



THE UNIVERSITY *of* EDINBURGH

# Equality Impact Assessment Template

If you require this template in an alternative format, such as large print or a coloured background please contact [HRHelpline@ed.ac.uk](mailto:HRHelpline@ed.ac.uk).

You'll find it useful, before filling in this assessment template, to complete the online course:

[Introducing Equality Impact Assessment](#)

This template is designed to be used alongside the:

EqIA [Guidance and Checklist](#)

EqIA [Policy Statement](#)

EqIA covers policies, functions, practices and activities, including decisions and the delivery of services, but will be referred to as 'policy/practice' hereinafter.

A. Key Information	
<b>Policy/practice name:</b>	Interview Shadowing Principles
<b>General background/aims of policy/practice:</b>	<p>These principles provide tangible help for progression and promotion to all employees at the University of Edinburgh, whilst directly addressing the barriers at interview level that have prevented protected characteristic groups to advance their career journeys.</p> <p>Whilst <b>all</b> colleagues at the university can observe an interview at a higher paygrade, the driving forces behind this initiative were our BAME Network and Edinburgh Race Equality Network (EREN). Their work together with the Race Equality and Anti-Racist Subcommittee, developed a set of objectives to increase BAME representation in our staff body. HR's consultation concluded that many of the barriers are common to other protected characteristics and the principles aim to:</p> <ul style="list-style-type: none"><li>• Demystify interviews.</li><li>• Build confidence in interviewing skills.</li><li>• Encourage colleagues to plan and prepare for their own career planning.</li></ul>

<b>School/Dept:</b>	All
<b>Assessed by:</b> (name & job title)	Sara Medel Jiménez- HR Partner Equality, Diversity, and Inclusion.
<b>Sign off by:</b> (name & job title)	Caroline Wallace- Head HR Equality, Diversity and Inclusion.
<b>Sign off date:</b>	
<b>Review date:</b>	18/04/2024

<b>B. Reason for EqIA</b>	(check one)
<b>New policy/ practice is proposed</b>	<input checked="" type="checkbox"/>
<b>Change to existing policy/practice is proposed</b>	<input type="checkbox"/>
<b>Other</b> (describe in Section D below)	<input type="checkbox"/>

<p><b>C. Who will most impacted by this proposal?</b></p> <p>Consider carefully how your proposal will impact both positively and negatively on people from different groups.</p> <p>Consider the 9 protected characteristics as below in your proposal. There may be other identity characteristics that you wish to also include in your impact assessment. It is expected that you will consider all equality groups for impact. <input checked="" type="checkbox"/></p>					
<b>Age</b>	<input checked="" type="checkbox"/>	<b>Race (including ethnicity and nationality)</b>	<input checked="" type="checkbox"/>	<b>Marriage and civil partnership<sup>1</sup></b>	
<b>Disability</b>	<input checked="" type="checkbox"/>	<b>Religion or belief (including no religion or belief)</b>	<input checked="" type="checkbox"/>	<b>Sex</b>	<input checked="" type="checkbox"/>
<b>Gender reassignment</b>	<input checked="" type="checkbox"/>	<b>Pregnancy and maternity</b>	<input checked="" type="checkbox"/>	<b>Sexual orientation</b>	<input checked="" type="checkbox"/>
<b>Other characteristics</b>	<input checked="" type="checkbox"/>				

<sup>1</sup> Note: only the duty to eliminate discrimination applied to marriage and civil partnership. There is no need to have regard to advancing equality or opportunity or fostering good relations in this respect.

#### **D. Consideration of Impact**

Show your considerations of how all of the above protected characteristics may be impacted. The following prompts will help you to reflect:

1. What information and evidence do I have about the needs of relevant equality groups – is this sufficient to fully assess impact?
2. Could this policy/practice lead to discrimination (direct or indirect), harassment, victimisation, or create barriers or less favourable treatment for particular groups and how can you mitigate any negative impacts?
3. Does this policy/practice contribute to advancing equality of opportunity and fostering good relations?
4. How can communication of the policy/practice be made accessible to all relevant groups?

1&2

This newly developed set of interview shadowing principles represents a strategic initiative aimed at tackling multiple barriers faced by staff with protected characteristics, thereby aligning with the demands presented by various staff networks and EDI Subcommittees at our institution. These include the Race Equality Anti-Racist plan (REAR), Disability Subcommittee, as well as Faith and Belief Subcommittees. The emphasis has focused on providing practical and targeted help to aspiring colleagues seeking progression.

Crafted to empower aspiring colleagues from any protected group, these principles facilitate the opportunity to observe higher-grade interview processes. This exposure is designed to enhance candidates' understanding of interview dynamics and foster networking opportunities, crucial steps towards promotion and progression. Additionally, these principles are meticulously structured to mitigate discrimination by educating both panel members and the observer on the most recent recruitment practices and guidelines that emphasize diversity. By proactively addressing barriers specific to protected characteristic groups that are adversely impacted at interview level because of a range of circumstances:

- Language barriers.
- Having less confidence due to a speech impairment, a disability or a career break after caring for dependents.
- Varied interpretation of social queues and/or conventions due to being neurodivergent or new to the British culture.

These principles not only build confidence at interviews, but also equip all candidates with essential tools and knowledge. Managers are thus encouraged to use these guidelines to support staff members from protected groups in considering and preparing for next-level career opportunities, furthering individual development and equity within the workplace.

3. Yes, this policy significantly contributes to advancing equality of opportunity and fostering good relations across the organisation. By extending the interview shadowing principles to all pay grades within both Professional and Academic services, the initiative aligns perfectly with the People Strategy values aimed at nurturing talent, enhancing retention, and facilitating succession planning. Originally devised to address the diversity gap particularly at higher grades (grade 8 and above), the broadened scope reflects a strategic response to eliminate perceptions of unequal advantage and promote inclusivity, thus integrating core elements of equality and diversity.

This approach not only supports transparency in the interview process but also establishes clear development targets for aspiring staff, enhancing career progression opportunities regardless of their starting point. By making these principles universally accessible, the policy acknowledges and actively addresses the concerns raised during consultations with protected characteristic groups who emphasise the importance of not being perceived through a deficit model or as receiving undue advantages. This inclusive stance helps to dissolve potential barriers and fosters good relations by assuring that every individual, irrespective of their background—be it disability, race, religion, gender, or other protected characteristics—has equal access to the tools needed for professional development. This policy, therefore, not only advances equality of opportunity but also plays a pivotal role in building and maintaining harmonious and supportive relationships among all colleagues, reinforcing the core values of inclusion and equity within the university.

4. Communication will be done through Edinburgh Managers community including aspiring leaders, HR Partners across the institution and the various Subcommittees and staff networks.

<b>E. Equality Impact Assessment Outcome</b> Select one of the four options below to indicate how the development/review of the policy/practice will be progressed and state the rationale for the decision.	(check one)
<b>Outcome 1:</b> No change required – the assessment is that the policy/practice is/will be robust.	<input checked="" type="checkbox"/>
<b>Outcome 2:</b> Adjust the policy or practice – this involves taking steps to remove any barriers, to better advance equality and/or to foster good relations.	<input type="checkbox"/>

<b>Outcome 3:</b> Continue the policy or practice despite the potential for adverse impact, and which can be justified.	<input type="checkbox"/>
<b>Outcome 4:</b> Stop the policy or practice as there are adverse effects which cannot be prevented/mitigated/or justified.	<input type="checkbox"/>

## F. Action and Monitoring

Describe any actions you will take to address the findings of this EqIA.

5. How can I involve equality groups or communities in the ongoing monitoring, review and potential future development, of this policy/practice?

Describe how the policy/practice will be monitored going forward, to ensure that impact is frequently reviewed. Make sure you add a review date in Section A above.

We will continue to work closely with all EDIC subcommittees to continue addressing the impact that this initiative has on the career advancement of protected characteristic colleagues.

We also acknowledge the EDI Committee, and its Sub-Committees, will bring forward staff voice on the impact of the Policy from our communities.

HR's continuous engagement with people managers and EDI leads will allow an understanding of the application of this policy across the University.

All HR policies are reviewed as part of a regular review cycle, monitoring their use and compliance with the law. The first review will be in 6 months (April 2025) and will include feedback from the available [feedback form in the principles](#).

## G. Publish

Send your completed EqIA to the HR EDI team ([equalitydiversity@ed.ac.uk](mailto:equalitydiversity@ed.ac.uk)) to published, and keep a copy for your own records.