DIVERSITY AND INCLUSION SURVEY (DAISY) QUESTION GUIDANCE - WORKING DRAFT (V2)

UPDATES FOR V2 (APRIL 2022)

Over the past 2 years, EDIS staff and its members have used the DAISY guidance to improve the quality of quantitative data collected relating to equality, diversity and inclusion. We've also learnt a lot from this and have made improvements, piloted new approaches, taken on feedback and have now updated the guidance here with Version 2. Key updates are listed below:

- **Response rates:** Response rates are key to the value of diversity monitoring data. EDIS has now published guidance for improving response rates to supplement this document.

- **Questions on disability**: EDIS is trying to be more anti-ableist. As part of this, we are learning more about how to use the social model of disability to guide our work (recognising there is some critique of the social model). We work from the social model of disability to try to reduce or remove barriers to D/deaf, disabled and neurodivergent people collaborating and engaging with us. Therefore, we are recommending asking questions more aligned to this model with a focus on barriers faced by people in relation to health conditions (including mental health), physical, sensory and cognitive differences and the impact of these barriers. This will help us work to address these barriers rather than assume what barriers people may face based on any disability or long-term health condition. We piloted these questions successfully at the EDIS 2021 Symposium (100% disclosure rate). It's important to consider the impact of survivorship bias when looking at barriers and experiences in this way; the list of barriers you collect will not include people who haven't made it into whatever data collection you're doing because of other barriers. These barriers may be related to disabilities or health conditions.

- **Socio-economic background:** A new category for those who received a full bursary to attend independent schools has been added. There is also a change in the hierarchy of recommended questions in line with the Social Mobility Commission's work on measuring socio-economic diversity. We've also added a question in about free school meals as per the Social Mobility Commission's guidance as a measure of "extreme economic disadvantage". Due to fluctuations in free school meal eligibility and policy, this question is more applicable for undergraduates, postgraduates and younger staff/audiences than multi-generational audiences. It should be noted that this section of questions is very UK-centric and comparisons between experiences in the UK compared to outside the UK not well defined.

- **Race and Ethnicity:** We know that the questions and options used here do not fully describe a person's journey, background or experience with racism. There are updates to how best to provide this question, but more work will be done to improve this section. When given more specific groups to choose from than 'BAME' groupings in addition to the ability to select multiple heritage backgrounds, over a third of attendees at our 2021 symposium selected mixed/multiple ethnicity options. This was both through multiple checkbox and free text write-in boxes. We will be exploring how to use nationality, ethnicity and race questions to enable people to better share their

fully identity and better understand how these factors combine to create different experiences of racism and xenophobia.

- **Qualitative data**: Although this guidance doesn't detail how to collect qualitative data, we do want to emphasise the importance of this. We encourage organisations to pair diversity monitoring data with data on experiences of individuals and groups of people with shared demographics wherever possible. Diversity demographic data will only signal if there is some form of structural, systemic or policy-driven exclusion and discrimination. It will not tell you the experiences of the people behind the data, or the impact of any exclusion and discrimination on those people.

- **Intersectional data**: There is an increasing ask for intersectional analysis to be done when collecting data. This is important to consider and try to achieve as the impact of intersectional discrimination can be masked when looking at individual demographic categories. For example, there is a gender imbalance in UK Professors and there is an ethnicity imbalance when comparing representation of White and Black UK Professors. This exclusion and underrepresentation is even more profound for the representation of Black Women UK Professors. Where possible keep all answers per person together with a unique identifying code that completely unlinks it from any identifier (such as a person's name) before analysing the data. As few people as possible should ever see the data in this form as several diversity characteristics linked together could result in the person behind the data being identifiable, especially in small data sets and for underrepresented groups. Always speak to your data protection officer if attempting to collect and report on intersectional data. It is possible but takes additional planning and risk mitigation.

- **Comparability and consistency:** Most of these changes should retain a good level of longitudinal comparability. Where changes to questions are made in regular data collection, you should explain what the changes are and why so that people feel empowered in their own knowledge to then answer. If you do make changes to your data collection, it's important to ensure all your different data sets going forward are consistent in using the updated version.

DIVERSITY AND INCLUSION SURVEY (DAISY) QUESTION GUIDANCE - WORKING DRAFT (V2)

CONTENTS

GUIDANCE

The guidance is a work in progress and comes from reviewing existing diversity monitoring questionnaires and recommendations, alongside ongoing informal consultation. As best practice continues to develop in this area and we become aware of different perspectives and experiences, our ideas will change – and we welcome feedback or suggestions for updates. We are sharing this working draft so that others can see our thinking around the best ways to ask diversity monitoring questions, and what sources we have used to develop this. We'd like to thank the members of EDIS for their feedback on an earlier draft.

DIVERSITY AND INCLUSION SURVEY (DAISY) QUESTION GUIDANCE - WORKING DRAFT (V2)

This guidance is **specific to a UK context** and may not be applicable in other settings. For example, best practice questions and response options for race and ethnicity will vary substantially and are legally prohibited in some countries. There is also some variation in approaches to diversity monitoring across the UK's four nations.

If you are interested in reading more about diversity monitoring, we recommend the recent UKRI Equality, Diversity and Inclusion evidence reviews (the [UK review](#) and the [International review](#)). In both reviews, Chapter 7 is particularly relevant.

Here are some of our general recommendations, followed by suggestions for questions you could ask and why you might choose to ask them in certain ways.

THINK ABOUT GDPR IN GOOD TIME

Diversity monitoring data is often potentially identifiable, so it is important to think about GDPR in good time: ask for advice in your organisation and/or look at available online resources (e.g. Information Commissioner's Office [Guide to GDPR](#)). When reporting the findings, it is also vital to ensure that the data isn't identifiable. This can be done by not reporting data for small group sizes– where relevant, you can combine response options for categories with small numbers to achieve this. Although there is no set number for what counts as 'small', we have found some guides for how to round and suppress statistics to protect anonymity from the [Higher Education Statistics Authority](#) (HESA) and the [Washington State Department of Health](#) that could be useful starting points for discussion with your data protection officer.

MAKE SURE THAT YOUR SURVEY IS ACCESSIBLE

There are a number of ways that surveys can be made more accessible, including providing opportunities to complete them in multiple different formats (e.g. online, paper, verbal), ensuring that online text and formatting is compatible with a screen-reader, and using accessible fonts. Most online survey tools provide accessibility guidance and the UK Government Digital Service also provides detailed [accessibility advice](#) for government consultations, which can be helpful in other settings.

USE ALPHABETICAL ORDER

It is a good idea to list response options in alphabetical order, to avoid appearing to prioritise certain responses (e.g. by putting "White" or "Straight" first). However, options such as "Prefer to self-describe" and "Prefer not to say" don't need to be alphabetised and can be put wherever makes most sense, usually at the end. Some organisations also recommend asking the diversity monitoring questions in alphabetical order by topic (e.g. Age, Disability, Ethnicity etc).

RESPONSE RATES

Response rates are key to the value of diversity monitoring data. EDIS has now published [guidance for improving response rates](#). The recent [UKRI review](#) flags the following three areas as potentially impacting disclosure (page 53): environmental (developing a culture where people feel able to disclose identity characteristics without concern about negative consequences); technological (e.g. survey software, privacy and data security), and behavioural (methods used

DIVERSITY AND INCLUSION SURVEY (DAISY) QUESTION GUIDANCE - WORKING DRAFT (V2)

to ask questions). We believe that showing that you are genuinely using the data collected to advocate for and create positive change in EDI is also crucial for preventing survey fatigue in this area.

BALANCING MISSING DATA AND 'PREFER NOT TO SAY'

It is difficult to use diversity monitoring data in a meaningful way if there is lots of missing data, but this needs to be balanced with giving people the opportunity not to answer questions if they would prefer not to. For this reason, it is important to give people the option of "Prefer not to say". However, it can also be useful to remind people that the more data you have, the more useful the survey will be. In online surveys, it is often possible to add prompts if people have left an item blank, asking if they would like to complete this before moving onto the next question. Missing data can also be reduced by thinking carefully about your response options. For example, someone might not want to report exactly what their caring responsibilities are but would be happy to report that they have caring responsibilities of some sort, and this can be included in the response options (see question guidance below).

DESIGN QUESTIONS AND BENCHMARK WITH CARE

One of the most common reasons for collecting diversity monitoring data to is to benchmark against existing statistics. To do this well it is crucial to ensure that you really are comparing like with like. Even if it seems like two questions are asking very similar things, slight differences can have a big impact on how people interpret the questions and the answers they give. If you aim to benchmark against other statistics (e.g. census data), you need to find out how the questions were asked for these statistics and ask your questions in a comparable way. This is particularly important in some areas, for example there are substantial differences in how surveys ask questions about disability and/or chronic health conditions, which leads to large variability in reporting rates and issues with comparability and benchmarking. The most important statistics to benchmark against will depend on the context of your data collection. In some settings, there are standards for what data is collected and how (e.g. HESA for UK higher education data). As highlighted in the recent UKRI review recommendations (page 55), questions should aim to comply with reporting requirements and, to the greatest extent possible, enable people to respond in a way which reflects their lived experience.

Reflect on which questions are most important in your context Our suggested questions cover multiple important areas in diversity monitoring, but questions will be more or less relevant in different contexts and you should select the ones which are most relevant for your survey and organisation. For example, different questions may be required in an HR context compared with the questions you might ask to understand more about attendees at an event. As above, in some settings there are standards for what data is collected and how, and these standards should be followed in these settings (e.g. HESA for UK higher education data). It is therefore likely that you will want to adapt some of these suggested questions/response options or add in additional questions to suit your needs. We plan to include guidance on questions about nationality and region in future version of this guidance.

DIVERSITY AND INCLUSION SURVEY (DAISY) QUESTION GUIDANCE - WORKING DRAFT (V2)

QUESTIONS

AGE

SUGGESTED QUESTION STRUCTURE:

What is your age?

- Up to and including 24 years
- 25-34 years
- 35-44 years
- 45-54 years
- 55-64 years
- 65-74 years
- 75+ years
- Prefer not to say

(These are example response categories which can be adapted)

THINGS TO CONSIDER

This is a relatively standard structure for questions about age. Age categories (rather than date of birth) usually give enough information for diversity monitoring.

If you want to compare with existing data, your categories need to be compatible with those used in previous data collection or reporting (e.g. using 25-34 years or 30-39 years)

Consider the likely age of respondents and adapt your response categories for these, but don't make assumptions - e.g. that all PhD students are in their 20s or that everyone in employment is under the age of 65.

DIVERSITY AND INCLUSION SURVEY (DAISY) QUESTION GUIDANCE - WORKING DRAFT (V2)

DISABILITY AND LONG-TERM HEALTH CONDITIONS

SUGGESTED QUESTION STRUCTURE:

1. **Do you consider yourself to be a disabled person?**

   - Yes
   - No
   - Prefer not to say

2. **A) Do you experience barriers or limitations in your day-to-day activities related to any health conditions (including mental health), physical, sensory or cognitive differences?**

   - Yes – substantial barriers or limitations
   - Yes – some/small barriers or limitations
   - No

2. **B) If yes, please describe what type of barriers or limitations do you face? Please describe these in whatever way works for you, some examples are included below. Please do not include any identifying information.**

   For example, these might include:

   - *Attitudinal barriers e.g. discriminatory attitudes; negative or incorrect assumptions*
   - *Physical barriers e.g. no step free access to buildings; physical expectations of participating*
   - *Travel or transportation barriers e.g. lack of accessible transport and accommodation*
   - *Communications barriers e.g. lack of information in different accessible formats; lack of BSL interpretation*
   - *Organisational barriers e.g. length of time and when meetings are scheduled limits participation*

THINGS TO CONSIDER

We have recommended a new set of questions here to align with the social model of disability. We recommend asking the first two to understand the representation of disabled people and people with long term/chronic health conditions, and the third to provide qualitative data on barriers that you can reflect on and address as an organisation. Unless you are working in a situation where you need to know someone's health or medical information (these scenarios are not covered by this guidance) you do not need to ask this information. Phrasing of the questions around "conditions or illness [which] reduce your ability" could also be considered problematic.

Suggested Question 1 enables people to self-identify and allows you to explore the experiences of people who identify as disabled. It can be used to help you compare longitudinal data if you've asked this question before. However, this question generally can't be used for benchmarking against official statistics (e.g. the UK census) because it leads to much lower reporting rates than the Equality Act definition. This question is widely used by UK public sector organisations (e.g. see Kirklees Council guidance here).

Suggested Question 2A better aligns with the Equality Act definition of disability however we've removed the phrase 'impairment' as this is normally used in the context of the medical model of disability. By giving multiple options for the level of barriers and limitations, this question provides a space for people who do not identify as disabled but may fall under the Equality Act protections to share their experience.

Suggested Question 2B provides a space for respondents to share barriers and limitations rather than ask for medical information (such as selecting from a list of health conditions) that would ultimately be used to infer barriers. This information can be then used to ensure your organisation is acting on this data collection by trying to

DIVERSITY AND INCLUSION SURVEY (DAISY) QUESTION GUIDANCE - WORKING DRAFT (V2)

- *Social barriers e.g. expectations in social interactions*

OTHER QUESTIONS

2. **B) Do you consider yourself to have a disability or long-term condition?** (such as dyslexia, diabetes, arthritis, a heart condition, or a mental health condition)

- Yes
- No
- Prefer not to say

3. **Do you experience barriers or limitations in your day-to-day activities related to any disability, health conditions or impairments?**

- Not applicable
- No
- Yes
- Prefer not to say

Some surveys provide the Equality Act definition of disability and ask people if they consider themselves to be disabled based on this definition. However, this can be confusing and may be problematic as you are imposing a definition of disability on people who might not be comfortable defining themselves in this way.

If you're unsure about appropriate terminology, useful guidance can be found on the Government Office for Disability's website. We also recommend reading about the social model of disability and trying to ask questions and report findings in a way which is consistent with this.

address these barriers in the work you do (e.g. in recruitment, event management, building accessibility or funding processes).

We recommend asking multiple questions about disability and explaining why you are doing this in your questionnaire. For example: *"The following questions ask about disability and long-term conditions in different ways. Asking about disability is complex, and these questions will help us to develop a broader understanding and compare with existing statistics, as well as understand the barriers faced so we can work on addressing these. These questions align to the social model of disability. Please answer each question separately and don't feel that your answer to one should determine your answer to the others."*

The final sentence above is important as many people who meet the Equality Act definition of disability do not consider themselves to be disabled. There are many possible reasons for this – for example, some people reject the language around disability entirely, whilst others would view themselves as having an illness or health problem rather than a disability.

If you can only ask one question about disability, it is important to think about which of these questions is most important for you.

Reporting guidelines

You should try to report your findings using the same language used in the question. For example, don't report that x% of people are disabled if the question actually asked if people experience barriers or limitations in their day-today activities. Instead, it would be better to report that x% meet the Equality Act definition of disability.

DIVERSITY AND INCLUSION SURVEY (DAISY) QUESTION GUIDANCE - WORKING DRAFT (V2)

ETHNICITY

SUGGESTED QUESTION STRUCTURE:

What is your ethnic group? Please select all the options that best describe your ethnicity or background E.g. you could select Black African and White British if this best reflects your identity.

Asian / Asian British

- ☐ Bangladeshi
- ☐ Chinese
- ☐ Indian
- ☐ Pakistani
- ☐ Any other Asian background, *please describe*

Black / African / Caribbean / Black British

- ☐ African
- ☐ Caribbean
- ☐ Any other Black / African / Caribbean background, *please describe*

White

- ☐ English / Welsh / Scottish / Northern Irish / British
- ☐ Gypsy or Irish Traveller
- ☐ Irish
- ☐ Roma
- ☐ Any other White background, *please describe*

Any other ethnic group

- ☐ Arab
- ☐ Hispanic
- ☐ Latina/Latino/Latinx
- ☐ Any other ethnic group, *please describe*

THINGS TO CONSIDER

Ethnic group, cultural heritage and national identity are self-identification measures reflecting how people define themselves. These concepts are not universally defined, and we believe that further development of this question is needed.

This question comes from the [2021 UK census](#). If you are asking questions to a UK based sample, it is generally best to use the Government Statistics Service recommended ethnicity questions (as used in the UK census). We recommended giving the response categories in alphabetical order.

We have seen an increasing number of people identifying with a 'mixed' ethnic identity. Therefore, we suggest removing the generic 'mixed' group option and allowing people to select multiple groups. To ensure people know they can do this, we recommend giving an example e.g. *'Please select all the options that best describe your ethnicity or background E.g. you could select Black African and White British if this best reflects your identity'.* It is recognised that these ethnic groups do not represent how all people identify. People should be encouraged to write in their ethnicity using their own words if they don't identify with any groups in the list.

It is much more difficult to develop race/ethnicity categories for international groups. Race is a social construct and will therefore be a product of the social context it is asked in. One option for international surveys is to provide a free text box and ask people to self-describe their ethnicity, but this can then require substantial work to code the data, particularly if the sample is large.

☐ Any other Mixed / Multiple ethnic background, *please describe*

GENDER

SUGGESTED QUESTION STRUCTURE:

Which of the following best describes your gender?

- Man
- Non-binary
- Woman
- Prefer to self-describe (*please describe*)
- Prefer not to say

THINGS TO CONSIDER

Questions are asked about gender are asked in many different ways. This question is based on combining guidance, e.g. from [Stonewall](#), [IX Interactions](#) and the [Human Rights Campaign](#).

For D&I monitoring we are usually interested in gender, a socially constructed concept, rather than sex, which relates to biological characteristics. However, sometimes questions are asked around sex because the Equality Act 2010 lists sex as the protected characteristic rather than gender. It is correct to use "woman" and "man" when asking about gender, rather than male and female which relate to sex. However, questionnaires often ask people to report their gender using male and female as categories, which can be confusing. The option "other" should be avoided, "prefer to self-describe" can be used instead.

Some specific data collection purposes (e.g. for pensions) require a dichotomous response of male or female. Unless you are collecting data for these purposes you should not give dichotomous response options for gender (i.e. include non-binary and an option to self-describe).

Trans identity should be explored as a separate follow-up question, it is incorrect and inappropriate to list "trans" as an option in the original gender question (see below).

DIVERSITY AND INCLUSION SURVEY (DAISY) QUESTION GUIDANCE - WORKING DRAFT (V2)

GENDER IDENTITY

SUGGESTED QUESTION STRUCTURE:

Do you identify as trans?

- Yes
- No
- Prefer not to say

THINGS TO CONSIDER

This question is recommended in the Stonewall guide "Do ask, do tell". Under the Equality Act, "gender reassignment" is a protected characteristic, however alternative wording such as "gender identity" is usually preferred.

Some questions ask people whether their gender identity matches their sex as registered as birth. However, unless this is crucial for your data collection, we recommend asking people whether they identify as trans as this is generally considered to be a less intrusive question.

DIVERSITY AND INCLUSION SURVEY (DAISY) QUESTION GUIDANCE - WORKING DRAFT (V2)

SEXUAL ORIENTATION

SUGGESTED QUESTION STRUCTURE:

Which of the following best describes your sexual orientation?

- Asexual
- Bi/bisexual
- Gay man
- Gay woman/lesbian
- Queer
- Straight/heterosexual
- Pansexual
- I identify in another way (please describe)
- Prefer not to say

THINGS TO CONSIDER

This question is based on the Advance HE recommendations, which draw on definitions from Stonewall and Maaple. Advance HE and the Equality Challenge Unit state that although "queer" has previously been a derogatory term, the term has been reclaimed by many LGB+ individuals who don't identify with the traditional categories around sexual orientation. We also include "pansexual" as an additional response option, based on feedback from previous survey respondents.

Helpful information additional about asking questions on sexual orientation (and gender identity) can be found in the Stonewall guide "Do ask, do tell"

DIVERSITY AND INCLUSION SURVEY (DAISY) QUESTION GUIDANCE - WORKING DRAFT (V2)

CARING RESPONSIBILITIES

SUGGESTED QUESTION STRUCTURE:

Do you have any caring responsibilities? (tick all that apply)

- ☐ None
- ☐ Primary carer of a child or children (under 18)
- ☐ Joint primary carer of a child or children (under 18)
- ☐ Primary carer of a disabled child or children
- ☐ Joint primary carer of a disabled child or children
- ☐ Primary carer or assistant for a disabled adult (18 years or over)
- ☐ Joint primary carer or assistant for a disabled adult (18 years or over)
- ☐ Primary carer or assistant for an older person or people (65 and over)
- ☐ Joint primary carer or assistant for an older person or people (65 and over)
- ☐ Secondary carer (another person carries out the main caring role)
- ☐ I have caring responsibilities but prefer not to specify what these are
- ☐ Prefer not to say

THINGS TO CONSIDER

This question comes from Advance HE recommendations, which draw on guidance from the Carer's Trust.

We added options for "joint primary carer" following consultation with Wellcome's Parents and Carers Staff Network, as this reflects how many people describe their caring responsibilities.

People should be able to tick multiple options.

DIVERSITY AND INCLUSION SURVEY (DAISY) QUESTION GUIDANCE - WORKING DRAFT (V2)

RELIGION

SUGGESTED QUESTION STRUCTURE:

What is your religion or strongly held belief, if any?

- No religion
- Buddhist
- Christian
- Hindu
- Jewish
- Muslim
- Sikh
- Spiritual
- Any other religion or belief (*please describe*)
- I have a religion or strongly held belief but prefer not to specify what this is
- Prefer not to say

THINGS TO CONSIDER

This question is an adapted version of the planned UK 2021 census question. As with questions about disability, differences in the ways that questions about religion are asked lead to substantial variability in reporting rates

The 2011 UK Census asked "What is your religion?" Although "no religion" is given as an option, this question is seen to lead to over-estimation of the proportion of people who are religious, as people may report religions that they are culturally or previously affiliated with, as opposed to reporting their current faith. This is borne out in the fact that, according to the census, 25% of people in the UK have no religion – whereas in the British Social Attitudes Survey (2018), 52% of people did not regard themselves as belonging to any religion based on alternative questions. The 2021 UK Census plans to update the question to "What is your religion, if any?", a variant of which is suggested here.

The Equality Challenge Unit (ECU) has recommended inclusion of 'Spiritual' which was not included in the Census, defined as belief in the spiritual dimension of all life, which can be experienced directly and without the assistance of conventional religion'.

Reporting guidelines

If you ask the census-based question, this should be reported in terms of cultural affiliation rather than faith.

DIVERSITY AND INCLUSION SURVEY (DAISY) QUESTION GUIDANCE - WORKING DRAFT (V2)

SOCIO-ECONOMIC BACKGROUND

SUGGESTED QUESTION STRUCTURE:

1. **What was the occupation of your main household earner when you were about aged 14?**

   - **Modern professional & traditional professional occupations** such as: teacher, nurse, physiotherapist, social worker, musician, police officer (sergeant or above), software designer, accountant, solicitor, medical practitioner, scientist, civil / mechanical engineer.

   - **Senior, middle or junior managers or administrators** such as: finance manager, chief executive, large business owner, office manager, retail manager, bank manager, restaurant manager, warehouse manager.

   - **Clerical and intermediate occupations** such as: secretary, personal assistant, call centre agent, clerical worker, nursery nurse.

   - **Technical and craft occupations** such as: motor mechanic, plumber, printer, electrician, gardener, train driver.

   - **Routine, semi-routine manual and service occupations** such as: postal worker, machine operative, security guard, caretaker, farm worker, catering assistant, sales assistant, HGV driver, cleaner, porter, packer, labourer, waiter/waitress, bar staff.

   - **Long-term unemployed** (claimed Jobseeker's Allowance or earlier unemployment benefit for more than a year).

   - **Small business owners** who employed less than 25 people such as: corner shop owners, small plumbing companies, retail shop owner, single restaurant or cafe owner, taxi owner, garage owner.

   - **Other** such as: retired, this question does not apply to me, I don't know.

   - **I prefer not to say**.

THINGS TO CONSIDER

These questions are from a substantial piece of work and guidance by the Social Mobility Commission in consultation with academic experts, think tanks, charities and employers. The full toolkit on socio-economic diversity and inclusion for employers is available online.

Asking questions about socio-economic background (SEB) is complex, and no single questions can fully indicate a person's SEB If possible, you should ask multiple questions – or think about what aspects of SEB are most relevant in your context. However, if you can only ask one question is should be **Suggested Question 1.** This question is the best measure to assess someone's socio-economic background. Not only that but it's easy to understand, it gets the highest response rates in testing, and it's applicable to those from all ages and from all countries.

For **Suggested Question 2** and UK based questionnaires, you may want to first ask if respondents attended school for the majority of time between the ages of 11-16 in the UK or outside of the UK then follow with the list of relevant options to reduce the length of this question. More work needs to be done to compare educational experiences internationally.

Suggested Question 3 is a new question to the DAISY guidance. This is a measure of extreme economic disadvantage. You can check the benchmark for current eligibility of free school meals on the government website. It's easy to understand and many firms have been tracking it for years, giving you longitudinal data. Due to fluctuations in free school meal eligibility and policy, this question is more applicable for undergraduates, postgraduates and younger staff/audiences than multi-generational audiences.

DIVERSITY AND INCLUSION SURVEY (DAISY) QUESTION GUIDANCE - WORKING DRAFT (V2)

2. **What type of school did you attend for the majority of your time between the ages of 11 - 16?**

In the UK
- A state-run or state-funded school in the UK - Non-selective
- A state-run or state-funded school in the UK - Selective on academic, faith or other ground
- Independent or fee-paying school in the UK - where I received a means tested bursary covering 90% or more of the total cost of attending throughout my time there
- Independent or fee-paying school in the UK

Outside the UK
- A state-run or state-funded school outside the UK - Non-selective
- A state-run or state-funded school outside the UK - Selective on academic, faith or other ground
- Independent or fee-paying school outside the UK - where I received a means tested bursary covering 90% or more of the total cost of attending throughout my time there
- Independent or fee-paying school outside the UK

- I don't know
- Prefer not to say

3. **If you finished school after 1980, were you eligible for free school meals at any point during your school years?**
- Yes
- No
- Not applicable (finished school before 1980 or went to school overseas)
- I don't know
- I prefer not to say

Reporting guidelines

For **Suggested Question 1**, report socio-economic background in three groups, following this guide:

1. Professional backgrounds – modern professional & traditional occupations; senior or junior managers or administrators.
2. Intermediate backgrounds – clerical and intermediate occupations; small business owners.
3. Lower socio-economic backgrounds – technical and craft occupations; routine, semi-routine manual and service occupations; long-term unemployed.
4. Exclude – other; I prefer not to say.

You can read the UK Government's definitions of these levels through the Office for National Statistics.

For **Suggested Question 2**: look at the percentage of respondents who went to an independent school (without a complete bursary) compared to all others, excluding those who say 'I don't know,' 'Prefer not to say' and 'Attended school outside the UK'. Always compare this data alongside parental occupation (question 1)

For **Suggested Question 3**: Link 'yes' responses to economic disadvantage and exclude those who said, 'not applicable,' 'I don't know' or 'prefer not to say'. This can be compared to the national benchmark. It's important to note this question isn't a substitute for measuring other dimensions of socio-economic disadvantage. It is most applicable to undergraduates, graduates and younger people, and should always be reviewed alongside parental occupation (question 1).

DIVERSITY AND INCLUSION SURVEY (DAISY) QUESTION GUIDANCE - WORKING DRAFT (V2)

OTHER QUESTIONS

If you have a graduate scheme or similar, ask this additional question to your graduate hires only:

4. **Did either of your parents attend university and gain a degree (e.g. BA/BSc or equivalent) by the time you were 18?**
   - No, neither of my parents attended university
   - Yes, one or both of my parents attended university
   - Do not know / not sure
   - I prefer not to say

For **Other Question 4**: Review the proportions of new graduate hires who said 'no' and are thus first in family to attend university and compare it to the national benchmark. Remember this is not a measure of other dimensions of socio-economic disadvantage and should always be interpreted alongside the parental occupation question (question 1). This question could be used for Postgraduate students or Early Career Researchers as current national benchmarks are more relevant for these groups.

There are further questions that could be relevant to your SEB data collection (analysed by the cabinet office) available to explore, including recommendations and reasons to not collect data through questions you may have seen before for SEB.