

**Before the interview**

- It is strongly recommended that you complete the new Equal Opportunities and Diversity Essentials online training found at <http://www.admin.cam.ac.uk/offices/hr/equality/training/online/>. It takes around an hour and ensures that you are familiar with the key principles of Equality Law that apply to recruitment, as well as the consequences of breaching them.
- Ensure that you are familiar with:
  - The role description and selection criteria for the vacancy;
  - The scoring system and decision rules that you will be using;
  - The questions that you will be asking and when you will be asking them;
  - The documentation you will be using during the process (e.g. to record your notes and scores);
  - The University's [Equal Opportunities Policy](#) and the Equality law and recruitment section of the [Recruitment Guidance](#).

**During the interview**

- Put the candidate at ease and keep the tone of the interview informal and friendly so that the candidates are encouraged to give as much information as possible relating to the selection criteria.
- Listen carefully and show interest in the candidate.
- When another panel member is asking the questions, take detailed notes of the candidate's responses (the HR17 Assessor Notes Template is available to use for making notes). When you are asking the questions, take bullet-point notes so that it is easier for you to show the candidate that you are listening (e.g. by making regular eye contact).
- Ask all candidates the same opening questions in the same order so that they have the same opportunity to demonstrate their suitability for the role. This does not mean that you cannot ask different probing questions based on the answers that a candidate gives. As required, you should ask questions that will elicit more information or clarify what has been said.
- Ensure that none of your questions relates to protected characteristics (age, disability, gender reassignment, marital status and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation) as this could lead to unlawful discrimination. For example, you should avoid questions about health, childcare arrangements, living arrangements, plans to get married or have children.
- Summarise and reflect back to clarify complex statements and to ensure you have understood what a candidate is telling you.
- If a candidate is not providing direct evidence or is going off on a tangent, refocus them by rephrasing the question.
- If a candidate uses 'we' instead of 'I' when providing examples of past performance, remind him/her to focus on actions taken personally.

- If you have given a candidate plenty of opportunity to provide evidence and it is still lacking, move the questioning on. Include reference to this in your notes as it will help support your scoring decisions later on.
- Avoid showing any signs of your feelings about the candidate's responses. Saying things like 'that's great' or 'excellent' may give candidates a misleading impression about whether or not they have been successful.
- Avoid personal comments or engaging in debates with interviewees; people who feel that they have been treated unfairly are likely to share their experiences with others.
- Use the amount of time you have planned to spend on each question as a general guide and, where required, move the questioning on. This will help ensure and to ensure consistency in the process and avoid you running late for seeing other candidates.

### **After the interview**

- It can be easy to make judgements about a candidate based on instant, subjective and irrelevant impressions. Basing decisions on prejudice and stereotypes can lead to unlawful discrimination so you must ensure that your assessment of the candidate focuses solely on relevant, objective evidence and his/her ability to perform the role effectively.
- Where a candidate has volunteered information relating to protected characteristics (for example, pregnancy, plans to have children or his/her health), do not take this into account in your scoring and decision making.
- For each selection criterion that is being assessed at interview, review your notes and compare the responses given by the candidate with the criterion and its positive indicators. You will need to assess how far the quantity and quality of evidence provided by the candidate demonstrates that he/she meets the requirements set out.
- Remember that your assessment should be holistic by taking the whole interview into account. For example, a candidate may give a poor example to a question which relates specifically to a particular skill but you may find that he/she has provided sufficient evidence of that skill in answer to another question.
- Work alone to allocate a provisional score to the candidate for each selection criterion. Record the score and the reasons you have allocated this score (the HR10 Assessment Record is provided for this purpose). Your reasons should summarise the evidence provided by the candidate, giving supporting examples of what was said where appropriate. If there was a lack of evidence in particular areas, you should explain this.
- Discuss your provisional scores and reasons for them with the other panel members. You must reach agreement on final scores and reasons and record these (the HR10 Assessment Record and HR11 Selection Results Grid are provided for this purpose). You should be prepared for the reasons recorded to be used as the basis of any feedback given to a candidate. The results of any other selection activities should be incorporated into final overall scores.
- The successful candidate (and any reserve candidate) should be confirmed by the panel members and agreement reached on:
  - When and by whom the candidates will be informed of the decisions made
  - Who will be responsible for providing any feedback requested
- Please ensure that you provide your interview notes and scores to the person responsible for retaining recruitment documents (in accordance with University policy and Home Office requirements).