



Recruitment and Selection Guidance

To Support Equality, Diversity and Inclusion

Working to improve the experience of Black and Minority Ethnic Staff and Communities

Guidance on Best Practice



**South
Staffordshire
College**



Contents

Background and Context	3
Recruitment and Selection Training	4
Unlawful Discrimination – Definitions	5
Cultural Awareness, Understanding and Sensitivity	7
Equality Information and Data	8
Inclusive Recruitment Process	9
Preparing for Recruitment	9
Positive Action	9
Person Specification	12
Advertising the Vacancy – Factors to Consider	12
Application Forms	13
Is your web site accessible?	13
Equality Monitoring	13
Shortlisting	13
Panel Representation	14
Interview Planning Process	14
The Interview/Selection Process	16
The Selection Process	17
Giving Unbiased Feedback to Unsuccessful Applicants	17
Asking for References	17
Monitor Relevant Data	17

Background and Context

One of the outcomes from CWM Racial Equality Operational Group Employee Focus, Workstream 4 is to be able to develop good practice guidelines.

This resource, whilst focussing on Black and Minority Ethnic (BAME) staff, encompasses all aspects of diversity and inclusion within recruitment and selection practices.

This is a good practice tool kit to ensure all aspects of diversity and inclusion are built into College's recruitment and selection processes.

It is generally accepted that if a workforce represents the wider community it serves it is better for the organisation and better for its customers, and in the case of College's, its learners. Whilst at South Staffordshire College our staff profile represents our learners, it is important that we continue to focus on all aspects of diversity to provide role models for our students

A representative workforce at all levels, including Senior Leadership Management Team level, is better equipped to the needs of learners and staff and to deliver high quality, culturally sensitive and appropriate learning.

There is, however, still work to be done to address equality of opportunity in the way College's appoint, treat and develop people from diverse backgrounds and with different protected characteristics.

The business case for equality, diversity and inclusion in College's is a powerful one and it is the right thing to do.

It is important that employees and potential employees can be themselves, their potential recognised, nurtured and supported. Getting this right can lead to improved productivity, team performance, morale and retention.

This toolkit has been designed to help ensure that issues of equality, diversity and inclusion are always considered by recruiters involved in the selection of new employees and for existing employees seeking employment opportunities.

Examples are threaded through this guidance to help recruitment staff and recruiting managers make successful appointments.

South Staffordshire College is working with the National Centre for Diversity on the FREDIE programme which stands for:
Fairness for all is a reality
Respect for all is the norm
Equality of opportunity is embedded
Diversity employees feel they belong
Inclusion is widely understood
Engagement where everyone lives the values and goals of the organisation

Recruitment and Selection Training

All staff involved in the recruitment of staff should undertake mandatory training to ensure awareness of their legal responsibilities of employment law, including those of the Equality Act 2010, at each stage of the recruitment and selection process.

Training should also cover conscious, unconscious bias and other forms of bias that can lead to negative results for applicants, reasonable adjustments, targeting and promoting job adverts and the questioning and scoring process.

The aim of the Equality Act 2010, in relation to recruitment, is to improve equal job opportunities and fairness and make reasonable adjustments for existing employees and job applicants. Under the Act it is unlawful to discriminate against people because of nine protected characteristics:

- Age
- Disability
- Gender reassignment
- Race
- Religion and belief
- Sex
- Sexual orientation
- Marriage and civil partnership
- Pregnancy and maternity



Unlawful Discrimination – Definitions

Direct Discrimination occurs when someone is treated less favourably than another person because of a protected characteristic they have.

Discrimination by Perception is direct discrimination against an individual because others think they possess a protected characteristic.

Associated Discrimination occurs when someone is treated worse than another job applicant because they are associated with a person who has a protected characteristic.

Indirect Discrimination can occur when there is a condition, rule, policy or a practice that applies to everyone but disadvantages people who share a protected characteristic, unless it can be objectively justified.

Unconscious Bias refers to a bias that happens automatically and is triggered by the brain making quick judgements and assessments of people and situations influenced by their own background, cultural environment and personal experiences.



Cultural Awareness, Understanding and Sensitivity

Cultural awareness begins by accepting that cultural differences and similarities exist without giving them a positive or negative value. Cultures are shaped by people's experiences, upbringing, ethnic background, religion and belief, the social groups and communities within which people associate, and more. Improved intercultural understanding starts by accepting that diverse cultures approach situations differently.

- Being culturally competent means developing the ability to adapt and respond positively to people from difference backgrounds.
- Being able to show empathy for other cultural perspectives and move seamlessly between difference cultural environments can be achieved by going out to meet local communities through events organised by established community/faith groups or by organising College events such as Open Days and local training and awareness sessions.

- This positive approach can remove some of the myths that have built up by hearsay and can also be a way to remove some of the perceptions different communities may hold about working at a College.
- This can also help to build and maintain community relationships, promote your College as an inclusive organisation and demonstrate that you are actively looking to recruit a more diverse workforce.



Equality Information and Data

Understanding the profile or demographics of the workforce is important for many reasons such as the effectiveness of your recruitment policy and understanding people's views through staff surveys, is an important step towards increasing diversity in the workplace. Equality monitoring requires a two stage process – data collection and analysis.

- The first step is to gather information on the diversity of the workforce. Providing personal sensitive information is voluntary, but the quality of the analysis is only as good as the data gathered.

- Employees should be encouraged to provide their diversity monitoring data and should be given assurances about the confidentiality of their personal data, and what the information will be used for.
- The aggregated data can then be used to compare the demographic representation of organisations within the local community, regional and national statistics and action can be taken to target underrepresented groups.
- Gathering equality information from job applicants via an anonymous monitoring form is important to show if there is any disparity in the diversity of those that apply through to appointment and even those who don't apply at all. If there is a significant level of disparity it would be useful to probe deeper to understand if there are barriers to recruitment for some sections of the community.



Inclusive Recruitment Process

Preparing for Recruitment

It is important to consider equality, diversity and inclusion at every stage of the recruitment process to ensure it is fair and transparent. It is important to conduct a thorough and objective job analysis to remove adverse impact and bias.

Before starting the recruitment process, review the current diversity of the workforce. Identify if there are specific groups that are underrepresented and then consider how to encourage and support a diverse group of people to apply.

You could carry a statement about actively encouraging applications from diverse groups of people in job adverts and use inclusive logos like Stonewall, Employers Network on Equality and Inclusion etc.

Examples of positive action include:

- Holding targeted recruitment fairs for underrepresented groups
- Partnerships with BAME communities
- Branding your College as an inclusive employer
- Attend local BAME events and promote recruitment
- Target communications and social media activity
- Using more images of underrepresented people in all campaigns
- Holding open days and targeting underrepresented groups
- Develop job shops and drop in sessions for application support and to understand competency based questions.

Positive Action

Positive action in the recruitment context involves the steps that can be taken to encourage people from groups with different needs or with a past record of disadvantage or low participation to apply for jobs.

In recruitment, equality law allows positive action before or at the application stage. This could include encouraging particular groups to apply or helping people with particular protected characteristics to perform to the best of their ability i.e. by giving them training or support on application writing or interview skills.

The law requires that a number of tests need to be satisfied before positive action is allowed. It must:

- Be related to the level of disadvantage that exists
- Not be simply for the purposes of favouring one group of people over another where there is no disadvantage or underrepresentation in the workforce

The best person for the job should still be appointed, even if the best person does not have the particular protected characteristic being targeted.

Positive action is not the same as positive discrimination, which is not allowed under the Equality Act, however, there are exceptions.

The Act allows you to treat a disabled person more favourably than a non-disabled person. This recognises that disabled people generally face a lot of barriers to participating in work and other activities.





Person Specification

The person specification should describe the ideal candidate's abilities, skills and knowledge. It provides the foundations for the shortlisting criteria and interview questions. You need to consider if the criteria can directly or indirectly discriminate against potential applicants. It should include:

- Skills that have already been acquired but also those that can be learnt
- Whether work and life experience can demonstrate qualities such as initiative and understanding
- If qualifications are essential do not exclude non-UK qualifications
- Only formal qualifications that are absolutely necessary so as not to exclude sections of the community with different backgrounds who may not hold formal qualifications but can develop into the role with support and training.

Advertising the Vacancy – Factors to Consider

When advertising a job vacancy, it is important to include an inclusive statement that makes clear the College's commitment to equality, diversity and inclusion. Depending on the vacancy it may be appropriate to include a statement that welcomes applications from certain underrepresented groups such as

disabled people, people from BAME backgrounds or women.

Think carefully about where job adverts are placed to reach as many people as possible from all backgrounds. Newspapers may reach only a limited audience; consider other forums such as social media; local and community radio stations, add vacancies to partner job listings including the local Council and voluntary sector organisations. Language used should be clear and accessible, avoid using jargon and abbreviations.

If images are used in job adverts, they need to be positive and representative of men and women, a multi-ethnic mix, different ages etc. Avoid showing images of men and women doing stereotypical/traditional roles.

If a particular group is underrepresented, use positive action schemes such as targeted advertising campaigns, using community group venues for targeted groups, offering work experience placements and targeted support to apply, such as providing mock interviews.

Consider adding to the advert whether the role can be job-shared or part-time and if flexible working is possible. Positive and inclusive messages such as these could increase applications, for example from women into traditional male roles.

Application Forms

A standard application form means applicants answer questions in the same format to ensure equal opportunities. However, check that the application form is job appropriate. Only seek personal data relevant to the role. You can ask about disability but only to identify reasonable adjustments that may need to be made to attend the interview process to ensure all applicants can complete the process on an equal basis and **only after they have been selected for interview** or as part of the guaranteed interview arrangement, for example under the Disability Confident Scheme.

Is your web site accessible?

Consider web accessibility tools such as Recite me and browse aloud which can change words into over 100 languages and speak in many of them. It can be a great gateway into getting people interested and some people may prefer to read/listen in their first language.

Equality Monitoring

As mentioned earlier, it is good practice to adopt an equality monitoring procedure to record the protected characteristics of applicants such as ethnicity, sex, disability etc. on a separate monitoring form and reassure applicants that the information provided will be recorded in confidence and will not be seen by the recruitment panel.

Shortlisting

At least two people should be involved in shortlisting. Where possible, try and have a diverse shortlisting panel or someone who have a different perspective to you as they may see something different in candidates and support you to identify potential that you may not see.

The purpose of shortlisting is to identify applicants whose skills, knowledge, experience and qualification match those that have been identified as being necessary for the job.

Using the person specification, assess each application:

- Taking into account each candidate's ability to do the job and nothing else
- Eliminate anything that could affect judgement- for example if dates are included about education it could identify the age of the candidate. This and anything else that may be an indicator of a protected characteristic should be ignored
- Record why an applicant did or did not make the shortlist
- It is at this stage that discrimination and bias can creep in as often panels seek, often unconsciously, to appoint in their own image or to select someone who will 'fit-in' with the existing team.

Panel Representation

Diversity or a lack of it can have an impact on the outcome of the recruitment and selection process. People can often feel more or less comfortable either consciously or unconsciously when they are engaging with people from similar backgrounds to themselves or if they share characteristics.

Ensuring there is a diverse representation on the interview panel helps to make sure that decisions are less influenced by cultural bias, unconscious bias, and other forms of bias or by a limited set of characteristics.

Having diverse perspectives on interview panels can support a broader understanding of the experiences candidates might share. If it is difficult forming a diverse panel from the existing team/section, consider other approaches to bringing diversity into the interview process:

- Invite diverse representatives from staff to be part of the panel
- Invite external representatives from local communities to attend as panel members or to observe the interview process
- Form additional interview panels comprising of staff/community from a range of backgrounds to interview in parallel to the main panel
- Set up an informal grouping of diverse staff from across the College to hold a meet and

greet session to put candidates at ease and demonstrate that the College is serious about diversity.

Interview Planning Process

Interview questions should be agreed by all member of the main interview panel.

Ensure community panel members/observers are able to make the interview dates and avoid cultural and religious events for example Eid. Inform staff involved in additional or informal panels how their information will feed into the selection process. They too need to be aware of legal requirements and unconscious bias.

Every candidate should be asked the same questions so that familiarity – based on similarities in backgrounds between panel member and interviewee – cannot unfairly influence the process.

Be prepared to amend times if disabled applicants require extra time to complete assessment tests, presentations etc. as a reasonable adjustment.

At this stage, when inviting candidates for interview, questions about disability and whether reasonable adjustments are required, can be asked.

Ensure the venue is fully accessible for applicants and panel members.



JOIN OUR TEAM

We offer a unique opportunity to grow and develop your skills while being part of a dynamic and supportive team.

CV

NICOLE EVANS

DESIGN TECH

CONTACT

(072) 809 6536
HI@NICOLEEVANS.COM
WWW.NICOLEEVANS.COM

PROFILE

I am an experienced Online Marketer seeking a full-time position in the field of online marketing and marketing communications, where I can apply my knowledge and skills for continuous improvement.

- SKILLS**
- Google Analytics
 - Media strategy
 - Writing
 - Content development
 - Copywriting
 - Corporate blogging
 - Project management
 - Layout design
 - Photo editing
 - Market research
 - Online Marketing

EXPERIENCE

NEW MEDIA COMPANY | FEB 2013 - DEC 2014

- Managed social media accounts and created social media for daily postings and online marketing.
- Increased social media following and clicks by 200%

ONLINE MARKETING INTERN

RICH MEDIA INTERACTIVE | APR 2012 - JAN 2013

- Developed a social media strategy to increase the following of the company website
- Spearheaded a viral campaign for one of the company's new products

COMMUNICATIONS INTERN

RICH MEDIA INTERACTIVE | APR 2011 - JAN 2012

- Developed a social media strategy to increase the following of the company website
- Spearheaded a viral campaign for one of the company's new products

EDUCATION

BACHELOR OF ARTS, MAJOR IN COMMUNICATIONS
UNIVERSITY OF DUNDEE | 2009 - 2011
GPA: 3.9

AWARDS

NEW MEDIA COMPANY
MOST OUTSTANDING SOCIAL MEDIA MARKETER
DEC 2014
BEST ONLINE MARKETER AND SOCIAL MEDIA MANAGER
2018

RICH MEDIA INTERACTIVE
BEST INTERN
JAN 2020

The Interview / Selection Process

Interviews should be conducted using a panel of at least two interviewers, as diverse as reasonably practicable.

All members of the interview panel should have a voice in the decision making process. You may wish to appoint a panel chair. At least one member of the interview panel must be Safer Recruitment trained.

Use assessment forms/scoring grids to make the process fair and transparent. Keep interview notes and scoring as candidates have the right to access their notes. Be aware that your reasons for appointing or non-appointing a particular candidate can be challenged using the Equality Act – using scoring grids will help you to respond appropriately if challenged.

Skill based assessments can be used if appropriate. Skill based assessments are a form of assessment that assess skills and abilities relevant to the role the candidate is applying for. They can include work sample tasks, situational judgement tests or simulation exercises. Skill-based assessments should resemble real tasks in the job as far as is possible.

For good practice, use tasks that assess a mixture of skills, for example technical skills and people management skills. This makes it more likely that a single task does not disadvantage some groups while helping others. Use tasks that simulate real-life situations, this makes it more likely to select candidates who go on to perform well.

Examples of work sample tasks:

Customer facing role – role play a situation that requires the candidate to resolve a challenging customer interaction

Data analysis role – ask candidates to analyse a dataset and summarise key trends

Stakeholder management and communication skills required in role – ask candidates to write a brief email to a potential client


Avoid questions, conduct and procedures from which discrimination can be inferred. Only ask questions that are relevant to the job and relate to the person specification.

Avoid making judgements based on intuition or are subjective and ask the same questions of each candidate.

Consider positive action initiatives such as asking managers to complete a form to say why a person with a protected characteristic wasn't employed when two people score the same.

For teaching staff, a micro teach is a way to assess a candidate's teaching and learning practice, their delivery style, presentation and communication skills as well as knowledge and understanding of the subject they will teach. A candidate will need to deliver a short session usually to a group of students or peers.

continued overleaf...



It is important that the subject of the micro teach is clearly communicated to the candidate in advance. The interview panel members must use the approved micro teach assessment scoring sheet for their College along with the standard scoring criteria.

The Selection Process

When all interviews have been concluded, go through the notes and grade each candidate accordingly. Appoint the best persons for the job and not the person with whom the panel have the most in common. It is only at the point that a person has been offered the job that detailed questions about disability can be asked and only to ensure there is enough information to identify reasonable adjustments.

Giving Unbiased Feedback to Unsuccessful Applicants

When rejecting candidates give your reasons based purely on the job requirements. Your notes and scoring sheet will help facilitate this.

Asking for References

Ask for factual references only, avoid asking questions about the sickness record of people you have conditionally appointed when seeking references from previous employers, this is not allowed under the Equality Act.

Monitor Relevant Data

The Human Resources Team should review the equality data such as gender, ethnicity and age etc. at each stage of the recruitment and selection process to track if people progress more or less well at different stages of the process and will help identify groups of people who made need additional support and at which stage in the future.





Recruitment and Selection Guidance

Guidance on Best Practice