

## Issue 8 – June 2014



Welcome to our newsletter on equality and diversity matters. Hello, my name is Suzanne Marshall. I am the Advisor for Equalities at College Development Network. College Development Network (CDN) works with our partners to enhance equality and diversity delivery within colleges.

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## Equality Challenge Unit (ECU)

ECU works to further and support equality and diversity for staff and students in higher education and in further education in Scotland. College Development Network has been working with ECU to deliver a number of projects with the Scottish college sector since 2011.

### **Perspectives on Mainstreaming Equality: sharing practical approaches**

#### [A conference for colleges in Scotland](#)

This is the first of ECU's conferences sharing learning around themes from their ongoing college mainstreaming programme.

Working with teams from seven colleges across Scotland has highlighted several common priority areas for mainstreaming. The event will provide a mixture of keynotes from sector leaders and agencies and practical workshops to share approaches to these themes:

- Leading equality mainstreaming in your college
- Mainstreaming equality through staff development
- Equality in student retention strategies
- Considering equality in student voice and engagement
- Supporting staff and student mental health
- Measuring progress on equality

Speakers include:

- Liz McIntyre, Principal of Borders College
- Karen Corbett, Education Scotland
- Kath Bridger, BSV Associates

## Legislation Matters



### Equality and Human Rights Commission (EHRC)

The legal team in EHRC Scotland work to protect individuals from discrimination and to enforce equality and human rights laws. They give priority to supporting cases, which advance the objectives in the Commission's strategic and corporate plans – those that help to prevent equality and human rights abuses and proactively tackle continuing abuses, those that raise strategically significant human rights issues, or those, which allow us to respond to new and emerging issues of importance.

They do this through casework and enforcement. Recent casework has included:-

Reaching an out of court settlement in the case of Kulikauskas v Macduff Shellfish, which involved pregnancy discrimination by association. The Commission supported Mr Kulikauskas' claim that he had been discriminated against on the ground of his association with his partner who was pregnant when he was dismissed from his post in a fish-processing factory for assisting her with heavy lifting.

Reaching a four-figure settlement with a High Street store on behalf of a visually impaired female shopper in Edinburgh. The Commission supported her claim of disability discrimination, after the store detained her on suspicion of shoplifting when she used a device to help her see.

Acting on behalf of the mother of a disabled child who believed that her daughter was being discriminated against by her school. A piece of play equipment was constructed for the use of all pupils but was situated in an inaccessible location. After extensive involvement, the local authority admitted that they had not met their duties to make reasonable adjustments nor had they considered their public sector equality duties. A new piece of play equipment was built in an accessible location.

Considering a complaint that a national voluntary sector organisation excluded transsexual members because of their gender reassignment status. This organisation has now changed its practices.

## Marriage and Civil Partnership (Scotland) Act 2014



The Marriage and Civil Partnership (Scotland) Act 2014 received Royal Assent on 12 March 2014. The implementation timetable envisages the bulk of the Act's provisions coming into force by the end of 2014, with the first same-sex marriages in Scotland being possible around then. It is too early to say precisely when in 2014 it will be possible for same-sex couples to give notice to get married, but the existing maximum marriage notice period of 3 months will remain unchanged.

Once all the provisions are in force, it will be possible for same-sex couples to have a civil marriage ceremony, or a "religious or belief" marriage ceremony where the religious or belief body has opted-in to solemnising same sex marriage. The Act will also allow certain civil partners to change their civil partnership to a marriage.

The Government intends to consult later this year on whether it should be possible for civil partners who registered their civil partnership outwith Scotland to have a ceremony in Scotland to change their civil partnership to a marriage.

Civil partnership will continue to be available to same-sex couples as before, as an alternative to marriage, and same-sex couples will also have the option of a "religious or belief" civil partnership where the religious or belief body has opted in to registering civil partnerships.

The Government intends to consult later this year on the future of civil partnerships in Scotland. The Government has made it clear that existing civil partnerships can remain and there will be no obligation on existing civil partners to change their relationship to a marriage if they do not wish to do so.

## Resources

### Autism Toolbox

This updated [resource](#) has been developed online by the Scottish Government and Scottish Autism to support the inclusion of children and young people with autism spectrum disorder in mainstream education services in Scotland. Although it is intended primarily as guidance for teachers in schools, there is much in the resource that will be useful for college staff.



The resources covers:-

- Understanding autism (social communication, social interaction, social imagination, sensory processing and thinking and processing styles)
- Supporting Learners (understanding behaviours, classroom environment/organisation, collaborative working, sensory issues, communication, personalising learning and ICT)
- Whole institutional planning
- Supporting Wellbeing
- Partnerships with families
- Working with others
- Resources (reading list, learning grids, videos, policies and guidelines and interventions and approaches)



## **Student Carers Help Colleges Get it Right**

A new resource that will help Scottish colleges respond better to the needs of student carers has been launched by College Development Network (CDN).

*Enabling Student Carers* – will help colleges to improve support for student carers as it was directly informed by the experiences of student carers themselves.

The resources were launched on 07 May, with a number of student carers discussing their experiences with Public Health Minister Michael Matheson and representatives from colleges across Scotland.

Sandy MacLean, Advisor at CDN said: “Colleges will be able to use these resources to make small changes that will make a big difference to student carers’ experience of college.

“We worked with a group of student carers and listened to their experiences - what worked for them, what didn’t, what could be better - and we’ve used this to develop a training resource that offers recommendations and tips to the sector.

It ranges from simple things that should be standard practice, such as asking students at admission stage whether they are a carer, then pointing them towards staff that are familiar with funding issues, to less obvious but important points, such as lecturers being aware that student carers can’t always turn their phones off.”

Michael Matheson, Minister for Public Health, said: “Supporting adult carers and young carers in an education setting is vital. All carers should have a life alongside caring, including one which greatly enhances career prospects, and the opportunity to pursue their own ambitions and aspirations in life.”

*Enabling Student Carers* is a training resource that is based around the video testimonies of six student carers. A three hour seminar will use the videos and associated content to train staff in all areas of colleges, whether lecturers, student support, equality or finance officers. The resource also provides colleges with an action-planning tool that can be used to improve the experience of student carers.

Louise Morgan from the Carers Trust said: “The real strength of these resources is that they’re raising awareness about the extra pressure that’s on student carers.

Student carers face all the normal pressures of studying, but go home to another ‘job’, whether it’s providing physical or emotional care. Making college staff even more aware of the mental, emotional or physical impact that caring situations have on students is essential to make sure learning is enjoyable and sustainable for them.”

CDN received grant funding from the Scottish Government to design, develop and deliver the resources, to encourage colleges to better meet the needs of student carers.

*Enabling Student Carers* is available for colleges and partner organisations to download at

<http://www.collegedevelopmentnetwork.ac.uk/access/enabling-student-carers>

## Scottish Apprenticeship Week 2014 19-23 May – Get Connected: training opportunities for all

Groups representing people from ethnic minorities and people with disabilities heard about support from Skills Development Scotland and improving access to national training programmes during Get Connected.

The event, the second to be held by SDS in partnership with BEMIS Scotland, was aimed at improving access to national training programmes, such as Modern Apprenticeships.



BEMIS is the national Ethnic Minorities led umbrella body supporting the development of the Ethnic Minorities Voluntary Sector in Scotland and the communities that this sector represents.

Attendees heard from SDS depute-director of national training programmes Katie Hutton who emphasised the importance of equality of opportunity.

Staff from SDS outlined the support that the organisation provides before Capability Scotland and STUC spoke about why a diverse workforce makes good business sense.

The Edinburgh event was completed with a speed networking session

College Development Network is planning a webinar in August on equality and diversity and Modern Apprenticeships. Further details will be included on our Event page near the time.

### Modern Apprenticeships Toolkit

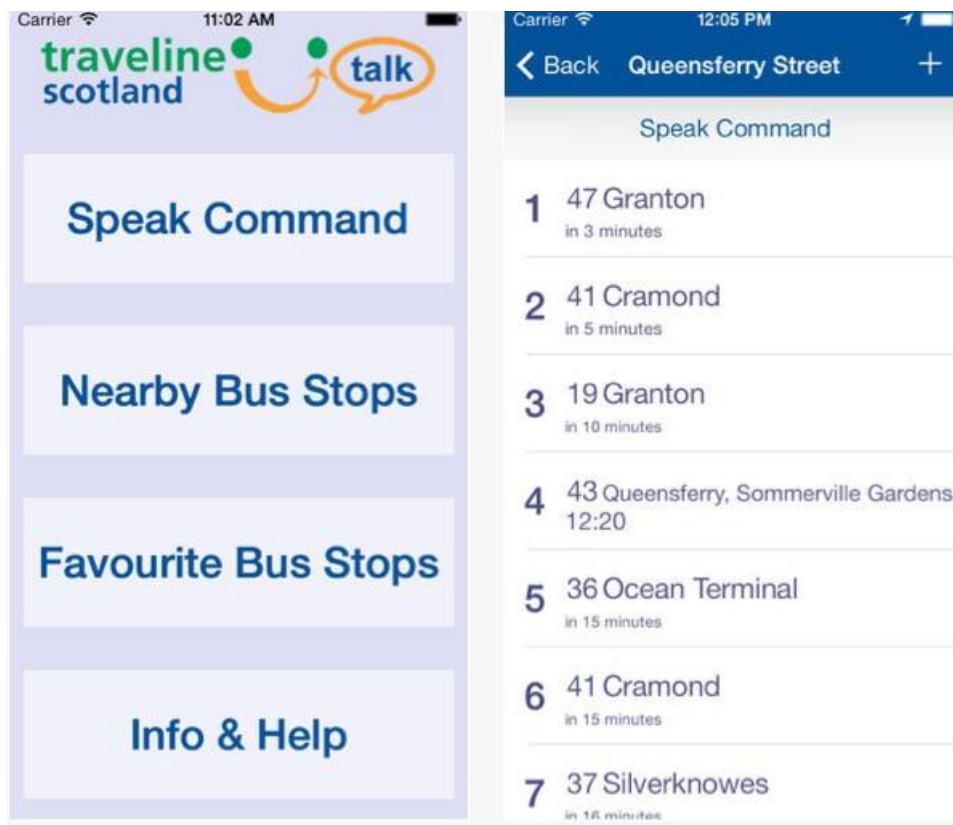
Modern Apprenticeships continue to play an important role in developing the skills of the Scottish workforce. Scottish Union Learning received funding from Skills Development Scotland to undertake work on Modern Apprenticeships with a particular focus on equalities. [The Toolkit](#) provides an overview of Modern Apprenticeships and outlines how unions can successfully engage with the programme. The Toolkit has three publications:



- The Modern Apprenticeships Toolkit
- Modern Apprenticeship Case Studies
- Your Rights as a Modern Apprentice

## Scot Talk App

The Traveline Scotland “Scot Talk” app aims to assist partially sighted users in finding bus stops near any location in Scotland, and also informs users of next bus departures from these stops. Using the iOS VoiceOver function, users are also able to track their bus once on the vehicle, with the next stops being read aloud as the bus progresses along the route. There are two main options to the app: ‘Nearby stops’ and ‘Favourite stops’. These can be selected by touch gestures or by using voice commands. This app uses a deliberately simple interface, which will be improved over time.



## Publications

### Managing and Supporting Mental Health at Work: disclosure tools for managers



Mind has developed a guidance publication for managers on supporting the mental health of their employees. The guidance contains information on the possible use of a Wellness Recovery Action Plan (WRAP), which is an optional tool for an employee and manager to use to plan appropriate support for the employee.

## Publications Continued

### Measuring Progress on Equality: qualitative evidence

The Equality Challenge Unit (ECU) has produced [a publication](#) on how to use qualitative evidence to measure progress towards equality objectives.



Identifying and measuring the impact of equality activity on the working and learning environment of a higher education institution or college can be complex. It may take several years before a benefit is realised, and there is often more than one stage and level of impact. Pinpointing a direct relationship between specific activity and a specific impact is therefore challenging, particularly for equality areas where there is little quantitative data.

Qualitative evidence can be used either on its own or in conjunction with quantitative data to help identify and measure progress on equality, and ultimately impact.

Using qualitative evidence to measure progress is beneficial for:

- Meeting equality legislation
- Illustrating a case for change
- Quality assurance and an inclusive culture
- Demonstrating impact

This guidance sets out five steps to gathering, analysing and using qualitative evidence to help measure progress on equality and the impact of specific initiatives:

1. **establish:** qualitative baselines
2. **formulate:** qualitative indicators
3. **review:** qualitative monitoring
4. **analyse:** evidence of progress
5. **report:** progress at all levels

### Everyday Racism in the Workplace – how does it feel?

Over the last two years, social scientists from Chancengleich, Germany, InterCultural Iceland, Centro d'Iniziativa per L'Europa del Piemonte, Italy and Dundee and Angus College in Scotland have been studying the structures and narratives of everyday racism, prejudice and discrimination as part of a Leonardo Da Vinci partnership project.

On Tuesday 13 May, the group held a daylong international conference in Arbroath to disseminate their work and to facilitate discussion. The key term 'everyday racism' is drawn from the work of Philomena Essed, writing in 1991: *"As a concept everyday racism has been useful in showing that systematic racism is reproduced largely through routine and taken-for-granted practices and procedures in everyday life.... Although everyday racism has such an informal ring that it may sound as if it concerns relatively harmless and unproblematic events, the psychological distress due to racism on a day-to-day basis can have chronic adverse effects on mental and physical health."*

All the partners undertook survey work with relevant migrant groups in their areas, aiming to establish the frequency, location and impact of everyday racism.

The key findings in their subsequent [report](#) were that the majority of the respondents experienced on a regular basis that:

- People avoided communication or contact with them
- People pretended they did not understand what they were saying
- People ignored them
- People stared at them
- People spoke loudly to them
- People showed distrust or suspicion towards them

In all countries the main location of events was the workplace, except Germany where a large number of incidents also took place while shopping.

88% of the participants experienced some kind of negative or very bad feeling when faced with these manifestations of everyday discrimination.

From these findings, the project began to develop new ideas for awareness raising about how certain behaviours make people feel. The partners created postcards to be placed in workplaces and other organisations and developed training sessions for both managers and employees.

Further information is available from Cherry Hopton, Dundee and Angus College.



## The State of the Nation: Race and Racism in Scotland- Employment

### Ethnicity and Employment in Scotland's Public Sector

Evidence suggests that positive interaction between people from different ethnic backgrounds erodes prejudicial attitudes and helps build cohesive and integrated communities. This interaction can take place in neighbourhoods and communities (i.e. where people live), in social and cultural arenas (where people play) and in employment (where people work).



Of these three aspects of people's lives, achieving integration in the workplace should be the easiest. However, there is ample evidence that people from black minority ethnic backgrounds suffer disadvantage in the labour market. Some of this is down to structural discrimination in the labour market and some to racial discrimination by employers. The

disadvantage in employment often leads to a knock-on effect, leading to, for example, increased poverty amongst people from black minority ethnic communities, and a lack of provision of appropriate services.

[This report](#) explores data on ethnicity and employment in Scotland's public sector. This includes Fire and Rescue Services, colleges, universities, local authorities, NHS, large public sector bodies with more than 150 employees and small bodies with fewer than 150 employees. It presents a compilation of the available data, looks at some of the difficulties associated with collecting and analysing the data, and makes a small number of recommendations based on the findings of the published data.



## Events

### Different Tracks for Student Services - Thursday 05 June 2014

[A conference for Guidance practitioners in Scotland's colleges.](#)

The day will focus on two concurrent themes; first, developing professional skills for working with learners using new/emerging national tools and second; developing systems in dynamic colleges. The overall aim is to consider new and alternative ways of building and developing student services. Although there is no one answer, the interactive workshops, sector updates and opportunities to network will provide new lenses to consider what we do and how we do it.

Aims:

- To further develop professional skills for working with learners using new/emerging national tools
- To consider new and alternative ways of building and developing student services
- To provide opportunities to network and reflect on practice
- To identify how CDN can support professional learning

### Webinar on Assessment of CfE English: Supportive Practices for National Literacy Units and General Assessment Practice for National 3-5 English - Friday 6 June 2014

[This event](#), presented by colleagues from SQA, is aimed at English and Support for Learning teaching staff. The first part in particular will also be relevant to managers involved in additional support needs.



The first part of the webinar will focus on National Literacy Units (N3-N5) and look at the issues surrounding additional support needs. Human readers and scribes cannot be used in the assessment of reading and writing in Literacy Units, whereas ICT is a reasonable adjustment. Brian Raghoobur, Qualifications Development Manager, Literacy at SQA will take participants through some of the alternative means of support which can be used and clear up some common misconceptions.

The second part will look at English, particularly at National 5 level. David Swinney, Subject Implementation Manager/N5 Principal Assessor, English will focus on specifics of the N5 exam including types of questions to expect and how the exam is marked, with practical advice for deliverers. There will also be time for general questions on Literacy/English at N3-N5, internal assessment etc if required.

Aims:

- To provide a forum for discussion of the support methods allowed in assessment of National Literacy Units
- To provide useful practical information for college practitioners assessing Literacy/English and approaches to N5 exam
- To provide useful information for learning support practitioners/managers which will contribute to planning and delivery
- To provide an opportunity for staff to ask questions related to assessment support in National Literacy Units or general assessment in English

## From Mindless to Mindful Education! - Thursday 12 June 2014

Mindfulness is a particular way of paying attention. It is the mental faculty of purposefully bringing awareness to one's experience in the present moment. It can be applied to sensory experience, thoughts, and emotions by using sustained attention and noticing our experience without reacting. Its origins sit firmly in the East but over the last 40 years, it has increasingly been taught in a secular form and simplified to suit a Western context. In the 1970s anecdotal and research findings about the ability of mindfulness practices to reduce unhealthy psychological symptoms triggered interest in mindfulness as a healthcare intervention. Since then mindfulness has become a successful mainstream influence in medicine, psychology, corporate environments, and now education.



Thirty years of research and more recently, brain science, offer compelling evidence to support the use of mindfulness in education. It could be construed as the new buzzword, but it is the very opposite of 'buzz' and it is far from new! The turmoil, the noise and information flow in our internal and external environments will not stop- it is just a fact of life. Mindfulness is a way to cope with this using a range of techniques to achieve mental clarity.

Embedding mindfulness practices into education could be seen as a dangerous idea but the evidence base would suggest that it could be dangerous not to practice daily mindfulness based interventions and embed these into our daily lives! The application of mindfulness by students and educators has the potential to improve academic achievement, mental health, and inter- and intra-personal relationships. It is increasingly recognized as an essential way to develop the capacity for attention and awareness, creating optimal conditions for teaching and learning and creativity.

This experiential workshop will carry on the mindfulness conversations started at last year's Festival of Dangerous Ideas. Some of the topics debated will look at how mindfulness based interventions can support the development of:

- Resilience
- Learning and teaching
- Critical skills
- Leadership skills
- Habits of mind
- Relationship managements skills
- Creativity

## Embedding Mental Wellbeing in the Curriculum: maximising success in higher education - Tuesday 24 June 2014

[This webinar](#) by the Higher Education Academy explores ways in which leadership in curriculum development, especially new areas such as mental wellbeing, is a collaborative venture in which all staff and students can play a part. The increase in the numbers of students disclosing and/or experiencing poor mental health and evidence to suggest that study related factors can exacerbate mental distress and impact on retention and achievement. The webinar will:



- Offer some principles for designing and teaching the curriculum that take account of the links between wellbeing and learning and are based on existing research and the views of students and staff
- Provide an opportunity for participants to identify ways they can bring about change to their courses and programmes
- Explore existing examples of good practice for embedding mental wellbeing in the curriculum and discuss how staff and students might adapt and adopt these ideas to their own context.

## Information and News

### Portrait of Home – request for participants

As part of the Glasgow 2014 Cultural programme, visual artist Arpita Sha is producing a series of photographic portraits of families in Scotland who are culturally rooted to other Commonwealth countries. The work will celebrate Scotland's links to the Commonwealth through the portraits and stories of families that migrated to Scotland, and will be exhibited during the 2014 Commonwealth Games in Glasgow. Families with connections to other Commonwealth countries are asked to get involved in the project by being photographed in their own home. These family portraits will potentially be featured in indoor and outdoor exhibitions around Glasgow, and each family involved will also receive a professional photographic print from the session. For more information contact: [www.arpitashah.com/CALL-FOR-PARTICIPANTS](http://www.arpitashah.com/CALL-FOR-PARTICIPANTS)



### Equality Internship Programme

BEMIS is the national ethnic minorities' umbrella body supporting the development of the ethnic minority voluntary sector in Scotland and the communities that this sector supports. BEMIS is launching an Equality Internship programme, creating 150 paid internships within third sector organisations. The programme is being promoted to unemployed graduates with a disability or long-term health condition and to graduates from minority ethnic communities. The internship will be for a period covering three months (35 hours per week), paid at the national minimum wage or higher. To be eligible participants should be:



- Resident in Scotland
- Hold a SCQF level 8+ qualification (equivalent to an HND, SVQ Level 4, degree or above)
- Registered unemployed

Interested parties should contact Zahid Mahmood on 0141 548 8047 or email: [zahid.mahmood@bemis.org.uk](mailto:zahid.mahmood@bemis.org.uk)

## Launch of Equality and Human Rights Impact Assessment resource

The Scottish Human Rights Commission and the Equality and Human Rights Commission in Scotland have recently launched the Equality and Human Rights Impact Assessment resource.



The resource was developed with the recognition that some public authorities are choosing to address both the equality and human rights implications of proposed, new or revised policies or practices when they assess impact. The website supports public authorities in this integrated approach to impact assessment. Resources on the [website](#) include:

- An explanation of the added value of the human rights dimension
- The 10 good practice building blocks for assessing impact
- Information about two pilot EQHRIAs in Renfrewshire and Fife Councils
- Basic background training materials
- Links to other resources

The work has been supported by a steering group of members including, COSLA, NHS Health Scotland, Scotland's Commissioner for Children and Young People, the Scottish Councils Equality Network, Police Scotland, the Scottish Prison Service, Audit Scotland, SCVO and others.

## Future Newsletters

If you would like to contribute to the newsletter by sharing resources or highlighting a particular aspect of work around equality and diversity, please email [suzanne.marshall@cdn.ac.uk](mailto:suzanne.marshall@cdn.ac.uk)



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