CROSS-GOVERNMENT ANALYTICAL FUNCTION DIVERSITY SURVEY

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Summary

❑ What we did and who responded

❑ What we found

❑ How does it compare to other data on the Civil Service

❑ Lessons learned and next steps

What we did

❑ Built upon the design of an existing GSS survey to collect diversity data and social mobility information for the first time

❑ Following interest from the Analytical Function Board, the decision was taken to expand the survey to cover 7 analytical professions
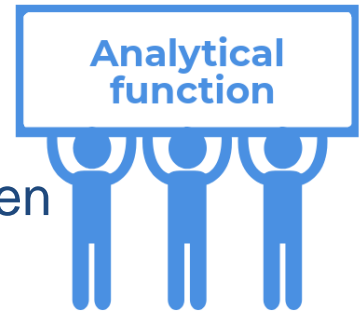
❑ Created an infographic to encourage individuals to participate in the survey and to highlight the purpose of the data collection

❑ Took an "upwards-outwards" approach to dissemination - collaborated with profession leads, departmental diversity leads and analytical networks
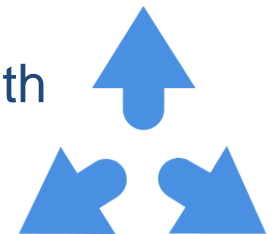
Cross-Government Analytical Function Diversity Survey 2017

For members of DDAT, GAD, GES, GORS, GSE, GSG and GSR.

What is the purpose of the survey?

Collecting diversity information is particularly important to ensure we can identify whether any groups are underrepresented and to develop appropriate action plans, so it is really important that everyone working in the cross-government analytical function takes part.

What do we hope to find out?

Our current understanding of the size and structure of the cross-government analytical function is based on recruitment data, which quickly becomes out of date. This survey will enable us to develop a full picture of the analytical function, and to obtain and monitor diversity information.

What information is collected in the survey?

Employment   Education   Diversity   Social Mobility

Is this survey for me?

This survey is for anyone who works within the cross-government analytical function. This includes:

Data Delivery and Technology (DDAT)
Government Actuary's Department (GAD)
Government Economic Service (GES)
Government Operational Research Service (GORS)
Government Science & Engineering (GSE)
Government Statistical Group (GSG)
Government Social Research (GSR)

How will my information be used?

Any information you provide is secure and will not be seen by anybody not involved in the running of this survey. We will publish the findings in January 2018.

Please contact GSS.Career.Strategy@ONS.gov.uk with any questions or enquiries.

Who responded

❑ The survey achieved an impressive response rate, with over 2,000 responses across the 7 analytical professions including:

    ❑ *30 government departments*

    ❑ *11 UK regions*

    ❑ *19 substantive grades*

❑ The survey enables us to compare important demographic and diversity data across the professional groups and to identify diversity gaps both across the analytical function and within individual professions.
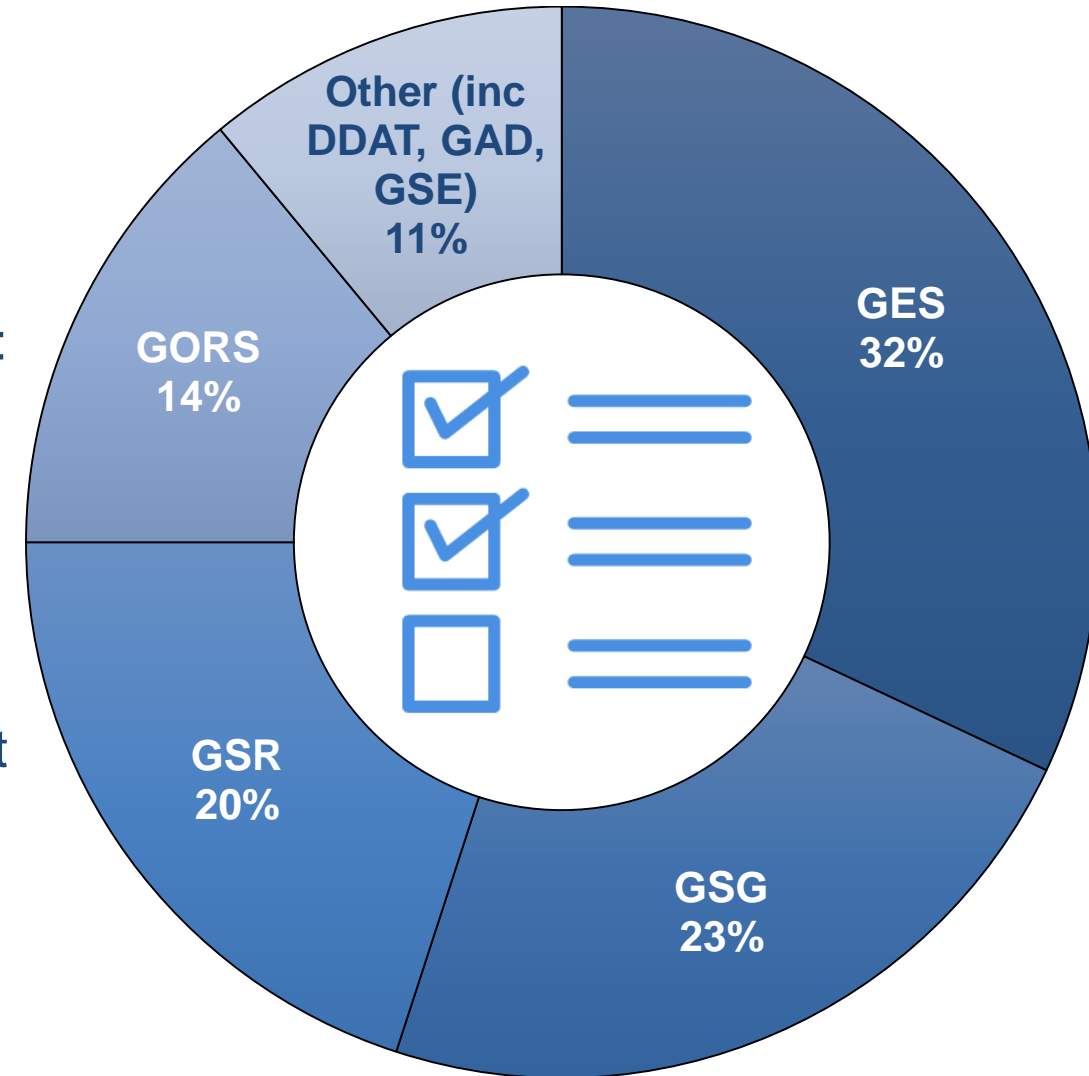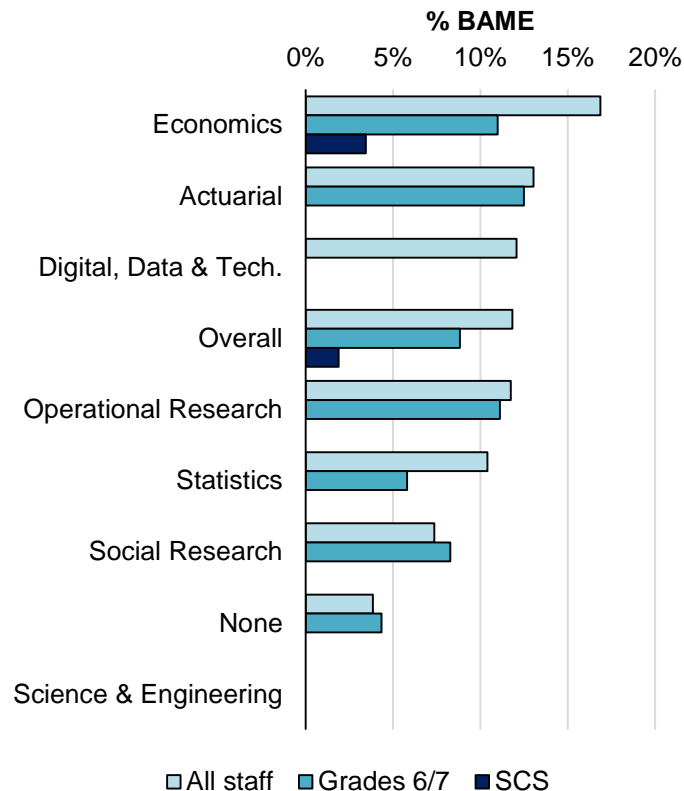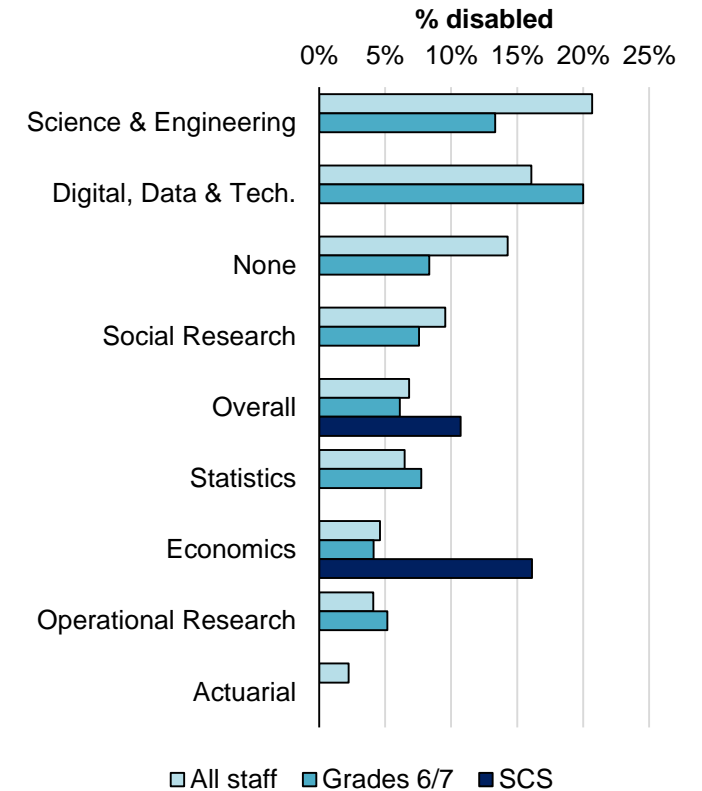
What we found

Female representation in the Civil Service by profession, based on analytical function diversity survey 2017

% women
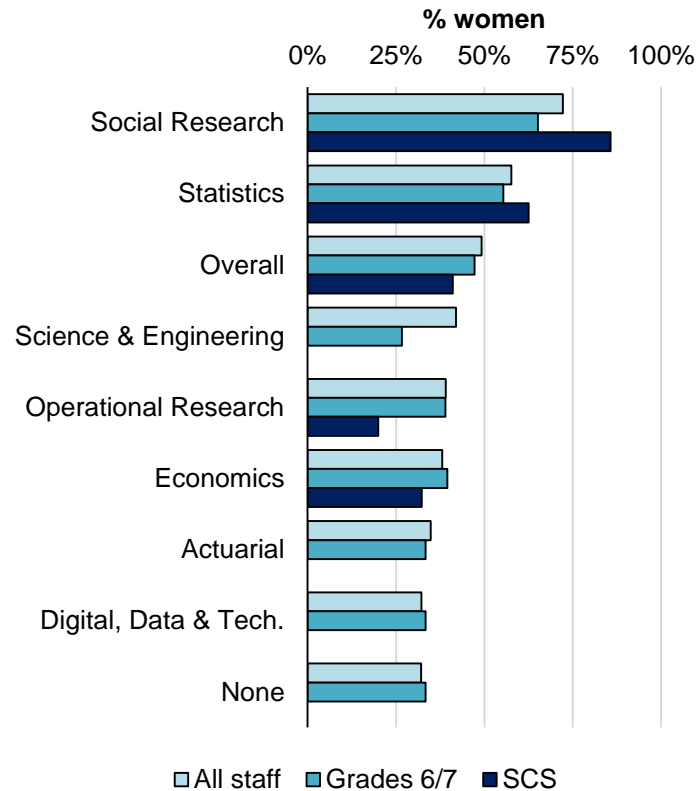
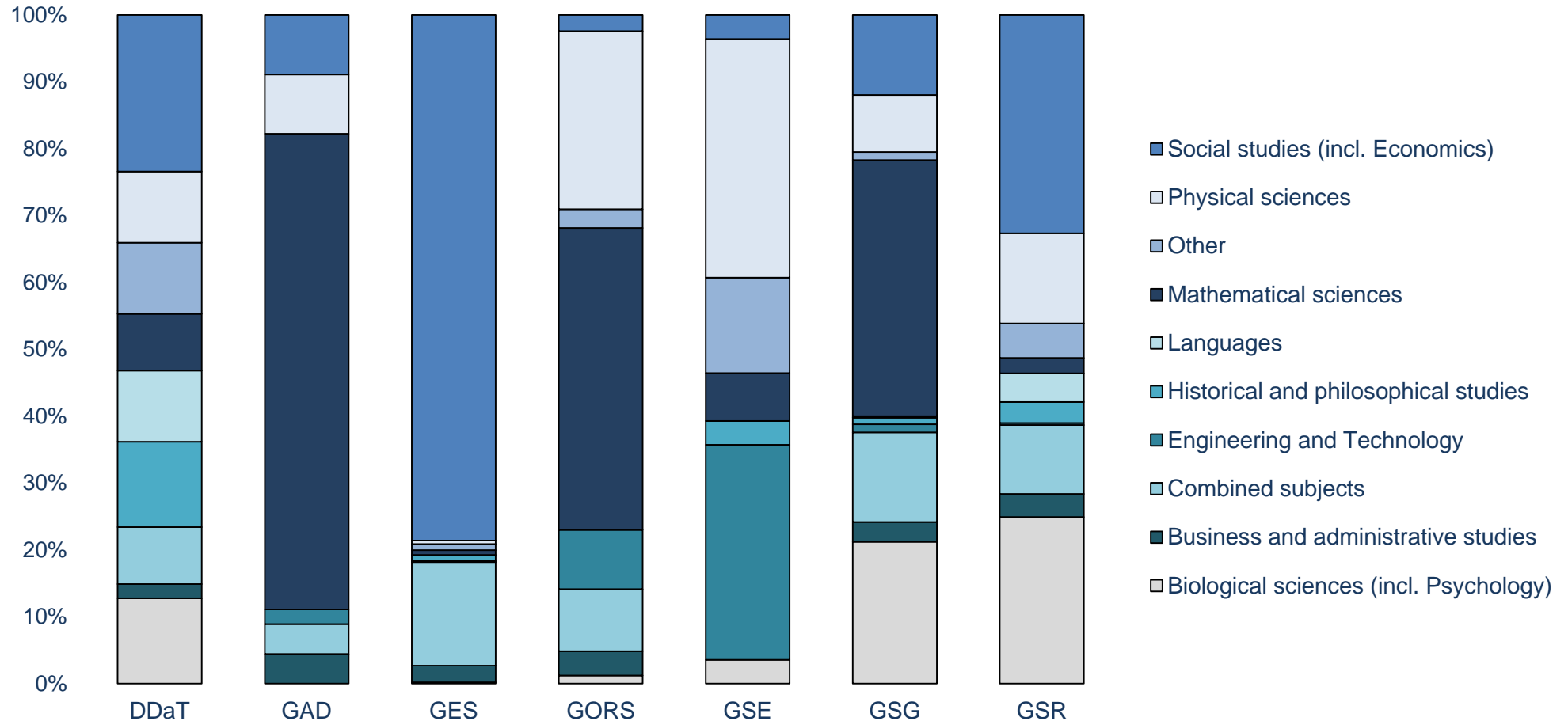**Ethnic minority representation in the Civil Service by profession, based on analytical function diversity survey 2017**

% BAME

Disabled representation in the Civil Service by profession, based on analytical function diversity survey 2017

% disabled

☐ All staff ☐ Grades 6/7 ■ SCS

Categories containing a very small number of individuals have been suppressed.
Totals do not include individuals who responded "Prefer not to say".

What we found

Subject of first degree by profession

Legend:
- Social studies (incl. Economics)
- Physical sciences
- Other
- Mathematical sciences
- Languages
- Historical and philosophical studies
- Engineering and Technology
- Combined subjects
- Business and administrative studies
- Biological sciences (incl. Psychology)

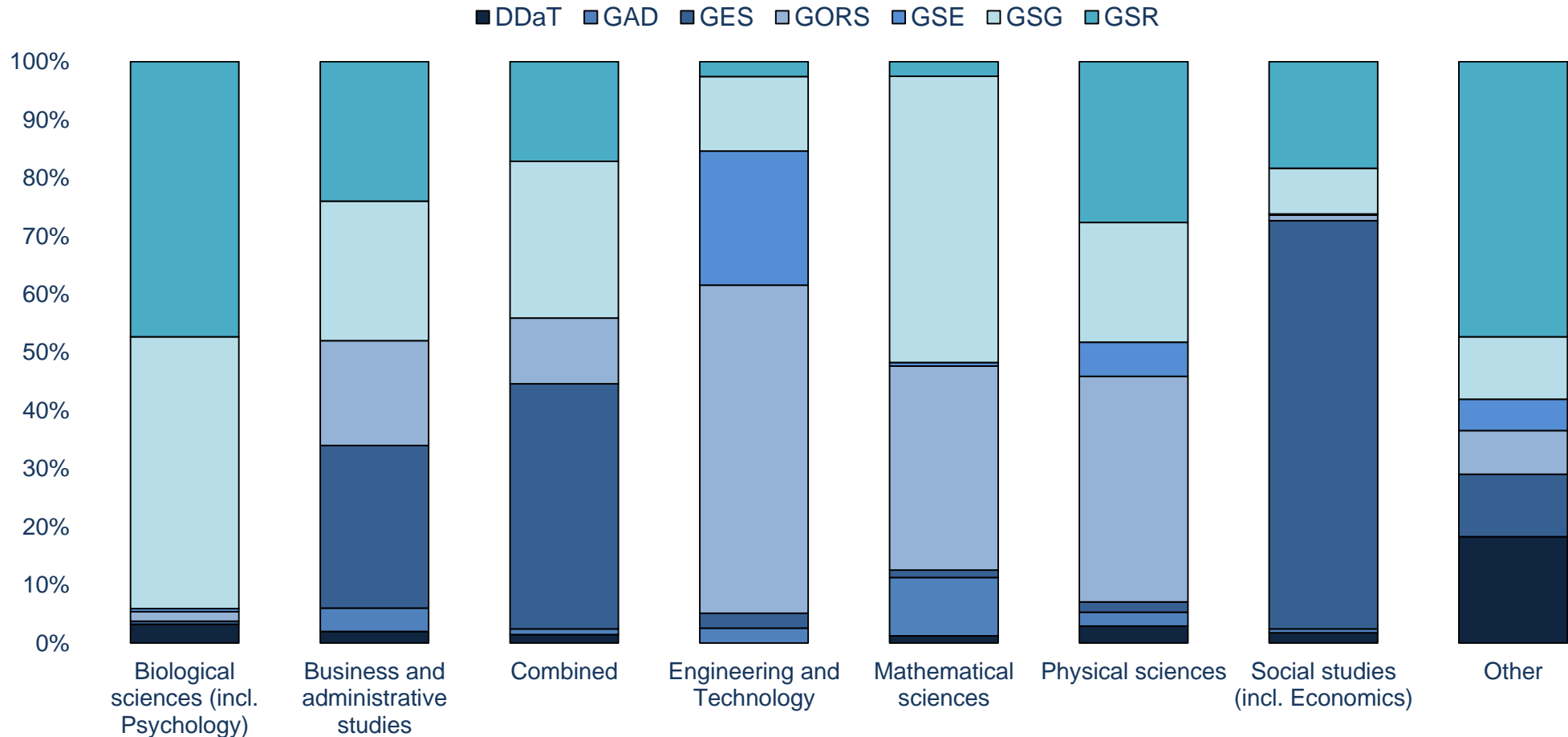Categories (x-axis): DDaT, GAD, GES, GORS, GSE, GSG, GSR

Excludes individuals who did not provide details of first degree
For individuals studying "combined" subjects degrees, around 50% of these included Economics, 35% Mathematics and 20% Sciences (among other subjects)

What we found

Chosen profession by subject of first degree

Legend: ■ DDaT ■ GAD ■ GES ■ GORS ■ GSE ■ GSG ■ GSR

Categories: Biological sciences (incl. Psychology), Business and administrative studies, Combined, Engineering and Technology, Mathematical sciences, Physical sciences, Social studies (incl. Economics), Other
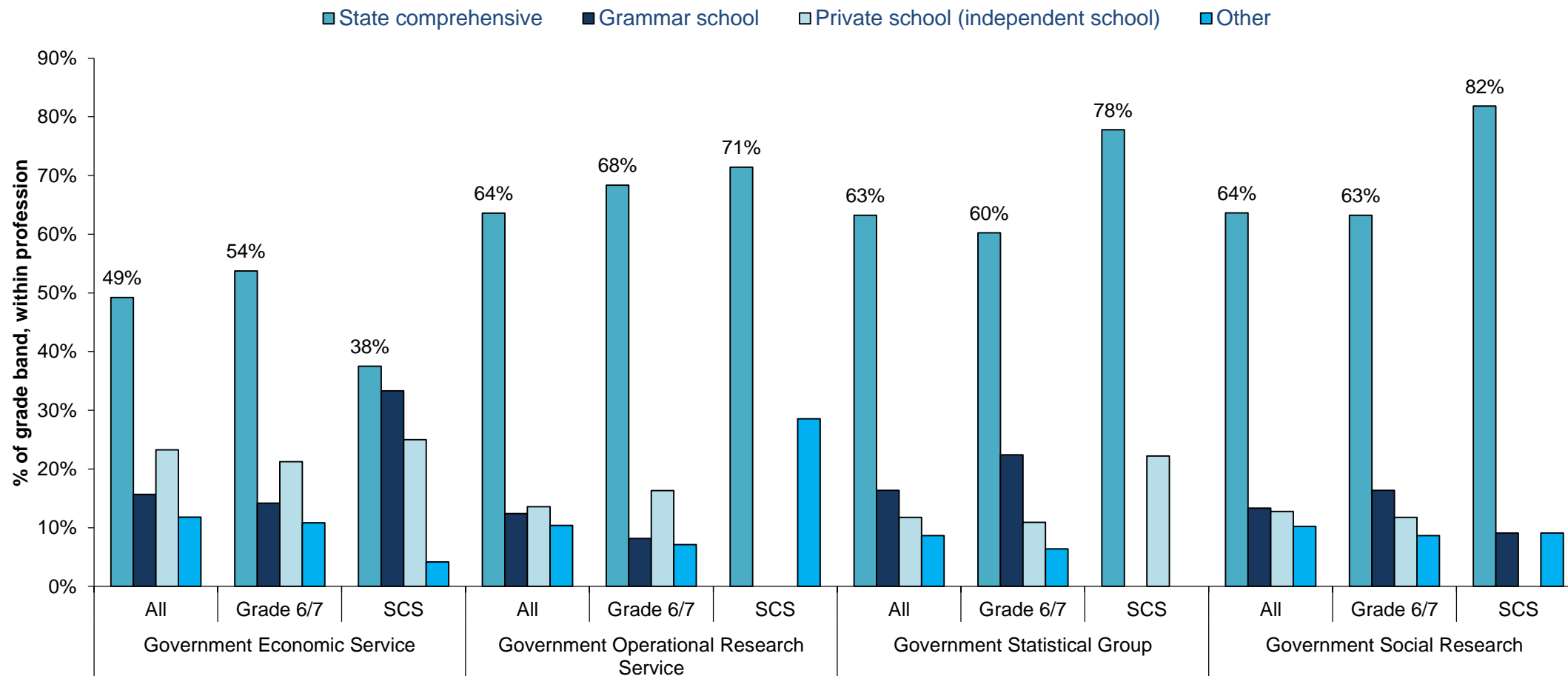
Excludes individuals who did not provide details of first degree
For individuals studying "combined" subjects degrees, around 50% of these included Economics, 35% Mathematics and 20% Sciences (among other subjects)

What we found

Type of school attended when age 14, by profession and substantive grade

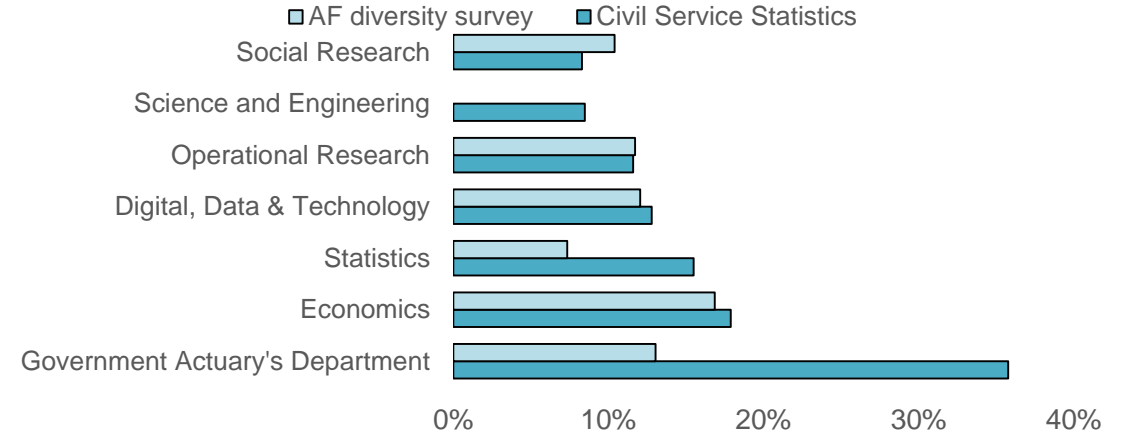■ State comprehensive   ■ Grammar school   □ Private school (independent school)   ■ Other

Categories containing a very small number of individuals have been suppressed.
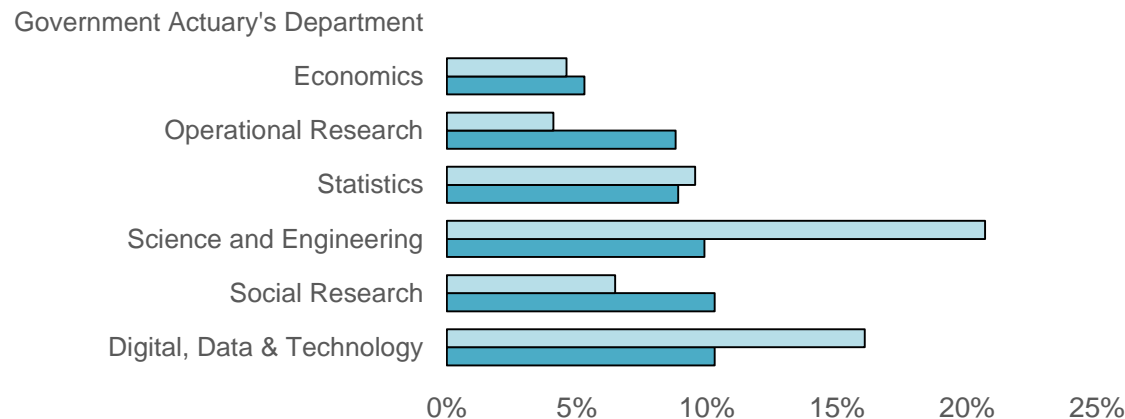*Totals do not include individuals who responded "Prefer not to say".*

How does it compare
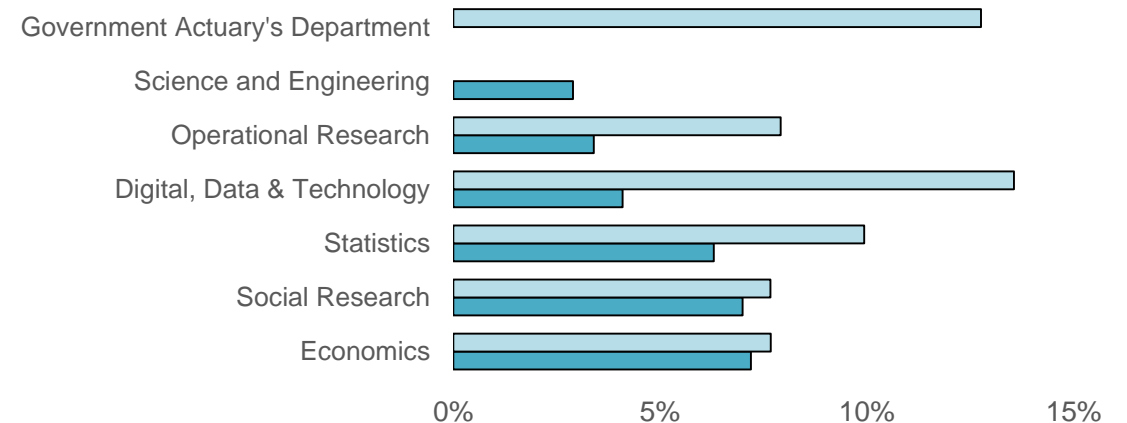

Female representation by profession and survey, 2017
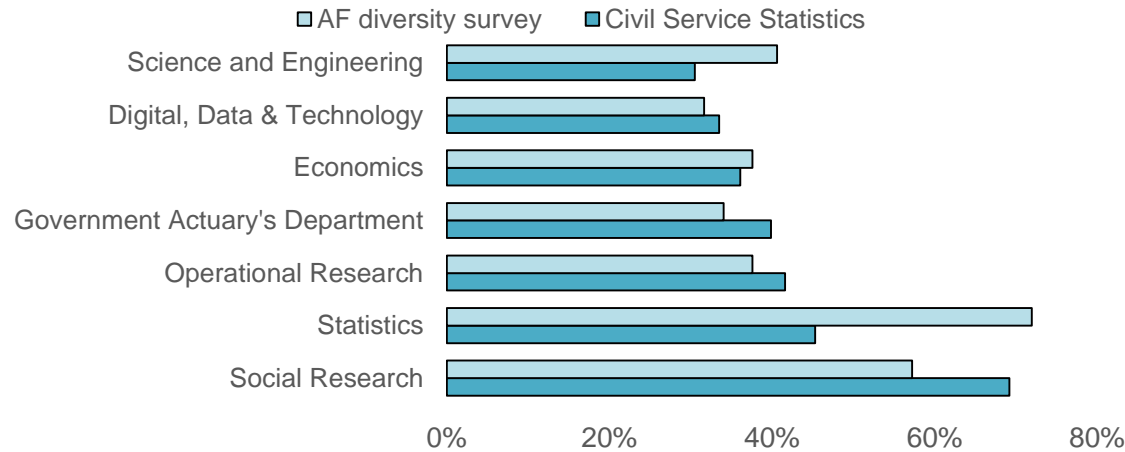
Ethnic minority representation by profession and survey, 2017

Representation of disabled staff by profession and survey, 2017

Representation of LGBO* staff by profession and survey, 2017

* Civil servants are invited to record their sexual orientation as "Heterosexual/straight", "Gay or lesbian", "Bisexual" or "Other". The term LGBO refers to staff who report belonging to one of the last three groups. Categories containing a very small number of individuals have been suppressed. Totals do not include individuals who responded "Prefer not to say".

Lessons learned

❑ Consider accessibility requirements of surveys and any dissemination materials

❑ Reflect on the purpose of data collection and make it clear to the respondent – not just to ensure you are GDPR compliant!

❑ Applicability of questions across professions (e.g. grade)

❑ Use drop down fields in place of free text where possible to reduce time taken to clean the data

What next

❑ Explore intersectional breakdowns such as caring responsibilities and working pattern across grades, gender and age groups

❑ Compare socio-economic background data collected in the diversity survey against the results of the People Survey 2018

❑ Using lessons learned, prepare the survey to run again for 2018 to work towards building a longitudinal data set of diversity information in the analytical community

❑ And lastly…

What insights would you like to see from this data?