

YSJ Annual Report on Equality and Diversity 2021

Note for publication

This report was considered by the People Committee on 26 May 2022, and subsequently by Board of Governors on 14 July 2022. For the purposes of publication, personal data in this report were then redacted in line with HESA standard rounding methodology (with the exception of gender data of Governing Body membership).

1. Introduction

1.1. The seventh Annual Report on Equality and Diversity provides a broad overview of progress on equality and diversity and specifically on the achievement of our equality objectives during the calendar year 2021. This work upholds our core value of promoting fairness and challenging prejudice, and helps to deliver our strategic commitment to address inequalities and to increase diversity. By posting the report on the University's [website](#), the University complies with the specific duties to publish equality information and demonstrate compliance with the general equality duty (s. 149 Equality Act).

Key achievements in 2021:

- Introduction of the Student Dignity and Respect Policy which strengthens the University's approach to promoting positive behaviours and tackling discrimination, harassment, racism and sexual misconduct.
- Submission for the Athena SWAN Charter, a framework which is used across the globe to support and transform gender equality within higher education and research. In 2022 the University was subsequently successful in gaining a bronze award.
- Raised the profile of our commitment to becoming a more diverse and anti-racist university, through ongoing Race Equality Charter self-assessment, generating opportunities for conversations and bolstering Executive Board's engagement with tackling racial inequalities.

1.2. The report sets out the external and institutional context for equality and diversity, considers student and staff diversity data, and reports against key equality objectives. Intended developments for 2022 are included at the end of the report.

1.3. The report sits alongside the Gender Pay Gap report (PC.20.03.27), the Access and Participation Plan (GB.18.04.104), the APP Impact Report (GB.20.02.66) and the People & Culture Plan Progress report (PC.21.02.15).

Note on terminology:

We use the term 'BAME' (Black, Asian and Minority Ethnic) as a commonly used term in line with the national policy. However, we are aware of the limitations of this term and will write the acronym in full when practical, and aggregate by specific ethnic groups where relevant. The University is considering how we write about ethnicity.

2. Board of Governors' responsibilities for equality and diversity

2.1. The Committee of University Chairs [Higher Education Code of Governance](#) sets out the expectations of governing bodies "to promote and develop a positive culture which supports ethical behaviour and equal, diverse and inclusive practices across

the institution, including in the Board of Governors' own operation and composition".¹

- 2.2. The current composition of Board of Governors is 5 women (including the Vice Chancellor) and 10 men (in 2020: 4W, 12M). By the end of 2021, there were 2 vacancies, one of which was the Staff Governor. The Board of Governors and its 6 Committees is chaired by 3 women and 2 men (one woman and one man chair two committees each). This is a positive change from last year when four out of five committee chairs were men. We also collect information about age, ethnicity, ethnicity and nationality but do not currently report this due to small numbers.
- 2.3. Governing bodies need to review and report on the institution's approach to equality, inclusivity and diversity. Each year, Board of Governors and its committees receives relevant reports. In 2021, People Committee received the Annual Equality and Diversity Report 2020 (PC.20.03.25) and Gender Pay Gap report (PC.20.03.27) before this was presented to Board of Governors. Foundation Committee received a presentation on tackling religious-related harassment and hate incidents (FC.20.02.11) and a Race Equality Charter application progress update (September), and considered the annual report on student demographic data – religion and belief (FC.20.02.11). Progress towards equality objectives is integrated into the Vice Chancellor's strategic updates to Board of Governors and the Annual People and Culture Strategy Report for People Committee (PC.21.02.15).
- 2.4. A governance audit by Advance HE found that EDI oversight was effective but that more could be done to improve diversity of the Board. We have engaged the services of The Good Board to ensure that enhancement of diversity is a key focus of Governor recruitment activity. In 2022, Board of Governors will take steps to further develop their understanding of Equality, Diversity and Inclusion, and to encourage diversity in all its forms.

3. Academic governance

- 3.1. Following a review, changes were made to strengthen equality, diversity and inclusion in academic governance:
 - Academic Board committees will receive the Annual Equality and Diversity report so that each can agree a series of relevant actions that they would commit to completing for the forthcoming year. Committees should keep progress under review.
 - The standard template for Academic Board reports was updated to direct authors to consider and assess equality impact when proposing changes to policy, procedure or practice.
 - Committee membership will be annually monitored, and further work undertaken to review routes into committee membership and ensure recruitment is transparent.
 - Committee Chairs will produce a joint report on how Committees have considered equality, diversity and inclusion as part of their business, which will feed into the Annual Equality and Diversity report.

¹ <https://www.universitychairs.ac.uk/wp-content/uploads/2020/09/CUC-HE-Code-of-Governance-publication-final.pdf>

4. Legislative and policy developments in 2021

- 4.1. There have been no significant legislative and policy developments on equality in higher education in 2021. However, tackling racial and sexual harassment and closing awarding gaps remain priorities on the University's and the national agenda.
- 4.2. We continue to monitor legislative and policy developments and case law for impact on our approach to equality, diversity and inclusion.

5. Diversity monitoring

- 5.1. We provide key observations about the diversity of the student body and the workforce. Detailed student equality data are considered as part of the Access and Participation Plan development and monitoring. More detail on staff equality data follows. We report on diversity data in relation to the protected characteristics of age (students only), disability, ethnicity, gender identity, religion/belief, sex and sexual orientation. Unknown values (eg if people have chosen 'prefer not to say') have been excluded from the analysis. National benchmark (UKHE) figures have been taken from the [Advance HE statistical reports 2021](#).
- 5.2. In 2021, we responded to a HESA consultation about 'personal characteristics and equality data'. In particular we highlighted the importance of recognising gender diversity in the collection of diversity monitoring data, however HESA has decided to continue requiring binary sex data.
- 5.3. In line with the specific equality duties, details of the student and staff diversity profile are published on the website: yorksj.ac.uk/policies-and-documents/equality-data/.
- 5.4. The student and staff demographics have remained steady. However, the low representation of Black, Asian and Minority Ethnic staff continues to be a significant area of concern and is being addressed in the framework of the Access and Participation Plan and the Race Equality Charter.

Disclosure

- 5.5. While diversity of the YSJ community is increasing, it is disappointing that the percentage of staff declaring disability, ethnicity, religion or sexual orientation has reduced, and a lower proportion of students have disclosed their sexuality (Tables 1 and 2). Although a 94.9% disclosure rate for ethnicity is higher than sector average (92.2%), because of the low representation of Black, Asian and minority ethnic (BAME) groups this impacts severely on data quality (in 2021, 60 members of staff identified as BAME, while 50 had an unknown ethnicity).
- 5.6. We have not conducted a data capture exercise since the start of 2019 and applicants don't always want to disclose during the recruitment stage (our main source of intelligence). OneUni introduced self-service in November 2021, and staff were invited to update their personal details. We will be able to assess impact at next census (1 November 2022) and then campaign to improve disclosure.

Table 1: Disclosure rates of YSJU staff for the year 2020/1 by protected characteristic and showing national benchmark and RAG rating

Protected characteristic	2017/18	2018/19	2019/20	2020/21	UKHE	RAG
Disability	98.5%	98%	97.6%	96.3%	94.3%	A
Ethnicity	98%	97.3%	96.8%	94.9%	92.2%	A
Religion	89.9%	90.6%	90.3%	88.4%	58.9%	A

Sexual orientation	83.2%	87.9%	87.9%	86.2%	58.9%	A
Note: Disclosure rates of religion and belief and sexual orientation in institutions returning data characteristics are 58.9% and 58.9% respectively (Advance HE 2021).						

Table 2: Disclosure rates of YSJU students 2017/18 to 2020/21 by gender identity, religion and sexual orientation and showing national benchmark RAG rating

Protected characteristic	2017/18	2018/19	2019/20	2020/21	UKHE	RAG
Gender identity	93.5%	96%	95.2%	99.2%	80.6%	G
Religion	94.2%	95.4%	95.3%	95.3%	88.1%	G
Sexual orientation	91.1%	91.4%	93.9%	87.0%	77.9%	A

Staff diversity profile

5.7. The headline data for all staff in relation to five protected characteristics are shown in Tables 3 and 4.

5.8. 'Sex' is shown as binary (female/male) as no data are available for non-binary gender. In relation to sexual orientation and religion/belief, only the University total is shown. Other characteristics include age, gender reassignment/identity, pregnancy and maternity, marriage and civil partnership. We ask about transgender status and currently no staff have declared that their gender identity differs from the sex registered at birth. We do not hold data about the remaining protected characteristics.

5.9. Data are shown using a RAG Assessment and we have benchmarked against national HE statistics ([Advance HE 2021](#)²): 6.5% Disabled, 12.6% BAME, 62.7% Female, 7.1% Lesbian, Gay, Bi and 'other' (LGB+); and Christian 37.0%; Other faiths 12.1%; no religion 50.8%.

Table 3: Headcount YSJU staff as at 1 November 2021 presented by protected characteristic and showing RAG rating

Protected characteristic	Value	Headcount	↓%	RAG
Disability	Disabled	85	9.2%	G
	Non-disabled	865	90.8%	
Ethnicity	Black, Asian and minority ethnic	60	6.1%	R
	· Asian or Asian British	· 15	· 1.5%	
	· Black or Black British	· 15	· 1.3%	
	· Mixed	· 5	· 0.5%	
	· Other	· 25	· 2.7%	
	White	875	88.8%	
Religion	Faith - Christian	315	32.0%	A
	Faith – other religious groups	65	6.6%	
	· Buddhist	· 5	0.7%	
	· Hindu	· 5	0.6%	
	· Muslim	· 5	0.6%	
	· Spiritual	· 15	1.6%	

² Advance HE: Equality in higher education: statistical report 2021

	· Other (Jewish, Sikh and 'other') ³	· 30	3.0%	
	No religion	490	56.3%	
Sex	Female	580	58.9%	G
	Male	405	41.1%	
Sexual orientation	Heterosexual	770	90.8%	G
	LGB+	80	9.2%	

Table 4: Headcount YSJU staff for each staff category as at 1 November 2021 presented by protected characteristic and showing RAG rating

Disability				
Staff category	Disabled	Non-disabled	→% disabled	RAG
Academic	25	320	7.2%	G
Professional and Support	60	545	10.5%	G
Ethnicity				
Staff category	BAME	white	→% BAME	RAG
Academic	35	875	10.2%	R
Professional and Support	25	570	4.2%	R
Sex				
Staff category	Female	Male	→% Female	RAG
Academic	180	175	51.1%	G
Professional and Support	400	230	63.3%	A

Notes: (1) Unknown values are excluded from percentage calculation. (2) Executive Board is included with Professional and Support staff.

- 5.10. The proportion of disabled and LGB+ staff (both 9.2%) has increased slightly and remains positive against the national benchmark (disability: 5.5%, LGB+: 7.1%).
- 5.11. Although the gender balance is positive overall, occupational segregation data in ancillary roles have deteriorated as we are not appointing men to these roles and we have brought catering in-house which is mainly female.
- 5.12. Despite some encouraging signs of growth in numbers of Black, Asian and Minority Ethnic academics and professional and support staff, their representation is still well below the national sector (12.6%) and the Yorkshire and the Humberside population (11.2%, Census 2011). 8.1% of our staff have a non-UK nationality, of these 39.7% identified as Black, Asian and minority ethnic. This is higher than the sector (32.3%, Advance HE 2021). It appears to be linked to growth in BAME academics, where we have been able to benefit from changes in rules for Skilled Worker sponsorships.
- 5.13. Numbers of staff declaring a religion continue to increase, although the proportion of 'other religious groups' is not high (7.5%). We do not have a national sector benchmark as the disclosure rate is 47.4% (Advance HE 2021). Putting more effort in providing a welcoming environment for people of all faiths and none should also help attract more people from Black, Asian and minority ethnic background.

Staff recruitment

- 5.14. Recruitment data for each stage and for 5 protected characteristics are shown in table 5.

³ Any other religion: 'Jewish' and 'Sikh' as numbers too small to be disaggregated, and 'Other'

Table 5: Appointments, interviews and appointments 2020/21 presented by protected characteristic

Disability						
Protected characteristic	All applicants		Shortlisted		Offer accepted	
Disabled	265	7.4%	65	10.4%	35	10.2%
No known disability	3125	88.2%	540	85.6%	305	85.9%
Prefer not to say	155	4.4%	25	4.0%	15	4.0%
Ethnicity						
	All applicants		Shortlisted		Offer accepted	
BAME	740	20.9%	120	18.7%	40	11.3%
White	2670	75.4%	495	78.5%	305	85.6%
Not known	130	3.7%	20	2.8%	10	3.1%
Religion and belief						
	All applicants		Shortlisted		Offer accepted	
Buddhist	70	2.0%	15	2.5%	5	0.8%
Christian	1025	28.9%	165	25.8%	90	25.7%
Hindu	80	2.2%	10	1.9%	<5	0.6%
Muslim	175	4.9%	25	3.8%	10	2.3%
Spiritual	75	2.2%	20	2.8%	10	3.1%
Any other religion ⁴	75	2.3%	15	2.3%	15	3.7%
No religion	1730	48.9%	335	52.7%	190	53.7%
Prefer not to say	310	8.8%	50	8.2%	35	10.2%
Sex						
	All applicants		Shortlisted		Offer accepted	
Female	2080	58.7%	380	60.1%	245	68.6%
Male	1430	40.3%	240	38.1%	105	29.7%
Other	30	0.8%	10	1.7%	0	0.0%
Prefer not to say	5	0.2%	0	0.0%	5	1.7%
Sexual orientation						
	All applicants		Shortlisted		Offer accepted	
Heterosexual	2730	77.1%	485	77.1%	270	76.3%
LGB	410	11.6%	80	12.3%	40	11.6%
Other	75	2.2%	10	1.7%	10	2.3%
Prefer not to say	320	9.1%	55	8.9%	35	9.9%

5.15. Overall, our conversion rates to appointment for disabled, female and LGB applicants are good. We are attracting a high number of applicants and reassuringly they are being progressed through to appointment stage.

5.16. However, whilst we are attracting a high number of applicants who identify as from a BAME background (20.9%), our conversion rates are low at 11.3% of all appointments. Whilst the position has improved and we have increased our number of BAME appointments for academic roles this has not been replicated across other staffing groups. Our current analysis was not able to identify any single factor contributing to this but raising awareness of the data has provided an important platform for discussion and raised awareness of the issues.

⁴ Ibid 3

5.17. A recent recruitment audit was inconclusive in determining our recruitment decision making. It is apparent that record keeping by Recruitment Panels needs to improve and the move to remote working and Microsoft Teams interviews has exacerbated our lack of accurate record keeping. Whilst the Human Resources and Organisational Development team can remind managers of recording their decisions on the e-recruitment system both at shortlisting and interview stages as an immediate step, it is evident that further guidance for managers is required. As part of the REC Action Planning process there will be some proposed actions in upskilling managers, including the development of a Recruitment Toolkit, bringing in best practice from the sector.

Students diversity profile

5.18. The diversity profile of students is shown in table 6, with further information published on [our website](#). The Access and Participation Plan reports provide further insight in relation to age, disability, ethnicity and sex.

Table 6: Headcount YSJU students 2020/1 presented by protected characteristic and showing RAG rating

Protected characteristic	Value	Headcount	↓%	RAG
Age	Mature	2635	34.8%	G
	Young	4940	65.2%	
Disability	Disabled	1550	20.4%	G
	Non-disabled	6030	79.6%	
Ethnicity (UK domiciled)	Black, Asian and minority ethnic	450	6.8%	R
	· Asian or Asian British	· 160	2.4%	
	· Black or Black British	· 95	1.4%	
	· Mixed	· 170	2.6%	
	· Other	· 30	0.4%	
	White	6165	93.2%	
Ethnicity (non-UK)	Black, Asian and minority ethnic	755	83.0%	A
	· Asian or Asian British	· 620	65.8%	
	· Black or Black British	· 65	6.8%	
	· Mixed	· 35	3.5%	
	· Other	· 35	3.9%	
	White	190	17.0%	
Gender identity	Cis-gender	6525	99.0%	
	Transgender	80	1.0%	
Religion	Faith - Christian	2030	26.8%	A
	Faith - other	980	12.9%	
	· Buddhist	· 45	1.2%	
	· Hindu	· 405	20.6%	
	· Jewish	· 15	0.2%	
	· Muslim	· 265	10.1%	
	· Sikh	· 20	0.6%	
	· Spiritual	· 115	1.2%	
	· Other	· 115	1.0%	
No religion	4565	60.2%		
Sex	Female	4765	62.9%	G

	Male	2810	37.1%	G
Sexual orientation	LGB+	1055	16.0%	
	Straight/Heterosexual	5535	84.0%	

Notes: (1) Unknown values (eg 'prefer not to say') have been excluded. (2) For undergraduate students, Age, Disability, Ethnicity (UK-domiciled) are widening participation groups covered by the Access and Participation Plan (3) Gender identity has not been RAG-rated as numbers are so low.

- 5.19. We have a year-on-year increase in the representation of minoritized groups: disabled students, Black, Asian and minority ethnic students and LGB+ students. The gender balance between female and male students has remained the same.
- 5.20. The proportion of disabled students and LGB+ students is higher than the national benchmark figures (14.6% and 7.3%, Advance HE 2021).
- 5.21. BAME students are significantly under-represented compared to many other universities. The representation of BAME students amongst non-UK domiciled students has tripled, while the number of students with other faiths or beliefs has increased by 50%. This is likely because of the growth on the London Campus.
- 5.22. The number of trans students has decreased and this may be due to a change in the question from 'does your gender match the sex you were assigned at birth' to 'do you identify as trans?'. In the YSJ trans students survey 2021, 35 respondents identified as trans, while a further 19 identified as non-binary or with a self-described term.

6. Progress on equality objectives

Remove gaps in access, attainment and progress outcomes in line with our Access and Participation Plan 2020-2025

- 6.1. Board of Governors receives an annual monitoring report against Access and Participation Plan in cycle 3.⁵ Equality analysis of degree classifications shows the University is making progress in some areas, with a positive awarding gap for disabled students and the gap between white and BAME students closing by 2.1% (Annual Quality Report, GB.21.02.28).
- 6.2. The PVC: Governance and Student Life and PVC: Learning and Teaching responded to a Universities UK survey about our work to close ethnicity degree awarding gaps and we will undertake further steps in 2022, building on the core theme in the Learning, Teaching and Student Experience Action Plan dedicated to decolonising pedagogy and curriculum in the disciplines.

Eliminate the gender pay gap (GPG) and ethnicity pay gap (2026 staging targets: 5% mean and median GPG, retain zero gap for ethnicity)

- 6.3. Every year, on 30 March, the University publishes the annual Gender Pay Gap report. People Committee considers the report on a two-year cycle, most recently in 2021 (PC.20.03.27).
- 6.4. At 31 March 2021, we had a mean gender pay gap of 4.9% (down from 9.9%) and median gender pay gap of 12.1%, down from 18.6%. Further details will be provided

⁵ When this report goes to Board of Governors.

in the Gender Pay Gap report published on our website and externally on the government's [gender pay gap portal](#).

- 6.5. The ethnicity pay gap has reduced by 6.7% since 2019 with the University now having a positive pay gap in favour of BAME employees (6.1%). This is primarily as a result of increasing numbers of BAME academic appointments.
- 6.6. Moving forward, we will include ethnicity in the gender pay gap monitoring (Athena SWAN Action Plan 4.4).
- 6.7. Supporting academic promotions is a key tool in closing pay gaps and addressing under-representation of Black, Asian and minority ethnic staff at Grade 9 and above. In 2021, a new academic promotions policy was introduced, which was subject to equality impact assessment. The outcome was then assessed, and no detriment was identified in the criteria. However further work has been identified to address disparities and potential blockages to the academic pipeline, and these have been captured in the Athena SWAN submission and will be in the Race Equality Charter submission.

7. Strategic initiatives during 2021

- 7.1. The University operates under a collaborative structure to deliver against equality objectives and meet the requirements of the Office for Students (OfS) and public sector Equality Duty. This means that Executive Board members, Co-chairs of Race Equality Charter self-assessment team and Head of Human Resources, amongst others have specific remits to promote equality and diversity. They are supported by the Equality and Diversity Adviser.
- 7.2. Additionally, many staff members and students are contributing their experiences and expertise in different areas. As part of this, during 2021, the staff networks ran virtual meetings to discuss matters ranging from the Covid Response staff survey to supporting parents and addressing harassment in the workplace. The [Students' Union](#) officers champion equality and diversity within the student body and provide a strong link between University and Union activities. They have representatives on various committees and working groups, for example the equality charter self-assessment teams and the Trans Inclusive Network.

Athena SWAN Charter

- 7.3. We finalised the submission for the Athena SWAN Charter, a framework which is used across the globe to support and transform gender equality within higher education and research. A dedicated self-assessment team chaired by the PVC Learning and Teaching worked closely with Schools and directorates to engage colleagues in the planning and preparation of the institutional submission, and in the delivery of the action plan. In 2022 the University was subsequently successful in gaining bronze award. The action plan sets out a 5-year trajectory for our work to promote gender equality. Priority areas include developing women-friendly policies and supporting career progression via Research pathways.
- 7.4. To inform the section on supporting trans people we conducted a student survey of the Trans Inclusive Framework which showed that we offer a welcoming and supportive environment for trans students and that our processes for making changes are effective. However, we also identified areas for improvement in relation to information provision, awareness raising and peer support. The Athena SWAN action plan sets out steps to address this.

Race Equality Charter

- 7.5. The Race Equality Charter self-assessment team was strengthened by the appointment of a female co-chair from the BAME community and the provision of anti-racism training. We conducted the Advance HE Race Equality Charter survey, with a response rate of 525 students (7.3%) and 515 colleagues (44.7%). We have employed a part-time fixed-term Race Equality Charter Officer to support the self-assessment team to produce a strong application, an external consultant to conduct focus groups with BAME staff and students, and a number of students to enhance the student voice during Semester 2 2021/2.
- 7.6. The REC application process takes place in the context of other initiatives to realise our ambition to become a more diverse and anti-racist university, including:
- Black, Asian and Minority Ethnic Scholar Awards
 - 2 further Diversifying Leadership places for female BAME academics in 2021
 - University-wide decolonising curriculum events
 - Briefing provided to BAME staff network by the Pro Vice Chancellors (in 2022, all staff networks).
- 7.7. This work is fully supported by the Executive Board members who have received anti-racism training and have individual ownership of initiatives to increase our understanding of barriers and actions to remove these. In December, the senior leadership team held a discussion about the Race Equality Charter and Staff Data.

Student Concerns and Complaints

- 7.8. We introduced the Student Dignity and Respect Policy which strengthens the University's approach to promoting positive behaviours and tackling discrimination, harassment, racism and sexual misconduct. One output has been to improve information on our website about raising concerns. Ensuring effective mechanisms for responding to students' concerns about race-related incidents was also a recommendation from the Race Equality Taskforce.

Outlook on 2022

- We aim to submit the application for a Race Equality Charter bronze award in July 2022
- We are implementing Year 1 of the Athena SWAN Charter action plan
- We will adapt a refreshed Equality, Diversity and Human Rights Policy
- We will introduce an improved offer of EDI staff development.

Equality, Diversity and Human Rights Policy Statement

1. Statement

- 1.1. Driven by our commitment to social justice, York St John University promotes fairness and challenges prejudice. We inspire and support all members of our community to succeed.
- 1.2. The University is dedicated to providing an inclusive, accessible and welcoming environment that supports a diverse and culturally rich community. Our students and staff value equality, diversity and inclusion and we ensure that all our students are given the opportunity to reach their full potential.
- 1.3. The University is committed to develop, implement, review and monitor policies which promote equality, diversity and human rights and ensure an environment that is free from all forms of unfair treatment, discrimination and harassment for all those who study, work and engage with the institution.
- 1.4. At York St John no one should be discriminated against or harassed while working or studying within or visiting the institution on the grounds of, age, disability, gender, gender identity, presentation or expression, marital or civil partnership status, parental or caring responsibilities, pregnancy and maternity, race (colour, nationality, ethnic or national origins), religion or belief (including non-belief), sex, sexual orientation, socio-economic status, trade union activity, criminal background as well as other relevant characteristics or any combination of these characteristics.
- 1.5. In exercising its policies, practices, procedures and other functions, the University will have due regard to its duties under the Equality Act 2010⁶, Human Rights Act 1998 and other legislation (appendix A).
- 1.6. In offering a wide range of opportunities for staff and students all policies and procedures are underpinned by the following values:
 - a learning and work environment which encourages and enables diverse views, values and perspectives to be expressed and that opposes and stands up to all forms of prejudice, discrimination and harassment
 - eradicating systemic and individual discriminatory policies and practices and advancing equality and human rights
 - maintaining and promoting an inclusive community, where values of kindness, honesty and integrity underpin all our activities and diversity is celebrated
 - individual needs are addressed in a sensitive, supportive and flexible manner
 - individuals are offered opportunities to develop within a culture of reflection and continuous enhancement
 - processes and procedures are based upon principles of equity, transparency and responsiveness
 - equality of access, esteem and opportunity permeates all aspects of University provision
 - [systems for reporting and addressing](#) systemic and individual discrimination, harassment, racism and sexual misconduct are transparent and robust.
 - all members of the University community are able to challenge inequalities without fear of victimisation.

⁶ The protected characteristics are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation

2. Role and Responsibilities

2.1. All members of the University community are responsible for acting in a manner consistent with this policy.

Governing Body

- will keep under review the University's approach to equality, diversity and human rights
- promote equality, diversity and inclusion in the governing body's own operation and composition.
- will actively engage in personal and professional development in line with expectations for YSJ staff

The Executive Board and Senior Leadership Team

- foster a culture that promotes inclusion and respect and that prevents discrimination, harassment and victimisation
- have in place arrangements for policies and procedures that promote equality, diversity and human rights, and avoid discrimination and harassment
- will promote personal and professional development opportunities to foster understanding of equality, diversity and inclusion and inclusive approaches
- listen to, and where possible, act on ideas that contribute to the realisation of the commitments set out in this policy
- are accountable and transparent to the University community about their actions to implement the policy.

Managers

- promote the values set out in this policy
- respond sensitively to concerns about discrimination and harassment in line with the University's policies and procedures
- ensure and monitor compliance in their areas.

All employees

- read and understand the Equality, Diversity and Human Rights policy
- undertake continuing personal and professional development, including mandatory EDI and Bias e-learning modules as part of their induction, and further training appropriate to their role
- take appropriate steps if they have concerns about discrimination and harassment.

Students

- read and understand the Equality, Diversity and Human Rights policy
- take appropriate steps if they have concerns about discrimination and harassment.

2.2. The University will always take appropriate action in response to failure to comply with this policy by applying the relevant procedures for students or staff.

2.3. Appropriate action will be taken where possible if any member of the public, visitor or service provider is involved in discrimination or harassment.

2.4. Serious breaches of the policy may constitute gross misconduct which may lead to exclusion, dismissal or termination of contract.

3. University as an Educator

3.1. The University's principal aim is to provide exciting and rigorous education which is accessible to the communities in which we live, work and recruit students from, and which enables all students to succeed.

3.2. Recognising the diversity of students, the University aims to:

- ensure an appropriate and supportive learning and social environment respecting the dignity of all members of the community
- take appropriate steps to meet the particular needs of individuals from protected groups where these are different from the needs of others, and work to eliminate any barriers to their success
- wherever appropriate, offer curriculum content which engages a range of rigorous critical perspectives
- actively work towards decolonising the curriculum
- use non-discriminatory language in module and programme descriptions and in all student communications
- provide learning materials and facilities which are non-discriminatory
- have in place procedures to make reasonable adjustments for disabled students
- communicate clearly expectations regarding behaviour of students and the treatment of fellow students and staff, including [details of how to raise concerns](#) and follow up action which is embodied within the University Disciplinary Code.

4. University as an Employer

4.1. The University aims to recruit, develop and retain a diverse community of staff and all policies and procedures will support this aim. Monitoring and review of our activities will inform the development of policies and procedures to ensure the fair and appropriate treatment of all staff.

4.2. Recognising the diversity of staff, the University aims to:

- ensure an appropriate and supportive working environment respecting the dignity of all members of the community
- take appropriate steps to meet the particular needs of individuals from protected groups where these are different from the needs of others
- encourage applications from the widest pool of potential candidates, especially where representation is disproportionately low
- ensure recruitment, development and other key HR processes are conducted using appropriate, fair and justifiable criteria
- support career development and progression with the aim of ensuring diverse representation and participation at all levels
- have in place procedures to make reasonable adjustments for disabled applicants and members of staff
- provide [a policy and procedure framework](#) to ensure that staff may raise any concerns relating to equality, discrimination and harassment and that these are dealt with in an appropriate manner.

5. University as a Purchaser of Goods and Services

5.1. The University has a responsibility to promote equality in all its procurement and contracting arrangements. Within the parameters of UK legislation, the University will

ensure that it encourages potential suppliers from diverse communities and purchases goods and services fairly.

- 5.2. It is essential that our suppliers are accountable to the University, aspire to our vision and work within Equality, Diversity and Human Rights Policy and other relevant policies and procedures. All suppliers have a responsibility to ensure that they, and any staff or sub-contractors engaged by them to provide services to the University, operate within the terms of this Policy. Any breach of these requirements will be dealt with in accordance with procedures laid out in the contractual Terms and Conditions.

6. Legal Requirements

- 6.1. The University recognises its obligations under the law. It is committed to providing equality of opportunity and upholding human rights by aiming to ensure that its practices and procedures follow legal requirements and good practice. The University will meet all its obligations under UK legislation.
- 6.2. When staff and students are engaged in University business and study overseas, policies and procedures of the host country will apply, in addition to University policies and procedures. The University will make students and staff aware of this before travelling.

7. Monitoring and Review

- 7.1. The University will monitor and review its performance on an annual basis in relation to its equality objectives and the effectiveness of this policy and associated procedures. An annual report will be provided for Executive Board and then onward to Governing Body for approval, assurance and oversight.

Version control statement

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	Amended sections 1.1, 1.2, 1.4-1.6, 3 and 4; New sections 2 and 7	April 2022	Vice Chancellor

Appendix A Relevant legislation, policies and procedures

Legislation

[Equality Act 2010](#)

[Human Rights Act 1998](#)

[Section 146 of the Trade Union and Labour Relations \(Consolidation\) Act 1992](#)

[Rehabilitation of Offenders Act 1974](#)

Policies and procedures

Further detail of the steps the University has committed to take and support for a diverse community can be found on the [equality and diversity webpages](#). Information about raising concerns can be found on the [dignity and respect page](#) and the [HROD intranet site](#).

Details of professional and personal development opportunities can be accessed through the [Learning and Organisational Development](#), [Academic Development](#) and [Research](#) CPD intranet sites.

An equality impact assessment (EIA) is a structured approach to address inequalities and build an inclusive environment, helping to close gaps between groups. [Guidance](#) can be found [on the intranet](#).

The University is committed to inclusive policies, and welcomes suggestions for improvements. Please contact the relevant department.

[Acceptable Use of IT services](#)

[Admissions Policy](#)

[Freedom of Speech](#)

[Managers' guide: supporting LGBT+ staff \(intranet\)](#)

[Modern Slavery Statement](#)

[Personal Relationships at Work](#)

[Procurement Policy](#)

[Research ethics and integrity](#)

[Research Misconduct Policy and Procedures](#)

[Safeguarding Policy](#)

[Social Media Policy for Staff \(intranet\)](#)

[Staff Adoption Policy & Procedure \(intranet\)](#)

[Staff Code of Conduct \(intranet\)](#)

[Staff Dignity at Work policy and procedures \(Intranet\)](#)

[Staff Disciplinary Policy & Procedure \(intranet\)](#)

[Staff Grievance Policy & Procedure \(intranet\)](#)

[Staff Leave and Work Life Balance \(intranet\)](#)

[Staff Maternity Policy & Procedure \(intranet\)](#)

[Staff Parental Leave Policy \(intranet\)](#)

[Staff Paternity \(Partner\) Leave Policy & Procedure \(intranet\)](#)

[Staff Shared Parental Leave Policy \(intranet\)](#)

[Staff Supporting Disabled Staff \(intranet\)](#)

[Staff Workplace Violence Policy Statement \(intranet\)](#)

[Student Charter](#)

[Student Code of Practice for Assessment](#)

[Student Complaints procedure](#)

[Student Dignity and Respect Policy](#)

[Trans Equality Policy Statement](#)

[Whistleblowing policy](#)