



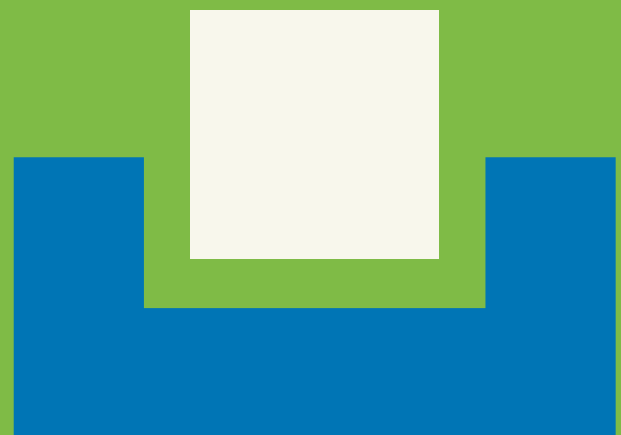
Yorkshire Universities Inclusive Recruitment Guide for Employers

Practical recommendations for delivering
an inclusive approach to the recruitment
of students and graduates

yorkshireuniversities.ac.uk

 [YorkshireUnis](#)

Yorkshire Universities, July 2024





Contents

- 4. Glossary
- 8. Introduction
- 10. Equality and Equity
- 14. Advertising your role
- 16. Case Studies:
Males on Free School Meals
Building Happier Futures
- 20. Shortlisting candidates for your role
- 22. Assessing candidates and
interviewing for your role
- 24. Reasonable adjustments for
employees once hired
- 28. Creating an inclusive workplace
culture
- 30. Recruiting international students
and graduates
- 32. Case Studies:
Employing International Graduates
- 34. Resources
- 36. Institution Links

Glossary



ADHD (Attention Deficit Hyperactivity)

A condition that affects people's behaviour, often appearing restless, having difficulty concentrating, or acting on impulse.

Anticipatory adjustments

The consideration of reasonable adjustments even before an individual disabled person presents themselves.

ASC (Autism Spectrum)

A neurological and developmental condition that affects how people interact with others, communicate, learn, and behave.

Care-experienced

Individuals who have spent time living with foster carers under local authority care, in residential care (e.g. a children's home), looked after at home under a supervision order, or in kinship care with relatives or friends, either officially (e.g. a special guardianship order) or informally without local authority support.

Closed captioning

Time-synchronised text that reflects an audio track and can be read while watching visual content.

Competency-based, situational, and behavioural questions

Questions that assess how an applicant has used specific skills in their previous experience and how they approach problems, tasks and challenges.

Course end date

A student's completion date of study.

Disability

A physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities. Furthermore, the social model defines 'disability' as the result of the interaction between people living with impairments and an environment filled with physical, attitudinal, communication, and social barriers.

Discriminate

To make a distinction in favour of or against an individual on the basis of the group, class, or category to which the individual belongs rather than according to actual merit.

Diversity

Recognising, respecting, and valuing differences in people.

Dyslexia

A learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling.

Dyspraxia (DCD)

A condition that affects an individual's movement and co-ordination.

Equality

Providing equal opportunities to everyone and protecting people from being discriminated against.

Equal opportunities

Ensuring that all similarly qualified employees have equal access and opportunity to all training and advancement facilities regardless of sex, gender, age or disability and/or other protected characteristics.

Glossary

<p>Equity</p> <p>Offering differing levels of support based on individual needs, to reach an outcome on a par with others. It recognises that different characteristics may present their own unique needs/barrier to each individual person and so the support offered needs to be tailored to that person, rather than the same support for each characteristic.</p>	<p>Graduate Visa</p> <p>Offers students permission to stay in the UK for at least 2 years after successfully completing a course in the UK. They must be in the UK when they apply.</p>	<p>Office for Students (OfS)</p> <p>The OfS is the independent regulator of HE in England and a non-departmental body of the Department for Education (DfE). The OfS mission is to ensure that every student, whatever their background, has a fulfilling experience of higher education that enriches their lives and careers.</p>	<p>Transferable skills</p> <p>A core set of skills and abilities that can be applied to a variety of jobs and industries.</p>
<p>Ethnicity/ Ethnic Group</p> <p>A group of people who identify with each other on the basis of perceived shared attributes that distinguish them from other groups. Those attributes can include a common nation of origin, or common sets of ancestry, traditions, language, history, society, religion, or social treatment.</p>	<p>Higher education (HE)</p> <p>The name given to study, after the age of 18, post-sixth form or post-college.</p>	<p>Positive action</p> <p>A range of measures allowed under the Equality Act 2010 that can be lawfully taken to encourage and train people from under-represented groups to help them overcome disadvantages in competing with other applicants.</p>	<p>Unconscious bias</p> <p>Judgments or decisions made by an individual based on their prior experience, personal deep-seated thought patterns, assumptions or interpretations, which they are not aware of.</p>
<p>Female-/Gender-coded</p> <p>Words or phrases that are typically associated with a particular gender and often rooted in male/female stereotypes.</p>	<p>Inclusion</p> <p>Refers to an individual's experience within their workplace and in society, and the extent to which they feel valued and included.</p>	<p>Positive discrimination</p> <p>Unlawfully treating someone more favourably based solely on their protected characteristics.</p>	<p>Underrepresented groups</p> <p>A group of people who are insufficiently or inadequately represented in a particular sector or workplace in comparison with the general population.</p>
<p>Gender decoder</p> <p>A digital tool that detects implicit gender bias in job descriptions.</p>	<p>International student or graduate</p> <p>An individual who undertakes all or part of their post-secondary education in a country other than their own.</p>	<p>Reasonable adjustments</p> <p>The accommodations made by an employer to help minimise/remove the potential barriers related to someone's disability/long-term health condition.</p>	<p>Visa sponsorship</p> <p>The process where an individual or organisation takes responsibility for supporting a foreign national to enter or stay in another country.</p>
<p>Gender-neutral</p> <p>Not referring to either sex but only to people in general.</p>	<p>Mental health</p> <p>Mental health refers to our emotional, psychological, and social well-being.</p>	<p>Recruitment process</p> <p>The means to find and select suitable candidates from the labour market.</p>	
<p>Go Higher West Yorkshire (GHWY)</p> <p>Go Higher West Yorkshire is a partnership of 13 Higher Education (HE) providers, working collaboratively to reduce long-standing inequalities in access to, success in, and progression from higher education. GHWY convenes networks of staff to ensure equitable experiences for students from a range of backgrounds.</p>	<p>Minority groups</p> <p>A group of people, which have shared characteristics (e.g. culture, religion, language etc), that constitutes less than half of the population.</p>	<p>Situational Judgement Tests</p> <p>Assess applicants' responses to gauge how suitable they are for a certain position.</p>	
	<p>Neurodivergent</p> <p>This is an umbrella term to indicate how someone's brain processes information and functions in a way that is not typical of most individuals. This is due to various underlying conditions such as ADHD, Autism, Dyslexia, anxiety or OCD.</p>	<p>Skilled Worker Visa</p> <p>Allows employees to come to or stay in the UK to do an eligible job with an approved employer. This visa has replaced the Tier 2 (General) work visa.</p>	
	<p>Neurotypical</p> <p>Refers to how an average brain typically functions. Therefore, someone's brain functions, processing and behaviour are considered standard.</p>	<p>Social system</p> <p>A relational bond of personal or environmental roles that are part of a whole, larger community.</p>	

Introduction



Inclusive recruitment means that your recruitment and selection processes are more likely to help you attract and employ people from a wider range of backgrounds and with a broader range of skills and characteristics.

Aiming to achieve a diverse workforce has a number of benefits, including:

- access to a wider range of talent to help find the best candidates for your roles
- reinforcing a company culture that is diverse and inclusive which can improve staff retention
- an increased likelihood of innovation, problem-solving and creative thinking
- teams which can better reflect your customer base and their needs
- gaining insights from a range of perspectives which reduces the risk of bias or group-think in decision-making.

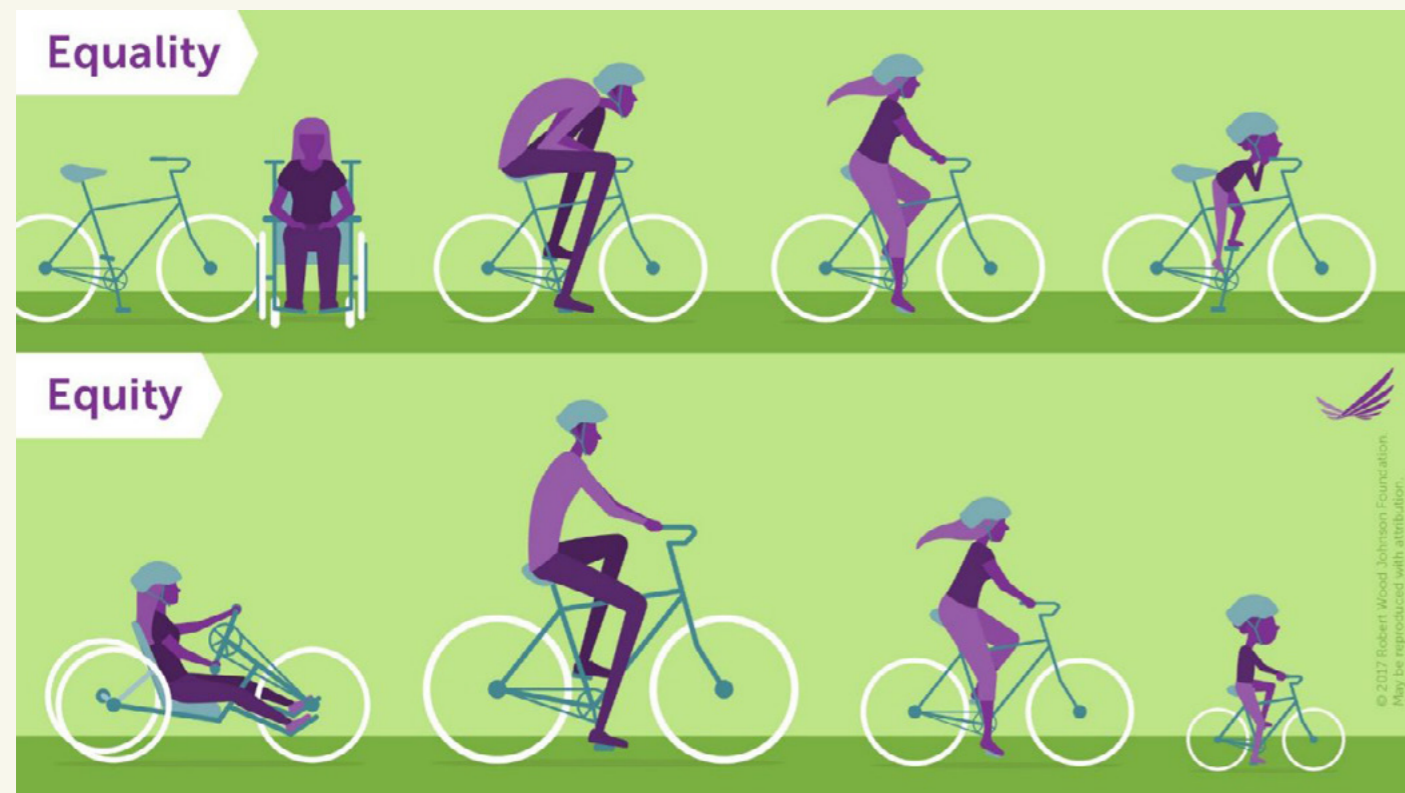
An inclusive [recruitment process](#) also means that no one is excluded. Under the Equality Act 2010, there are nine protected characteristics - age, disability, gender reassignment, marriage & civil partnership, pregnancy & maternity, race, religion or belief, sex, and sexual orientation. It is illegal to [discriminate](#) against someone based on any of these protected characteristics. Your recruitment processes should be regularly reviewed to ensure you are not inadvertently deterring or discriminating against any candidates.



Equality and Equity

The words **equality and equity** are often used interchangeably but have different meanings.

Equality means each individual or group is given the same resources or opportunities, whereas equity recognises that each person has different circumstances, and allocates the resources and opportunities needed to reach an equal outcome. Equity is a long-term, sustainable solution to address imbalanced **social systems**.



Positive action vs positive discrimination

Positive discrimination is unlawfully treating someone more favourably based solely on their protected characteristics – for example, bypassing usual recruitment processes to offer a job to someone based on their ethnicity.

However, employers can take **positive action** through a range of measures allowed under the Equality Act 2010 to encourage and train people from under-represented groups, to help them overcome disadvantages in competing with other applicants.

There are a number of positive action measures that you can use in your recruitment processes to make them more equitable and inclusive. This guide presents some suggestions for each stage of the **recruitment process**.



Underrepresented Groups

Underrepresented groups, as highlighted by the Office for Students, are groups who share particular characteristics where data shows gaps in equality of opportunity in relation to access to, success in, or progression from higher education into employment:

- students from areas of low higher education participation, low household income or low socioeconomic status
- some black, Asian and minority ethnic (BAME) students
- mature students
- disabled students
- care leavers.

National data indicates that there are also additional groups of students with particular equality gaps and support needs:

- carers
- people estranged from their families people from Gypsy, Roma and Traveller communities
- refugees
- children from military families.

Go Higher West Yorkshire (GHWY) currently focuses on the following underrepresented groups as experiencing inequality of opportunity;

- people from Black, Asian, and Minoritised Ethnicities
- people who are disabled in a range of ways
- people who are care-experienced or from estranged backgrounds
- males on Free School Meals.

The case studies in this guide, provided by GHWY, support the recommendations for implementing inclusive recruitment practices with real-world examples. The piece below highlights that all staff have a responsibility to build and maintain an inclusive environment in which to work.

“I have always interpreted interview processes as a two-way process; it’s just as much for the benefit of the *interviewee* as it is for the *interviewer*. Throughout the process, interviewees can assess their interpretation of the company culture through engagement with hiring managers, interview invitations and the actual interview itself.

Towards the end [of a previous interview], I had the opportunity to ask questions during which I prompted the panel for insights into how equity and diversity are championed within the team. Initially, I was met with silence when moments later the hiring manager attempted to provide an answer, which prompted me to ask a follow-up question. This was answered by another panel member who could sense the hiring manager was experiencing some challenges in answering what they may have interpreted as a heavy question, which surprised me. By the end of this stage, I sensed a huge change in tone and attitude from the panel who did not seem to be enthused by my question.

This experience confirmed that the environment at that organisation wasn’t at a stage to be able to provide a safe space for someone like me, who is from a minority ethnic background, to thrive – I believe an infrastructure that champions diversity and inclusion should exist prior to any appointment to really demonstrate commitment.”

Inclusivity tip

Training and support for existing staff around equality, diversity and inclusion (EDI) means everyone in the organisation understands and can contribute to an inclusive work environment.

Advertising your role

Consider the content and location of your vacancy adverts. The language, requirements, and platforms that you use may inadvertently exclude or deter some candidates.

To ensure inclusivity and attract a diverse range of candidates, here are some suggestions for improving job advertisements:

- **Gender-neutral language:** Avoid the use of gender-specific pronouns like “he” or “she”. Instead, focus on gender-neutral terms or rephrase the sentence to avoid pronouns altogether. The *language* used in job adverts can also appeal more to people of one gender than another. You can use an online [gender decoder](#) to help identify and amend any such language.
- **Concise and essential:** When listing job requirements, focus on what is truly necessary for the role. Avoid lengthy lists of qualifications or unnecessary experience expectations. If expertise is not a requirement, omit terms like “experienced” or “expert”.
- **Diversify advertising platforms:** Post job adverts in alternative geographical areas or on websites that cater to diverse communities. This approach expands the reach and visibility of the job opportunity, attracting candidates from various backgrounds.
- **Transferable skills:** Focus on transferable skills that are relevant to the position such as communication, critical thinking, and problem-solving. This encourages people with relevant skills but different employment or academic backgrounds to apply.
- **Named contact:** Include a named recruitment contact who applicants can speak to informally to find out more about the role and the working environment.
- **Representation:** Represent your existing workforce diversity at recruitment events. Representation of [minority groups](#) is one of the strongest ways to improve the diversity of applications.
- **Reasonable adjustments:** Advise that reasonable adjustments will be made where possible throughout the application and onboarding process to accommodate applicants’ needs and circumstances. Suggest examples of possible adjustments which applicants could request.
- **EDI Statement:** Include an Equality, Diversity and Inclusion statement in all of your adverts. You could also mention any diversity initiatives to support your statement. ACAS has created an example template of an EDI statement: www.acas.org.uk/equality-policy-template

By implementing these improvements, job adverts can become more inclusive, welcoming a diverse pool of candidates and promoting [equal opportunities](#) for all.



Case Studies

1

Males on Free School Meals

The GHWY Males on Free School Meals Network looked specifically at job descriptions for student ambassadors to understand why there is a lack of male student ambassadors in Higher Education (HE). Findings showed that the descriptions for these roles, where available from HE partners, were strongly female-coded. This was backed up by data from one HE provider that saw more females apply than males.

The process below was followed to increase the inclusivity of the adverts:

- 1) To establish a baseline by gathering data on the gender split across the organisation and at each stage of the application process.
- 2) To review the existing job adverts to highlight any necessary changes. This can be done by running job adverts through an online gender decoder.
- 3) If the language in the advert is biased towards a particular gender, then step 3 is to identify gender-neutral synonyms which can replace the original language.
- 4) Step 1 can be repeated and the data can be compared with the baseline to highlight how much more inclusive the advert is.

Unconscious gender bias is still prevalent. By using online gender decoder tools, employers can tackle unintentional gender biases and strive to make necessary adjustments that promote a balanced process of attracting applicants of all genders.

2

Building Happier Futures

The John Lewis Partnership has been running the Building Happier Futures programme to help care-experienced young people enter the world of work.

The programme has four different stages, each designed to make the transition into work as easy as possible.

- 1) Firstly, there was training, onboarding and location assessments to ensure branches were prepared and educated in how to support care-experienced employees.
- 2) The second stage is a drop-in & tour which allows the potential participants to see the sites, to hear about the programme and the partnership, and to increase comfort and familiarity in the working environment.
- 3) Following these two preparatory stages, the three days of work experience, including an interview skills workshop, take place.
- 4) The final stage is application support where each work-experience participant is given a guaranteed interview. The questions will be shared with them ahead of time and regardless of the outcome, each participant receives constructive feedback on their interview. In some cases, there may not be roles available at the time but successful candidates are given the option to be contacted should a suitable arise at a later date.

Case Study: Building Happier Futures (cont.)

In 2023, 231 Care Experienced individuals attended the Drop-in & Tour activities across various John Lewis, Waitrose, Distribution, and Head offices. 139 Care Experienced individuals took part in their work experience offer and 66 individuals were offered roles within the business.

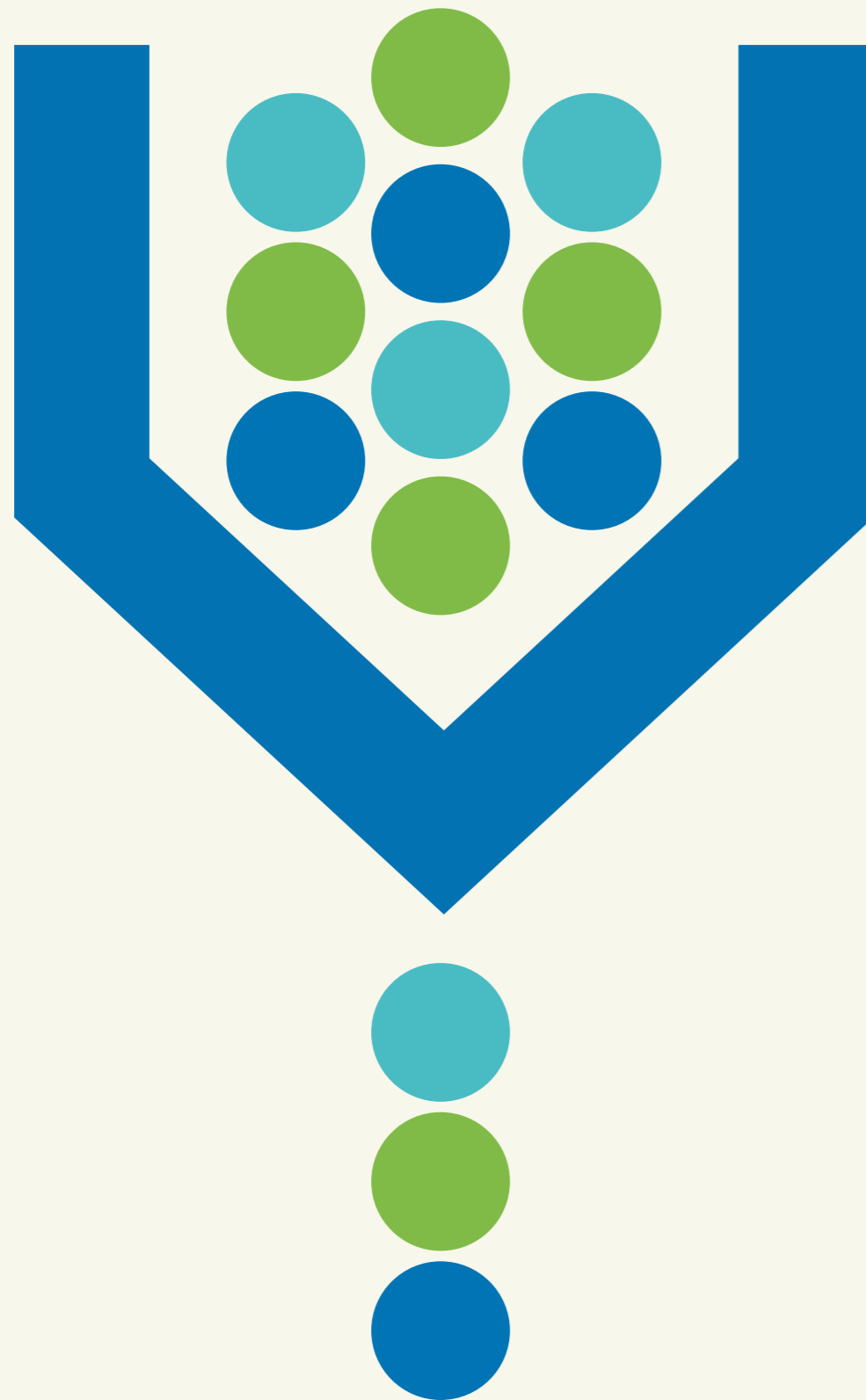
The Building Happier Futures programme is a fantastic example of how to support care-experienced people looking for employment. You can find the link to the Impact Report here: [2023 Impact Report](#).

Despite being overlooked, Care Leavers are a crucial underrepresented group to consider. In the UK, over 10,000 16-18-year-olds leave care every year.

Through supporting care leavers, employers will have the advantage of working with an underrepresented group that can offer a different perspective, especially in customer-facing or business development roles.

Employers could offer work shadowing and work experience opportunities that prepare care-experienced or estranged individuals for future employment. Making it clear in any job advertisements or recruitment resources that the organisation welcomes applicants from all backgrounds encourages Care Leavers to disclose their care experiences on an application form, without the fear of judgement. Offering pre-interview calls or a guaranteed interview for Care Leavers is also a valuable way to increase their confidence and therefore, their participation.





Shortlisting candidates for your role

Best practice is to only ask for essential information at each stage of the application process. Collecting more data encourages the sifting process to make biased judgements based on irrelevant information. The 'best' candidates may not even apply if there is a lengthy application form as it makes the opportunity less attractive, and harder to reach, and they may feel unfairly judged.

Some advertising platforms include required fields which cannot be removed. In this case, we recommend asking a colleague (not included in the recruitment decision) to collate the applications and remove any irrelevant information before passing them on to the hiring manager. This way decisions will be based only on the essential criteria for the role.

Inclusivity Tip
 Providing unconscious bias training will help you highlight and recognise where and how hiring decisions are influenced throughout your recruitment process.

Essential Criteria

- Skills
- Experience (depending on the role)
- Degree subject and grade

Irrelevant Information

- Name (replace with a candidate reference number)
- Age
- Gender (unless a genuine occupational requirement)
- Ethnic background
- Location
- Names of school, college or university

Assessing candidates and interviewing for your role



It can be beneficial to consider the questions you ask during the application and interview process to ensure they are not discriminating against those who, for instance, are [neurodivergent](#), or may not have had the same opportunities to gain prior work experience or employment.

You could reframe questions to focus on candidates' motivations, strengths or potential (strength-based questions) or skills and behaviours in situations ([competency-based questions](#)), for example:

- What are you good at / What energises you?
- What interests you about this role?
- How do you maintain good relationships with work colleagues?
- Describe a situation where you were asked to do something that you'd never attempted previously.

This will help to provide equity for applicants to be considered based on their attributes, skills, behaviours, and potential, rather than their experience.

Interviews

When you invite candidates to interview, ensure that you provide clear information about the location and access to it. Ask all candidates if they have any access requirements or any reasonable adjustment requests. A reasonable adjustment is a modification of your process which will enable a candidate to perform in a way which minimises the impact of their [disability](#).

Examples of adjustments you could make to your interview process include:

- Sending interview questions to candidates in advance
- Allowing time for "thinking pauses" to give candidates more time to respond to questions
- Allowing candidates to take notes during the interview if appropriate
- Adapting any technical tests you use at interview - for example allowing extra time to complete these
- Removing [Situational Judgement Tests](#) which are particularly ineffective for neurodivergent applicants
- Ensuring that you have a diverse range of interviewers on the panel

The above is not an exhaustive list - remember, adjustments need to be considered on a case-by-case basis.

Assessment Methods

Some organisations might use different [assessment methods](#) as part of their interview and selection process, for example asking candidates to create a presentation or complete an example task. Adjustments can be made, such as:

- Allowing candidates extra time to complete tasks
- Providing longer break periods
- Supplying printed materials with large print text, or on coloured paper to make these easier to read
- Permitting the candidate to use their own equipment or software to complete tasks
- Offer advances for travel and accommodation expenses
- Using [closed captioning](#), or allowing the candidate to turn off their camera at certain points during virtual assessment methods.

Inclusivity Tip

Consider using strength-based or competency-based interview questions depending on the role requirements.

Reasonable adjustments for employees once hired

Once you have successfully recruited a candidate, it is in your interests to ensure that your new member of staff is well supported in their new role and work environment.

The induction is a good opportunity to discuss an individual's needs and to create an effective work environment for everyone in the team. It's best to take a person-centric approach and let the staff member lead the discussion, as some people with disabilities might not need or want adjustments, though this might change over time.

Examples of reasonable adjustments employers can make include:

- **Physical workplace:** Adapting the lighting and layout of a work area. Adapting the entrance to a building or providing an accessible car parking space
- **Working arrangements:** Adjusting working patterns, distributing breaks more evenly across the day, flexible working (remote or hybrid)
- **Absence:** Allowing flexibility around appointments at short notice

- **Tasks:** Distributing work differently within a team, assigning different responsibilities or offering another suitable role, or training someone if they find classroom-based training difficult
- **Equipment:** Providing chairs, computer software, headphones, and phones
- **Formats:** Providing materials in more accessible formats, i.e. Use dark-coloured text on a light (not white) background
- **Specialist support:** Providing one-to-one or specialist support, for example, a sign language interpreter.

Employers are responsible for funding any reasonable adjustments, and many of the above suggestions will be simple, quick, and affordable to implement. Employers will have different financial capabilities. If an applicant or employee requests an adjustment, the employer may find after making enquiries that the cost would be damaging to their business, and the employer can turn down the request. However, they must make other workplace adjustments that are reasonable. For example, if fitting a lift to a building is not possible, the employer might make changes so the employee can do their job entirely on the ground floor.

Access to Work is a government scheme which helps people with physical or mental health conditions or a disability to get or stay in employment. This can help with reimbursement for things such as equipment, travel costs, or communication support like interpreting.

See: www.gov.uk/access-to-work

Hidden Disabilities

It is often assumed that the only accessibility need of people with disabilities is step-free access to buildings. However, people with 'hidden' disabilities, such as neurodivergence or [mental health](#) conditions, often have access requirements that enable them to function effectively in the workplace.



Some examples follow that people with 'hidden' disabilities often face in educational and work environments:

- People with conditions that cause sensory difficulties, such as [Autism \(ASC\)](#) or [ADHD \(Attention Deficit Hyperactivity\)](#), may find it impossible to work in environments that have harsh bright lighting or unnecessary loud noises that [neurotypical](#) people may not notice at all.
- People with [Dyslexia](#), [Dyspraxia \(DCD\)](#), ADHD, or Autism, may struggle to process information in certain formats as quickly as neurotypical people.
- People with mental health conditions may require trigger warnings when troubling content is due to be raised or discussed, which would allow them the time to process any difficulties they may have with the subject matter or choose to exclude themselves where possible.

[Anticipatory adjustments](#) to accessibility for work environments can help to reduce the number of individual reasonable adjustments that people may require, whilst helping ensure that a larger proportion of staff can thrive in the workplace without unnecessary barriers to their experience.

Some individuals may have not been diagnosed and therefore might not be aware of or have the confidence to ask for reasonable adjustments. Providing examples of available adjustments and showcasing previous stories would be helpful.



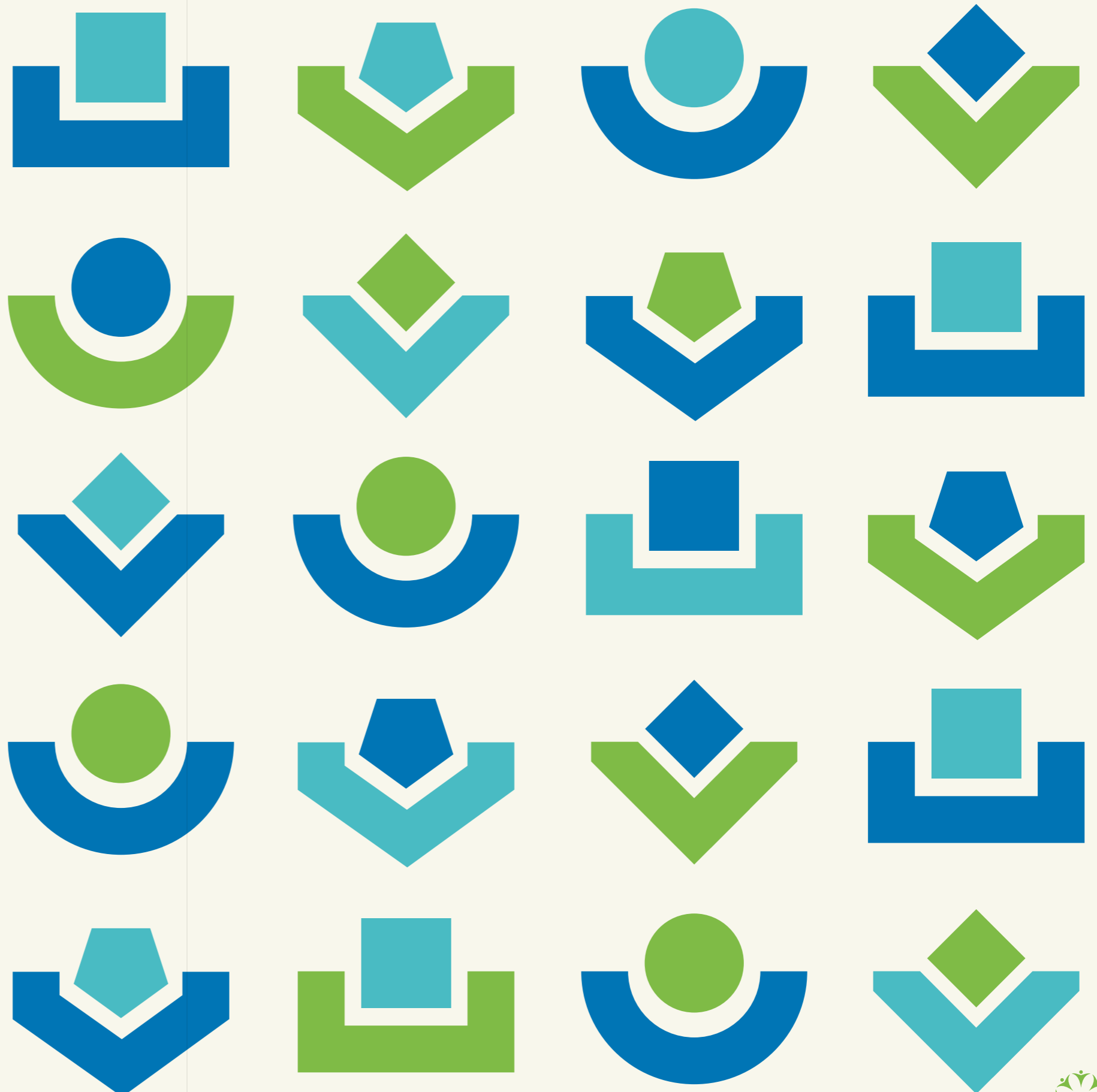
Creating an inclusive workplace culture

Ongoing diversity training: Implement mandatory training on subjects such as inclusion, harassment awareness, unconscious bias, relationship building, communication skills and cultural sensitivity. Conduct training in person and as a group to maximise impact and create a safe space for participants to share real-life experiences.

Gender-neutral terms: Be sensitive and use gender-neutral terms, i.e. asking about a partner/spouse instead of husband/wife during conversations.

Transparency: Give applicants and employees a platform to give feedback and share their experiences. Include ED&I in team meeting agendas to initiate the conversation.

Take action: Implement a bullying and harassment policy which covers all work-related activities (physical and virtual), including parties and socials. Record all complaints and take internal and external disciplinary steps where needed.



Recruiting international students and graduates

International students bring a multitude of skills which can benefit UK businesses. Not only do they come with language skills and knowledge of business practices and cultural norms in other countries which can enhance the global reach of a business, but they are often highly motivated and loyal, and they can bring fresh perspectives to the workplace.

The perception of many employers, however, is that it is bureaucratic and expensive to hire an international student. But the truth of the matter is that it may be much easier than you think.

So what do employers in Yorkshire and Humber need to know to take advantage of this often overlooked talent pool?

Firstly, international students studying at degree level usually have the right to work for up to 20 hours a week in term-time, and full-time during vacation periods or whilst on an in-programme placement. Many wish to work part-time whilst studying.

After graduating, international students have the right to stay and work for 4 months after the official course end date. Thereafter, they can stay and work for two further years on a Graduate Visa (three years for PhD holders) without [visa sponsorship](#) or needing to meet any salary threshold. There is no additional cost for an employer to take on a graduate on this type of visa. It is the graduate who will need to apply and pay for the Graduate Visa once their degree results have been confirmed.

How does this work in the long term?

Employing international graduates on a Graduate Visa will allow them time to settle into the role and demonstrate their skills. If all goes well, after their probation period you may find that it is more cost-effective to look at sponsoring than re-recruiting. Some employers prefer to sponsor from the outset for practical reasons, and this is always an option even if you do not yet have a sponsorship licence – via the Skilled Worker Route, your international graduate can work for 5 years with an option to extend.

Sponsoring international graduates on a Skilled Worker Visa may not be as expensive as you think as all international graduates who are currently on either the Tier 4 Student Visa or Graduate Route Visa are eligible for the 'new entrant discount', which reduces the minimum salary threshold required in order for them to be eligible for sponsorship.

Tips for recruitment:

- Make it clear through your adverts that international students/graduates will be considered for the role. Many international students/graduates will self-disqualify based on a lack of clarity.
- Don't reject international students unnecessarily simply because they say they are on a student visa – they can work as a student and will almost certainly be able to apply for the Graduate Route upon completion of their degree.
- On the application form, give extra space for candidates to give more detail about their current situation and somewhere to include their course end date and/or visa status.

- Where possible, consider applicants' experience from outside the UK as part of the assessment.
- Consider international students or graduates for consultancy work or short fixed-term projects.
- To avoid misunderstanding, use simple concise language and avoid jargon or abbreviations – be clear and specific about expectations.
- Once appointed, as with any new recruit, provide support to help them integrate into your workplace culture.

For more information on hiring and supporting international students and graduates, the Graduate Visa route or the Skilled Worker Visa:

[ISEG Employability Materials | BUILA](#)

[Student-Employment-Routes-Infographic_Digital_08.pdf \(buila.ac.uk\)](#)

[Summary-Report-Benefits-and-costs-of-international-students.pdf \(hepi.ac.uk\)](#)

[UK visa sponsorship for employers: Overview - GOV.UK \(www.gov.uk\)](#)

[UKCISA - international student advice and guidance - Working after studies](#)

Information current as of June 2024.

Case Studies

Employing International Graduates:

1

“At SNAVEUK, our collaboration with universities in West Yorkshire has been instrumental in harnessing the potential of international students in the software development sector, significantly contributing to both our growth and the local community in Huddersfield.

Initially challenged by the difficulty in attracting a suitable local workforce due to Huddersfield’s less prominent position compared to cities like London and Manchester, we turned this challenge into an opportunity by tapping into the rich talent pool of international graduates who had studied locally. This approach has not only allowed us to create seven new job positions, fostering the growth of our company but has also invigorated the local tech industry.

The presence of these students in our workforce has been a cornerstone in developing cutting-edge technology, while also enabling us to contribute to the regional economy.”

— SnaveUK, Huddersfield

2

“We recently employed an international graduate who brought a diverse set of skills and experiences to our credit union ... His adaptability and resilience, demonstrated through his successful navigation of studying and living abroad, translated well into our fast-paced work environment, allowing him to quickly acclimatise and contribute positively to the role and organisation.

While the Yorkshire region boasts a talented workforce, the international perspective and cultural competence demonstrated by our international graduates are not always readily available in the local talent pool. Therefore, hiring an international graduate provided us with access to a unique skill set and flexible work ethic that complemented our existing team and added value to our operations.”

— Bradford District Credit Union



Resources

UK Government	gov.uk/reasonable-adjustments-for-disabled-workers
Advisory, Conciliation and Arbitration Service (ACAS)	acas.org.uk/reasonable-adjustments
British Universities' International Liaison Association	buila.ac.uk/iseg-employability-materials
The Chartered Institute of Personnel and Development (CIPD)	cipd.org/uk
Equality and Human Rights Commission	equalityhumanrights.com/en/multipage-guide/employing-people-workplace-adjustments
Institute of Student Employers (ISE)	ise.org.uk/
MyPlus Students' Club	myplusstudentsclub.com
Diversity UK	diversityuk.org
Diversiti UK	diversiti.uk
British Dyslexia Association	bdadyslexia.org.uk
John Lewis Building Happier Futures	johnlewispartnership.co.uk/content/dam/cws/pdfs/Juniper/BHF_Impact%20Report_2023.pdf
National Autistic Society	autism.org.uk
Royal National Institute of Blind People (RNIB)	rnib.org.uk/employers-and-businesses
Royal National Institute for Deaf People (RNID)	rnid.org.uk/information-and-support/support-for-businesses-and-organisations
Stonewall	stonewall.org.uk/power-inclusive-workplaces
Scope	scope.org.uk/advice-and-support/reasonable-adjustments-at-work
Mind	mind.org.uk/information-support/legal-rights/discrimination-in-everyday-life/reasonable-adjustments
Business Disability Forum	businessdisabilityforum.org.uk/

Institution Links

	<p>To discuss specific aspects of this guide, and/or to discuss recruiting a student or graduate please follow the link for your local institution.</p>
Leeds Arts University	http://leeds-art.ac.uk/business-industry
Leeds Beckett University	leedsbeckett.ac.uk/business-services/work-with-our-students-and-graduates
Leeds Conservatoire	http://leedsconservatoire.ac.uk/about-us/progression-portal/employability-careers-further-study
Leeds Trinity University	http://leedstrinity.ac.uk/business-and-employers/recruit-our-talent
Sheffield Hallam University	shu.ac.uk/business/recruit-our-graduates
University of Bradford	bradford.ac.uk/careers/business
University of Huddersfield	staff.hud.ac.uk/careers/servicestobusinesses
University of Hull	hull.ac.uk/work-with-us/business/jobs-internships-industry-placements
University of Leeds	leeds.ac.uk/business-partnerships/doc/employ-students
University of Sheffield	sheffield.ac.uk/careers/employers/sme
University of York	york.ac.uk/about/departments/support-and-admin/careers/employers/sme-toolkit
York St John University	yorks-j.ac.uk/business-support/work-with-our-students



yorkshireuniversities.ac.uk

 [YorkshireUnis](#)

