further back than the period you intend to monitor, so if you want to monitor data over a five-year period, you should not retain data going back more than five years.

For more guidance on Equal Opportunities Monitoring:
http://www.equalityhumanrights.com/advice-and-guidance/professional-bodies/

5. SAMPLE EQUAL OPPORTUNITIES AND DIVERSITY MONITORING FORM

The form below is an example of a monitoring form organisations might find useful in designing monitoring for their registrants, members and/or staff. Expanded and comprehensive categories have been included based on those used by national data collectors. However, it is up to individual organisations to adapt the form to suit their requirements.

1. **Professional registration** (Please tick the level that applies)	☐EngTech ☐IEng ☐CEng ☐ICT*Tech* ☐Application in progress ☐Not yet registered
2. **Membership category** (Please tick the grade that applies)	☐Student

	☐Associate
	☐Affiliate
	☐Member
	☐Fellow
	☐Honorary Fellow
	☐Other, please specify

3. Gender
What is your gender?

    ☐Male   ☐Prefer not to say
    ☐Female

4. Age[2]
Please tick the box corresponding to your age group

    ☐15-19   ☐45-49   ☐Prefer not to say
    ☐20-24   ☐50-54
    ☐25-29   ☐55-59
    ☐30-34   ☐60-64
    ☐35-39   ☐65-69
    ☐40-44   ☐70+

5. Nationality[3]
This question is about the country or nation that you belong to. Please tick one option that most accurately describes your nationality?

    ☐UK/British
    ☐English
    ☐Welsh
    ☐Scottish
    ☐Northern Irish
    ☐Irish
    ☐Other EU ((includes: Belgium, France, Germany, Italian, Netherlands, Luxembourg, Denmark, Ireland, Greece, Portugal, Spain, Austria, Sweden, Finland, Cyprus, Czech

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[2] Reflects Office of National Statistics (ONS) five year age bands
[3] The make-up of international members and registrants is of interest to Institutions. Including the above monitoring fields will enable comparison with some HESA categories from the (very) long list http://www.hesa.ac.uk/index.php?option=com_collns&Itemid=233&task=show_manuals&r=09025&f=006 and ONS the much shorter list of labour market categories – see Employment by Country of Birth and Nationality spread sheet

Republic, Estonia, Hungary, Latvia, Lithuania, Malta, Poland, Slovakia, Slovenia, Bulgaria, Romania))

☐Non-EU

☐USA

☐Australian

☐New Zealander

☐Chinese

☐Chinese (Hong Kong SAR)

☐African (excluding South African)

☐South African

☐Indian

☐Pakistani

☐Bangladeshi

☐Other, please specify

☐Prefer not to say

6. Ethnic origin[4]

This question is not about your nationality, place of birth or citizenship – it is about the cultural group to which you perceive you belong. The codes and descriptions are those used in the 2011 UK Census. Please tick one option you feel most accurately describes you.

White

☐English/Welsh/Scottish/Northern Irish/British

☐Irish

☐Gypsy or Irish Traveller

☐Any other White background, please describe

_____

Mixed / Multiple ethnic backgrounds

☐White and Black Caribbean

☐White and Black African

☐White and Asian

Any other Mixed / Multiple ethnic background, please describe_____

Asian / Asian British

☐Indian

☐Pakistani

☐Bangladeshi

☐Chinese

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[4] Reflects Census categories to facilitate comparison with UK population data – also broadly similar LFS ethnicity categories to facilitate comparison with UK workforce profile http://www.ons.gov.uk/ons/guide-method/census/2011/how-our-census-works/how-we-took-the-2011-census/how-we-collected-the-information/questionnaires--delivery--completion-and-return/2011-census-questions/index.html

☐Any other Asian background, please describe
_____

Black / Black British

☐African

☐Caribbean

☐Any other Black / African / Caribbean background, please describe_____

Other ethnic group

☐Arab

☐Any other ethnic background, please describe

_____

☐Prefer not to say

7. Disability[5]

The Equality Act 2010 defines a disabled person as someone who has *'a physical or mental impairment which has a 'substantial' and 'long-term' adverse effect on his/her ability to carry out normal day to day activities.'*

Do you have a condition or impairment that falls within this definition?

☐No

☐Yes

☐Prefer not to say

If 'Yes' please select an option below which best describes your disability

☐I have a social/communication impairment such as Asperger's syndrome/other autistic spectrum disorder

☐I am blind/have a serious visual impairment uncorrected by glasses

☐I am deaf/have a serious hearing impairment

☐I have a longstanding illness or health condition such as cancer, HIV, diabetes, chronic heart disease, or epilepsy

☐I have a mental health condition, such as depression, schizophrenia or anxiety disorder

☐I have a specific learning difficulty such as dyslexia, dyspraxia or AD(H)D

☐I have physical impairment or mobility issues, such as difficulty using my arms or using a wheelchair or crutches

☐I have a disability, impairment or medical condition that is not listed above

☐I have two or more impairments and/or disabling medical conditions

☐Prefer not to say

8. Sexual orientation[6]

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[5] Sub-categories reflect UCAS disability categories giving the possibility of comparison with student populations – see How to Apply 2012 page 9
http://www.ucas.com/documents/ucasguides/howtoapply2012_webfinal.pdf

As people are discriminated against because of their sexual orientation, we believe it is helpful to gather this information. However, we appreciate you may not wish to answer this question in which case, tick the 'Prefer not to say' box.

☐Gay woman/Lesbian
☐Gay Man
☐Bisexual
☐Heterosexual/Straight
☐Other
☐Prefer not to say

9. Religion[7]

What is your religion?

☐No religion
☐Christian (including Church of England, Catholic, Protestant and all other Christian denominations)
☐Buddhist
☐Hindu
☐Jewish
☐Muslim
☐Sikh
☐Any other religion, please specify_____
☐Prefer not to say

Your consent

I hereby give my consent for the monitoring information provided on this form to be held on computer or other relevant filing systems and to be shared with other accredited agencies (for instance other Professional Engineering Institutions) in the understanding that it will only be used for statistical purposes and handled in accordance with the Data Protection Act 1998.

Full name_____

Signed _____
Date_____

Please check this box if you are filling in this form electronically to show that you read the declaration above ☐

Thank you for completing the form

6. REFERENCES AND ADDITIONAL RESOURCES

1. Journey to Diversity, UKRCWISE, 2012
   http://www.theukrc.org/files/useruploads/files/journeys_into_diversity_1_0.pdf
2. Equality and Diversity Toolkit – Embedding awareness and support for diversity in professional bodies, Professional Associations Research Network (PARN), 2008 http://www.bis.gov.uk/policies/higher-education/access-to-professions/equality-diversity-toolkit
3. Equally Professional: Diversity Monitoring in Professional Bodies, Equality and Human Rights Commission (EHRC) – Equally Professional Network, 2010
   http://www.equalityhumanrights.com/uploaded_files/publications/ep_diversity_monitoring.pdf
4. Equally Professional: Like Minds Different Journeys, Equality and Human Rights Commission (EHRC) and Professional Associations Research Network (PARN), 2010
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5. Social Mobility Toolkit, Professions for Good, 2012
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6. 7 Key Truths about Social Mobility – All Party Parliamentary Group Interim Report on Social Mobility, 2012 http://www.appg-socialmobility.org/
7. Fair Access to professional Careers – A progress report by the Independent Reviewer of Social Mobility and Child Poverty, 2012
   http://www.cabinetoffice.gov.uk/sites/default/files/resources/IR_FairAccess_acc2.pdf
8. The Business Case for Equality and Diversity – a survey of the academic literature, Department of Business Innovation and Skills, 2013
   https://www.gov.uk/government/publications/the-business-case-for-equality-and-diversity-a-survey-of-the-academic-literature

APPENDIX 1

ENGINEERING DIVERSITY CONCORDAT

Engineering is vital to the wealth and wellbeing of every nation. Professional engineers and technicians fulfil important roles in society and take their responsibilities seriously. This Concordat sets out the principles of a voluntary agreement between organisations involved at the heart of the engineering profession. It seeks to ensure that the profession properly reflects the society it serves and takes action to attract engineers from increasingly diverse backgrounds into professional membership and registration. In this way the profession can capitalise on their diversity of thought, innovation and creativity.

Objectives

In signing this document, each party is stating that they agree to work towards achieving the following objectives:

1. Communicate commitment to equality and inclusion principles and practices.
2. Take action to increase diversity amongst those in professional engineering membership and registration.
3. Monitor and measure progress.

Scope

The Concordat is applicable across the profession and is general in nature. It is a commitment made by engineering professional bodies and is open to adoption by organisations operating within and across the engineering profession. It is based on the premise that Professional Engineering Institutions (PEIs) and other organisations operating within and across engineering will be most effective in improving the diversity of the profession when they work in partnership to achieve common aims through cooperation.

Status

The Concordat:

- is agreed between the signatories
- is supported by The Royal Academy of Engineering (The Academy) in its role as lead of the Diversity in Engineering Programme, funded through the Department for Business, Innovation and Skills
- mirrors what is currently understood as good or best practice.

It does not constitute a legally enforceable contract nor does it create any rights or obligations that are legally enforceable – it is intended to bind in honour only.

Agreed and signed on behalf of   Agreed and signed on behalf of

The Royal Academy of Engineering   **<PEI>**

_____   _____

APPENDIX 2

Concordat signatories

1. Engineering Council
2. Institution of Engineering and Technology
3. Institution of Chemical Engineers
4. Institution of Mechanical Engineers
5. Institute of Physics
6. Chartered Institution of Building Services Engineers
7. Institution of Civil Engineers
8. Royal Aeronautical Society
9. Royal Academy of Engineering
10. BCS - The Chartered Institute for IT
11. Chartered Institution of Highways & Transportation
12. Chartered Institute of Plumbing and Heating Engineering
13. Chartered Institution of Water and Environmental Management
14. Energy Institute
15. Institution of Engineering Designers
16. Institute of Healthcare Engineering & Estate Management
17. Institute of Measurement and Control
18. Institute of Physics & Engineering in Medicine
19. Institute of Acoustics
20. Nuclear Institute
21. Institute of Highway Engineers
22. Royal Institution of Naval Architects
23. Institution of Railway Signal Engineers
24. Society of Environmental Engineers
25. Institute of Marine Engineering Science & Technology
26. Institution of Gas Engineers and Managers
27. Society of Operations Engineers
28. Institution of Diesel and Gas Turbine Engineers
29. Institution of Structural Engineers
30. Institute of Water
31. British Institute of Non-Destructive Testing