

# EIA Interview Stream Service

**School/ Directorate**

Everyone

**Person Responsible**

Shona Johnston

**Created**

4th May, 2018

**Last Review**

4th May, 2018

**Status**

Complete

**Next Review**

31st May, 2019

## Screening Data

What is the name/title of the policy/activity?

Application for purchase of Interview Stream licenses

Describe the aim, objective and intended consequences of the policy/activity.

Using video interviewing will allow the Careers Service to prepare students for current graduate recruitment techniques while allowing us to carry out module assessment in a more efficient manner.

Who is responsible for the policy/activity and who implements it?

Head of Careers, Employability & Enterprise responsible for development and review. Careers Advisers will use software in teaching and with students.

Who is effected by this policy?

Careers staff and student users of the Service who will receive a real-time representation of current interview practices

Is there any indication that this policy is relevant to equality and the protected characteristics or that those with any of the protected characteristics will have a different experience in relation to the intended outcomes of the policy?

Yes - accessibility considerations for students/staff with disabilities.

Could require consideration of race/ethnicity in relations to language barriers.

In relation to final assessment of videos in credit-bearing modules, student will be visible to assessors, however criteria are used for assessment process.

Not applicable - this is a new process and will be reviewed through normal annual review processes

## Recommend this EA for Full Analysis?

Yes

## Comments

This is relevant to some protected characteristics, in particular disability & race.

In relation to disability, because this is a video based process, there is potential for limitations to some who require assistive technologies. At present 1300 students are registered for support from Disability Services, some of whom require such technologies.

In relation to race, those who use English as a second language may encounter difficulties in translation. At present we have approx 3000 international students, many of whom have English as a second language. We expect that up to 200 students per year will use this system as part of an assessed undergraduate module.

## Rate this EA

Low

## Impact Assessment Data

Is this policy relevant to the protected characteristic of Age?

- Yes

In terms of age, providing this tool is positive for both younger students about to step into the employment world for the first time who may not have experiences interviews and also older career changers who may not have previous experience of online interviewing.

Is this policy relevant to the protected characteristic of Disability?

- Yes

We know that a growing number of undergraduates are seeking support for a range of disabilities including sensory and learning disabilities. This system is an online system and so where a student requires assistive technology to access their modules we need to ensure this is also available for this system or to offer alternatives such as a telephone or face to face interview.

Is this policy relevant to the protected characteristic of Gender Reassignment?

- No

Interview questions will be generated by software and not based on gender identity therefore unlikely this will be impacted.

Is this policy relevant to the protected characteristic of Marriage and Civil Partnership?

- No

This is a learning tool and not related to employment policy and would not differentiate on marriage or civil partnership

Is this policy relevant to the protected characteristic of Pregnancy and Maternity?

- No

This is a learning tool and not related to this characteristic

Is this policy relevant to the protected characteristic of Race?

- Yes

The system provides a mock interview situation which generates questions to the interviewee. Although most participants will have English as a first language or high competency as a second language, there may be a few students who find the system-generated questions difficult to interpret. Because this is an assessment of learning covered in class the questions that are set will be specific to that learning. We will set the questions and ensure clear English is used, however we will review all feedback to allow us to make further decisions in relation to the questions.

Is this policy relevant to the protected characteristic of Religion and Belief?

- No

This is a learning tool and not related to this characteristic

Is this policy relevant to the protected characteristic of Sex?

- Yes

This is a positive effect as this provides a system-generated set of interview questions with no gender bias

Is this policy relevant to the protected characteristic of Sexual Orientation?

- No

This is a video based learning tool and not related to this characteristic

Taking account of the findings so far, is there a possibility that the implementation of this policy would result in a different experience or a detriment for those with protected characteristics?

- Yes

There is a small potential for a different experience, especially in relation to disability and race. At present we have 1300 students listed for support through our Disability Services and this includes learning related disabilities and sensory disabilities. We have around 3000 international students in total.

This system is part of an assessed module which will be used by approximately 200 students per year. However it will be available to all students to help them prepare for online interviewing techniques.

Based on your findings so far, what recommendations or changes (if any) would you make in relation to the policy and its implementation?

While potential for impact is identified in relation to race and disability, it is too soon to assess this impact as this is a new Service. It is expected that any impact will be small due to the small numbers who will be likely to use it.

Implement the system, and ensure that questions are developed based on information learned in class. Ensure marking criteria are based on key observable behaviours previously taught in class.

Over the first year of implementation, capture feedback from all users and review to identify any greater impact than anticipated.

We will commit to supporting any reasonable adjustments where a student is comfortable to disclose that need.

Provide the service in other ways, where students do not wish to disclose any disabilities that may be relevant or do not wish to use an online system for other reasons.

Where you have recommended actions/changes to the policy, what are the timescales for completion of these

31-08-2018

What monitoring arrangements do you have in place to identify changes in any impact or relevance?

Use staff and student feedback to identify any equality-related issues that arise from the use of the system. This will be reviewed to identify any unanticipated issues which may direct changes to the system.

## Comments

The system is a new step for the University to help support students undertake on line and video interviews. However there is a small and relatively unknown potential for the system to be difficult to access for some students, particularly in relation to disability and race.

There will be the opportunity for students who cannot or do not wish to access the system to have an alternative experience. In addition the questions will be based on already learned material and will be presented in clear English.

Where a student has reasonable adjustments to support their learning, those will be replicated when undertaking the module or they will be provided an alternative to the system.

## Organisation Sign-off Data

Having read the EIA, do you approve its findings and recommendations?

- Yes

What are your reasons for approving/not approving the EIA?

This is an innovative new system with the potential to deliver benefits to both students and staff. Its implementation has been carefully considered by the Head of Careers, Enterprise & Employability and her colleagues. Any potential challenges under the legislation have been highlighted as a result of discussion with the University Equality & Diversity Officer and given careful consideration here.

If you have approved the EIA, do you agree with the monitoring arrangements in place?

- Yes

The system will be monitored and evaluated as part of our ongoing approach to review and planning within the Directorate of Student Services and will receive particular attention as it is a new system.

Where you have not approved the monitoring process, what other steps do you require to be taken?

The monitoring process has been approved.

## **Comments**

This new system has the potential to bring significant benefits to both students and staff. Its implementation has been carefully considered by the Head of Careers, Enterprise & Employability in consultation with the University Equality & Diversity Officer in order to anticipate any challenges to students with protected characteristics that may be impacted as a result of the introduction of this system. Consideration has been given to the provision of alternative approaches as, and if, required. Appropriate monitoring and evaluation is in place.

## **Next Review Date**

2019-05-31

## **Outstanding Actions**

No outstanding actions