

1. DESCRIBE
1.1. Name of policy/strategy/decision
Introduction of interviewing into the admissions process for the BSc Hons Physiotherapy programme at GCU
1.2. Owner
Fiona Moffat – Programme Lead, BSc Hons Physiotherapy
1.3. Date
18-4-17
1.4. Aims of policy/strategy/decision
<p>The aim of the policy is to introduce interviewing into the admissions process for the BSc Hons Physiotherapy programme at GCU.</p> <p>This is to address the following issues:</p> <ul style="list-style-type: none"> The Health and Care Professions Council ask that service users be included within the quality assurance processes within programmes. The programme team therefore wish to include services users and stake holders from practice education into the admissions process. To assess the ‘softer’ skills of applicants e.g. communication. Due to a drop in the intake to the programme, an additional step is required to distinguish between large numbers of eligible applicants.
1.5. Who does the policy/strategy/decision affect?
The introduction of this policy will affect all applicants to the BSc Hons Physiotherapy programme.
1.6. Could there be any potential implications for equality, or people with protected characteristics?
<p>Potentially this proposal will have a positive impact on equality generally. The proposed selection process is designed to minimise bias and aims to be more objective at evaluating applicants’ suitability for acceptance onto the programme. This will potentially enhance equality of opportunity for everyone including people with protected characteristics. This policy however could potentially impact on the applicants invited to interview who are:</p> <ul style="list-style-type: none"> From lower socioeconomic areas Male and aged between 16 and 21. From a black and minority ethnic background Have a disability

2. ASSESS

What are the implications, positive or negative (and evidence for this) of the policy/strategy/decision in relation to GCU's duty to have due regard to the need to:

2.1. Eliminate unlawful discrimination, harassment and victimisation?

There is the potential for this policy to introduce discrimination in relation to the following:

- The introduction of this policy may affect the number of young males aged 16-21 on the programme. The rationale for this is that some young males do not have the same communication ability as females within the same age group. The introduction of interviewing may discriminate against this group of applicants.
- The introduction of this policy may introduce discrimination against applicants from lower socio-economic groupings that may have had less exposure to interview /assessment situations.
- The introduction of this policy may introduce discrimination against applicants with a disability.
- The introduction of this policy may introduce discrimination against applicants from black and ethnic minority groups for whom English is not their first language.

2.2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it?

This proposal aims to advance equality of opportunity for all applicants so that everyone has the best opportunity possible to demonstrate their suitability for the programme. Previously the programme used the personal statement within the UCAS application to assess the applicants' suitability for a career within a health care profession. Assessment of the personal statement is fraught with difficulty. Some applicants may be provided with assistance when writing their personal statement while others may not. There is also no guarantee that the statement was written by the applicant.

The policy proposes using the Multiple Mini Interviewing technique (MMI). This technique uses multiple stations, interviewers and questions. This technique minimises interviewer bias and allows multiple views to be included in the candidate's assessment. Studies have identified the MMI as reliable, valid and suitable for assessing applicant's communication.

The information given to applicants prior to the visit includes the advice to wear smart clothes. The word 'smart' will be interpreted differently and could also be culturally and generationally different (e.g. suit and tie or smart casual). Each interviewer will be asked what they would expect of the term 'smart' and the variety of views will be shared prior to the interviews starting.

EQUALITY IMPACT ASSESSMENT FORM

2.3. Foster good relations between people who share a protected characteristic and those who do not share it?

There is likely to be no impact on fostering good relations although the proposal to use different types of interviewers across 5 stations will increase exposure to diverse groups for applicants and vice versa which may result in increased understanding of diversity.

3. ACTION

3.1. If a negative impact has been identified, how will this be addressed?

Steps will be taken to minimise a potential negative impact by undertaking the following:

- The interview process will be monitored and reviewed following one year of implementation in relation to the number of males aged 16-21 compared to females enrolling on the programme, the number of students from lower socio-economic groupings, black and ethnic minority groups and those with a disability.
- All individuals carrying out the interviewing process will receive training in unconscious bias and interviewing. The proposal is that all people involved in admissions undertake one of the following:
- Training within the Supporting Professionalism in Admissions (SPA) good practice toolkit. Information on this training can be found at the following link: <https://www.spa.ac.uk/good-practice-toolkit>
- GCU unconscious bias online / face to face training.

Any applicant with a disability will be invited to inform GCU of any additional needs prior to the interview to allow reasonable adjustments to be made.

The aim is to include a diverse range of interviewers so that the decision making process is informed by different viewpoints and also there is reassurance for applicants at the interviews themselves.

3.2. If changes have been made to the policy/strategy/decision as a result of this assessment, outline the changes

EQUALITY IMPACT ASSESSMENT FORM

4. MONITOR AND REVIEW

4.1. How will the implementation of the policy/strategy/decision and its impact on equality be monitored and reviewed?

The actions documented above will be contained within the Annual Programme Analysis for the BSc Hons Physiotherapy programme. The Chartered Society of Physiotherapists (CSP) also monitors the equality and diversity within the programme via information submitted by the CSP Annual Quality Review (AQR).

5. PUBLISH

Please email this completed form, along with the policy/strategy and any other relevant information¹ to equality@gcu.ac.uk for publishing on the Equality and Diversity website and annual reporting in line with Equality Act 2010 requirements.

6. SIGN OFF

6.1. EIA Owner	Date
Fiona Moffat	18-4-17
6.2. Equality and Diversity Advisor	Date
Adrian Lui	20.04.17

¹ Information or evidence may be removed if it is commercially sensitive or personal information