

# Equality and Diversity Newsletter

**Issue 15 – October 2016**



Welcome to our newsletter on equality, diversity, and inclusion matters. My name is Suzanne Marshall and I am one of the Advisors at College Development Network (CDN). CDN works with our partners at Equality Challenge Unit (ECU) to enhance equality and diversity delivery within colleges. Please share this newsletter with colleagues who would find this interesting.

Contact me at: [suzanne.marshall@cdn.ac.uk](mailto:suzanne.marshall@cdn.ac.uk)

## CDN Activities

### Access and Inclusion Strategy Development Workshop – Wednesday 2 November 2016

CDN is organising the second in our series of [developmental workshops](#) to support staff in the college sector develop their thinking around their Access and Inclusion Strategy. These workshops provide the time and space to reflect with other colleagues to further develop their access and inclusion approach. This is a **free** event.

The Scottish Funding Council has recently published their outcome agreement guidance for 2017–18 which includes information on developing an Access and Inclusion Strategy. Further information can be found [here](#).

### STEM Equality – Developing your Gender Action Plan – Tuesday 8 November 2016

The Scottish Government, through DYW, has set out its ambitions for colleges to address gender imbalances at subject level. Colleges are asked to outline their key ambitions for tackling these imbalances within their Outcome Agreements, a draft of which should be sent to the Scottish Funding Council (SFC) by **16 December 2016**. In addition, each college is asked to develop their own Gender Action Plan by July 2017, outlining the actions the college will undertake to achieve the outcomes outlined in their Outcome Agreement.



This workshop will outline the SFC requirements regarding gender imbalances in Outcome Agreements and Gender Action Plans; discuss and share progress in relation to tackling gender imbalances and share support and resources to assist in developing Gender Action Plans. Book your place [here](#).

## You establish what you establish: A Positive Learning Environment – Monday 14 November 2016

This half-day event will focus on the importance of the 'establishment phase' in developing a positive learning environment: positive working relationships, routines, procedures, and positive/assertive management techniques.



It is targeted at lecturing and teaching staff who wish to develop methods for promoting positive behaviour and dealing with inappropriate behaviour and will be of particular relevance for staff managing the learning behaviour of younger students.

**Cost:** £30.00 (college staff), £45.00 (non-college staff).

## Health and Safety Development Network Event – Wednesday 16 November 2016

This event is for all health and safety practitioners and other college staff with an interest in student support and making reasonable adjustments in colleges. The event will focus on what disability, impairment, and reasonable adjustment mean in practice; moving from an anticipatory to an individual and to an inclusive approach. There will also be a session on epilepsy awareness. This is a **free** event.

## Save the Date! Equality and Human Rights Impact Assessment – Wednesday 16 November 2016

This workshop will introduce a human rights based approach to undertaking equality impact assessments, an approach advocated by the Scottish Human Rights Commission and currently being used in the SFC. More details and how to register will be on our website shortly.

## Empowering victims of stalking: Launch of the Victim Impact Box (VIB) – Friday 25 November 2016

Stalking is a high profile, high impact, and highly prevalent crime. Ayrshire College and Action against Stalking have been working together to raise awareness of stalking amongst professionals in the education sector. This event will help colleges to find out how the VIB can be used to support staff and students and how the sector can play a role in educating and empowering the victims of stalking.



## Developing your own capacity through Mindfulness – an experiential introduction – Monday 28 November 2016.

This half-day experiential session will provide an introduction to the key concepts of mindfulness training and its relevance to leaders or emerging leaders within organisations, illustrating how mindfulness can help us to meet the challenges of the workplace with effectiveness, curiosity and creativity.

**Cost:** £50.00 (colleges), £70.00 (public sector and third sector), £90.00 (private sector).

## Webinars

The following [webinar recordings](#) are now online on our website:

- Setting new equality outcomes: practical new guidance from ECU
- Respect-me: Bullying – What can I do?

## PDA Advancing Equality and Diversity through Inclusiveness at SCQF Level 9

This new PDA which comprises a mandatory unit in Analysing Equality, Diversity and Inclusiveness in Context plus two options – Practising Inclusiveness to Advance Equality and Diversity and Practising Inclusiveness in Needs-led Assessment is in the process of being validated by SQA and CDN hopes to begin to deliver this group award in January 2017.

## CDN Annual Awards 2016

The Annual Awards recognise the talent, skills and achievements of colleges, their staff and learners; and provide a valuable opportunity to celebrate the outstanding projects and initiatives taking place in colleges, the length and breadth of Scotland.

The awards demonstrate the commitment of colleges and the dedication and enthusiasm of staff to ensure that students remain firmly at the heart of learning and teaching.

The shortlist for the Advancing Equality Award includes:

- City of Glasgow College
- Dundee & Angus College
- West Lothian College.

The winners will be announced at a gala awards ceremony on 22 November in Glasgow.

Find out more about the CDN Annual Awards and book your place [online here](#).



## Inclusive Practitioner Programme

CDN has developed an exciting new [CPD opportunity](#) for the college sector to gain recognition for participating in professional development activities related to inclusive practice. Completion of relevant activities generates Inclusive Practitioner credits. Once 20 Inclusive Practitioner credits are accumulated candidates will receive a certificate and an Open Badge. This can be used to evidence status as an Inclusive Practitioner.



Listed here are some examples of activities in the Inclusive Practitioner Programme with more in development.

- Needs Assessor Updates Series Webinars: participation in one Needs Assessor Update webinar generates one credit gained after completion of an evaluation.
- Promoting Positive Behaviour in the Classroom online course: successful completion of the Knowledge Check generates six credits and a CPD Certificate or Open Badge in Promoting Positive Behaviour in the Classroom.
- Understanding the Role of the Support Worker online course: successful completion of the reflective activities and Knowledge Check generates four credits and a CPD Certificate or Open Badge in Understanding the Role of the Support Worker.

Opening an Inclusive Practitioner account is optional – you can also undertake all these activities as stand-alone experiences. Look out for the Inclusive Practitioner logo on workshops and events and choose different combinations of activities depending on your role and interests.



Look out for the **Supporting Student Mental Health** online resource to be launched in November.

## Equality Challenge Unit

College Liaison Group,  
Wednesday 5 October 2016



The [College Liaison Group](#) (CLG) is an advisory Group which meets to inform equality and diversity work in colleges and deliver strategic advancement of equality for the college sector. The group is run by Equality Challenge Unit (ECU) to provide an opportunity for equality and diversity specialists and those whose work involves the promotion of equality and diversity in Scotland's colleges to discuss issues of common strategic interest. The meeting in October included a session on Equal Pay reporting in partnership with Close the Gap. ECU provides guidance on Equal Pay [here](#). Close the Gap has also recently published [guidance](#) for reporting on gender and employment, equal pay and occupational segregation.

### Attracting and Increasing Student Diversity

ECU is currently working with 10 colleges in a [project](#) aimed at increasing the diversity of the student body in key subject areas. The colleges are working to develop initiatives to address the barriers to access for under-represented groups through robust research. They are also working with Pete Cannell and the Open Educational Practices in Scotland to develop open resource materials to support institutional activity and initiatives in relation to women accessing STEM courses.

### Advancing College Staff Equality

CDN is a members of ECU's staff equality project advisory group which focuses on data collection, its use and incorporation into strategic documents. During the summer ECU ran an audit to establish methods of equality data collection across the sector using an online survey followed by a telephone interview. The data working group is currently looking at the draft report.

A national staff survey is also being developed in order to gather baseline data to underpin further development. This will go before the advisory group in November and it is hoped will be sent to college staff in January 2017.

For information on all ECU activities and projects, please contact –  
David Bass, Programme Manager for Scotland, [david.bass@ecu.ac.uk](mailto:david.bass@ecu.ac.uk) or  
Stephanie Millar, Senior Policy Adviser, [stephanie.millar@ecu.ac.uk](mailto:stephanie.millar@ecu.ac.uk)

## Developing the Workforce

### Work Placement Standards for Colleges

This [guidance](#) has been developed to provide direction and highlight best practice in the college sector. It sets the expectation that all college students will benefit from high quality work placements or other workplace experience in line with the Scottish Government's DYW strategy. The aim of this guidance is to significantly and consistently improve the future employment prospects of all students studying in colleges in Scotland.

### The development of learner employability in Scotland's colleges

This [thematic aspect](#) report by Education Scotland looks at provision in colleges for supporting learner success by focusing on the broad range of skills, behaviours, capacities, and knowledge which develop learners' ability to engage positively with employment options.

## Learning and Teaching

### Faith Guides

The Higher Education Academy's Philosophical and Religious Studies Subject Centre (HEA-PRS) has produced a number of Faith Guides. The aim of these Guides is to encourage awareness and understanding of the cultural and religious dynamics of the student experience.

Faith Guides are available for:

[Buddhism](#)  
[Christianity](#)  
[Hinduism](#)  
[Islam](#)  
[Judaism](#)  
[Sikhism](#)

### The Wege Prize: Student Design Competition



The Wege prize is a yearly student design competition that gives teams of five from colleges and universities throughout the world the chance to collaborate across institutional and disciplinary boundaries, use design thinking principles, and contend for \$30,000 in total cash prizes. The 2017 design brief is to design and propose a product, service, business/non-profit organisation or other solution to a wicked problem. The emphasis is on sustainability and accessibility.

To find out more information [click here](#).

## World's Largest Lesson

**'I'm inviting you to step forward, to be seen, and to ask yourself ... If not me who? If not now, when?'**

Emma Watson, Actor, UN Women Global Goodwill Ambassador

The Gender Equality Survey project is part of the World's Largest Lesson Campaign focusing on UNESCO's Global Goal 5 on Gender Equality. It includes a [lesson plan](#) From Where I Stand, which comprises a short call-to-action video from Emma Watson and animations from Malala and Sir Ken Robinson. The aim of the project is to help students gain a better understanding and awareness of gender equality and to model more effective and active global citizenship. Through conducting a gender equality survey of local community influencers and decision makers they calculate a local gender ratio and can share their results on an online world map.



From Where I Stand  
A Gender Equality Project For the Global Goals

This resource is suitable for a variety of subject areas such as social studies, maths and statistics, citizenship, and is useful for embedding internationalism and equality into the curriculum.

## Dyslexia-friendly

Dyslexia Action has some [top tips](#) for creating a dyslexia-friendly learning environment in relation to:

- Written material
- Presenting/giving instructions
- Working/study strategies

## What is dyslexia?

The Scottish Government and Dyslexia Scotland have agreed on a working definition of dyslexia and would urge colleges to use this definition:

'Dyslexia can be described as a continuum of difficulties in learning to read, write and/or spell, which persist despite the provision of appropriate learning opportunities. These difficulties often do not reflect an individual's cognitive abilities and may not be typical of performance in other areas. The impact of Dyslexia as a barrier to learning varies in degree according to the learning and teaching environment, as there are often associated difficulties'.

[Dyslexia Scotland](#) has a useful [information leaflet](#) on their website as well as a number of useful toolkits and resources.

## #mymentalhealthmatters

Ayrshire College has dedicated an entire month to raising awareness about mental health and wellbeing. The purpose is to engage staff and students in conversations about their and others' mental health. They have been using the college blog to hear from staff and students about their stories in relation to mental health, whether that is very personal stories about their own struggles with mental health issues or caring for friends and family with mental health problems. Read the stories [here](#).

## Using the iPad to support learners with physical difficulties

To make the most of a touch screen tablet device such as an iPad, requires a user to make a range of multi-touch gestures such as touching, tapping, swiping, pinching, rotating, zooming in and out, clicking, double clicking, and even triple clicking. For someone with a physical difficulty such as fine motor skills or limited movement in their hands and fingers, the iPad may not appear to be the ideal choice. Fortunately, the iPad includes a range of built-in features to support people with a physical impairment. CALL Scotland has produced a guide for teachers, lecturers, and those working to support students in the classroom as to how they can effectively use an iPad to support learning for students with a physical impairment.



You can find more information and [download the guide here](#).

## Modern Slavery and Human Trafficking

Migrant Help UK has produced a set of [lesson plans](#) to help students understand the issues surrounding modern slavery and human trafficking. An Anti-Slavery and Human Trafficking exhibition has been touring UK main train stations during October and the dedicated website [www.backtolife.org.uk](http://www.backtolife.org.uk) features information from the exhibition. The lesson plans are targeted at schools but can be adapted for the college sector and used in a number of subject areas such as history, geography, drama, music, art, graphic design, film and TV production, and ICT.

## Bringing Data to Life

Oxfam has produced new [maths resources](#) to engage learners and improve maths as an essential skill by using real life data collected from research projects in Ethiopia and Mali. The resources aim to deepen students' existing knowledge of data-handling to consider grouped data and explore the relationship and correlation between different sets of data. In addition learners will analyse women's collective action projects in Mali and Ethiopia and the impact they have on women's empowerment.

## Scottish Interfaith Week

Scottish Interfaith Week takes place from 13–20 November. Dr Maureen Seir, Director, and Frances Hume, Development Officer, Interfaith Scotland, recently talked about what it is, why it is important, and what resources are available for teachers. You can access the recording [here](#).





## Autism Resources

[Scottish Autism's](#) women and girls programme is for autistic females of all ages, as well as parents, carers, and professionals. The programme provides valuable information addressing key health and wellbeing challenges, as well as providing practical advice on a range of issues.

They have engaged with women and girls from the autism community and have drawn on the expertise of a network of professionals to develop a range of videos and other support materials.

The topics covered include: diagnosis, education, employment, positive living, and parenting.

### 10 ways – a social skills game

10 Ways is an interactive game designed to help students who need assistance with social communication and interaction.

Through a familiar game format with categories of questions, 10 Ways helps dig deep into social communication skills including: conversation skills, perspective taking, asking and answering questions, friendship skills, and many more! This is a free app from [iTunes](#).

## Diversity Calendar

### Dyslexia Awareness Week (Scotland) 2–7 November 2016

Dyslexia Awareness Week is an annual event to raise awareness of dyslexia and to showcase the amazing achievements of people with dyslexia.

Resources and information can be found [here](#). The [Microsoft in Education blog](#): *New Learning Tools Helps Educators Create More Inclusive Classrooms* talks about what Microsoft are doing through Office 365 to deliver accessible learning experiences.



### Anti-Bullying Week 14–18 November 2016

The theme of this week in 2016 is 'Power for Good'. The Anti-Bullying Alliance has produced some [guidance](#) specifically for colleges in relation to students. [Ditch the Label](#) has a range of resources and information for anti-bullying week. For staff, ACAS has developed a [guide](#) for employees in relation to bullying and harassment.

### International Day of People with Disability, 3 December 2016

This is a United Nations sanctioned day that aims to promote an understanding of people with disability and encourage support for their dignity, rights and well-being. The theme for 2016 is: Achieving 17 Goals for the Future We Want, which draws attention to the 17 Sustainable Development Goals and how these goals can create a more inclusive and equitable world for persons with disabilities.

The annual theme provides a frame for considering how people with disability are excluded from society by promoting the removal of all types of barriers; including those relating to the physical environment, information and communications technology (ICT), or attitudinal barriers. This has been occurring since 1992 when the General Assembly proclaimed 3 December as the International Day of Disabled Persons. Resources can be found [here](#).

## Information and News

### Equal Scotland Live



This event will take place in Glasgow on Monday 21 November 2016 and is aimed at equality practitioners and professionals working in Scotland's public authorities. The focus of the event will be to allow equality practitioners to explore the equality and human rights elements of the [Programme for Government](#) and to kick start the development of an equality practitioner network.

For further details please contact: [Nicola.Dean@gov.scot](mailto:Nicola.Dean@gov.scot)

### Sexting in schools and colleges: responding to incidents and safeguarding young people

This [guidance](#) has been produced by the UK Council for Child Internet Safety (UKCCIS) for use by safeguarding leads. The new guidance has been created to support schools and colleges in developing procedures to respond confidently and quickly to incidents involving 'youth produced sexual imagery'.

### Making Education Equally Safe for All – Working with Young People to Prevent Gender-Based Violence, 1 December 2016, University of Strathclyde, Glasgow

Held as part of the 16 days of International Activism for the Elimination of Violence against Women 2016, this event will raise awareness of the issue of gender-based violence and highlight work being done to tackle this within or linked to the University of Strathclyde, as well as by partner agencies.

The keynote speech will be given by Vonnie Sandlan, President of NUS Scotland, and there will be input from Scottish Government, Voices Against Violence, Autism Network, NUS Women's Campaign, CELCIS, Rape Crisis Centre, and Zero Tolerance. To find out more and register, click [here](#).

### Equate Scotland

Equate Scotland recently surveyed over 1000 young people, women students in STEM subjects, women working in STEM, educators and employers, to understand what they think needs to happen in education and in industry to overcome the vast under-representation of women in STEM. In colleges and universities they found that:

- 68% wanted networks established for women studying STEM subjects
- 65% wanted mentoring from the industry for women students
- 64% wanted industry work experience for women students as a standard part of their course
- 48% wanted the use of positive action to increase the number of women teaching STEM subjects
- 37% wanted training on equality and diversity for students and staff
- 5% wanted women-only classes.

Read the report [here](#).



## Scotland's Population 2015

The National Records of Scotland recently produced an [Infographic report](#) as a summary of the publication Scotland's Population – Registrar General's Annual review of Demographic Trends 2015. Some interesting facts include:

- 17% of the population are 15 and under
- 65% are between 16 and 64
- 18% are 65 and over

In the year to mid-2015, most migrants to and from Scotland were aged between 16 and 34. 5.6% of marriages involved same sex couples in 2015.



## Living with mental ill-health in rural Scotland

SUPPORT in Mind Scotland and Scotland's Rural College (SRUC) have joined forces to run a survey to discover what it's like to live with mental ill health in the country's rural areas. This is the first time such a survey has been carried out, focusing specifically on people's own experiences throughout rural Scotland. Rural areas can be idyllic places to live, but it is also the case that people in rural Scotland suffer from mental ill health and the effects of isolation.

Professor Sarah Skerrat, Director of SRUC's Rural Policy Centre, and co-ordinator of the study for SRUC said: 'We are really pleased to have this opportunity to work with Support in Mind Scotland, to enhance our understanding of mental ill health in rural areas. Through our meetings with other charities and bodies, we are aware of the challenges facing the farming community. We also know – anecdotally – that mental health issues are present amongst the wider rural population. What we don't yet have is systematic evidence across rural Scotland; this survey will help to paint a more accurate picture'.

The findings of the survey will be published in the winter of 2016–17. You can access the survey [here](#).

## Age Scotland



Dementia is a workplace issue. With the state pension age rising and the abolition of the default retirement age, people will increasingly experience early stage dementia while at work. Many employees are also juggling work with caring for a family member or friend who has dementia. Surveys show that people would often be reluctant to tell their employer were they diagnosed with dementia. They are also far less likely to seek medical advice for problems with thinking, memory and communication, than for physical symptoms. Age Scotland has produced a guide for employers in Scotland on [Dementia and the Workplace](#) which provides information on how employers can better support staff who have or are caring for someone with dementia.

### Are you a trans-identified or experienced applicant, student or staff member?

The University of Strathclyde is undertaking a [research project](#) to better understand the barriers and challenges faced by trans applicants and those considering going to college and university as well as students and staff within further and higher education in Scotland. The online survey will take 10 minutes to complete:

[https://strath.eu.qualtrics.com/jfe/form/SV\\_1AZY9XrsYrbRsKV](https://strath.eu.qualtrics.com/jfe/form/SV_1AZY9XrsYrbRsKV)

### Let's talk about trans//conversation cafes

Ayrshire LGBT+ Development Group is holding a series of conversation cafes across Ayrshire College campuses on 15, 17, and 22 November to mark Transgender Remembrance Day. The Ayrshire LGBT+ Development Group is a multi-agency partnership including Ayrshire College, NHS Ayrshire and Arran, each of the local councils, and the Terence Higgins Trust, which works to improve the lives and experiences of lesbian, Gay, Bisexual and Transgender + people living, learning, and working in Ayrshire. Students and staff can book a place at: [www.talktrans.eventbrite.co.uk](http://www.talktrans.eventbrite.co.uk)

### Learning Disabilities and the Employability Landscape

In August, the Scottish Government launched their latest [research study](#) into the employability landscape for people with learning disabilities in Scotland. Key recommendation for colleges and other learning disability partners include:

- substantially improve recording and reporting of learning disabilities data
- establish more effective joined-up employment pathways for people with a learning disability
- double employment outcome rates for people with a learning disability to 50% over a five year time period
- secure extra resources/funding for learning disability employability services.

### Religion and the Media

The Action of Churches Together in Scotland (ACTS) Further Education Working Group is organising a one day conference for Further Education Equalities Staff, Student Support Staff, and Chaplaincy Teams to network, share best practice, and explore how religion and belief are portrayed in the media in the 21st century. It will take place at City of Glasgow College, Riverside Campus on Thursday 17 November from 10am to 4pm. Tickets are available [here](#).

## Stand Alone



Stand Alone is an organisation for people estranged from their families. The latest research from Ipsos MORI shows that one in five families in the UK will be affected by estrangement and over five million people have decided to cut contact with at least one family member. This can be especially problematic for students who need to provide parental information for accessing financial support at college. Their website has a useful [Student Support portal](#) which provides information about support, financing their studies, and accommodation options as an estranged student.

## Mental Health

To mark World Mental Health Day 2016, Bournemouth University launched three videos which explored the issue of being a mental health carer. It has been a collaborative project between the local Trust and other organisations.

### Video 1: Becoming a Mental Health Carer

People in Dorset talking about their own lived experience of becoming a mental health carer.

### Video 2: Being a Mental Health Carer

People in Dorset talking about their own lived experience of being a mental health carer.

### Video 3: Common Sense Confidentiality

This video provides information to carers about getting the best out of services and talking about the challenges in this area. It involves a conversation between a carer and professional.