



Issue 10 – March 2015



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 (CDN). 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 and further education in Scotland. CDN has been working with ECU to deliver a number of projects with the Scottish college sector since 2011.

Please see their [website](#) for further information on their work with colleges in Scotland.

Employability in Scotland

Major Companies Waking up to the Employment Talents of Disabled People

The latest employment statistics show that there are now a quarter of a million more disabled people in work in Britain this year compared to last and the disability employment rate has increased by 2.5% which is the largest year-on-year rise in a decade.

Some of Britain's leading employers including Barclays, Fujitsu and Sainsbury's are pledging to broaden employment opportunities for new and existing disabled staff and develop their good practices towards disabled people in their workforces.

Through its Disability Confident campaign, the UK government is working with employers to remove barriers, increase understanding and ensure that disabled people have the opportunities to fulfil their potential and realise their aspirations. In a 2013 survey, 42% of disabled people looking for work said one of the biggest barriers they faced was the attitude of employers.

Supporting People with Autism

Skills Development Scotland and the National Autistic Society Scotland have produced a [guide](#) for employment practitioners in response to the growing number of young people and adults with autism who are trying to find work. It aims to increase employment practitioners' knowledge, understanding and awareness of autism; provide guidance and support in how to work with people with autism preparing them for employment, signpost employment practitioners and people with autism to more information and support.

Progress in Encouraging Women into Apprenticeships

The Scottish Government reported last month that in 2013-14, 41% of new Modern Apprenticeship starts were female. A new campaign aimed at promoting Modern Apprenticeships as careers options for young women was announced by First Minister Nicola Sturgeon.



The 'You work, You learn, You earn' campaign will highlight the range of opportunities open to young people and encourage them to consider MA's in roles traditionally regarded as male dominated. The new campaign delivered by Skills Development Scotland will use three female Modern Apprenticeships role models to inspire others to pursue this career path.

The First Minister said:

"Economic growth is crucial to any country and in Scotland we want to see growth that is balanced and involves everyone, which is why we want more women to enter the labour market. One way of stimulating that growth is by addressing the gender gap in Modern Apprenticeships. For too long certain industries have been dominated by men, but we want to haul down the barriers, real and perceived, that have restricted women from entering these sectors."

The Scottish Government has committed to deliver 30,000 new Modern Apprenticeship opportunities each year by 2020.

At GlaxoSmithKline's (GSK) offices in Irvine, Ayrshire, six female apprenticeships work in a variety of roles, from laboratory scientists to instrument engineers and manufacturing. Kirsty Hogg, an Instrument Engineering Apprentice at GSK, who is studying full time at Forth Valley College said:

"The apprenticeship route was always an option that made sense for me. I get to combine a college education and on-the-job training, while developing practical skills in engineering."

One Scotland

One Scotland is a website which seeks to celebrate the progress Scotland has already made on equality whilst recognising the work still to be done to achieve a truly inclusive society. It focuses on Milestones for equality in relation to legislation around Race, LGBTI, Disability, Religion and Gender.

My Story tells the personal [stories](#) of life in a diverse Scotland. One such personal story is that of Camille Nehme, a Lecturer at West Lothian College, who came to Scotland from Lebanon in 1997. Despite his positive experience living and working in Scotland, Camille feels there are still steps to be taken to promote integration in society and reduce inequality in the workplace, something that he believes both existing Scots and 'new Scots' can achieve by working together hand-in-hand.

The website also has a number of Resources around Race, LGBTI, Disability, Religion and Gender with links to useful websites, publications and statistics.



The video can also be viewed at <https://www.youtube.com/watch?v=fooPg5n9RXs>

Winning Students

Winning Students Scotland is a network of Colleges and Universities who deliver support to their talented student athletes.

Winning Student scholarships are awarded annually and can be up to £5,500 per annum in value, providing tailored support and academic flexibility. Scholarships are available to full-time and part-time students at college or university and to able-bodied and disabled athletes. Scholarship funding can be spent on a number of support services from student accommodation to competition fees and sports equipment. In core sports athletes are put forward for support by their governing body, whilst individual scholarships offer athletes in other sports the chance to gain support.

For more information, visit www.winningstudents-scotland.ac.uk

Resources

Stonewall



Stonewall has a number of educational resources which are relevant for the college sector:

Tackling Homophobic Language is a [guide](#) for teachers and lecturing staff to understand the use of and challenge homophobic language.

Gay! Get over it! is a [guide](#) for students to tackle homophobic language amongst their peers.

Supporting lesbian, gay and bisexual young people is a [guide](#) for anyone working with young people.

Action for M.E.

Action for M.E. is a charitable organisation and self-help group in the UK that is dedicated to helping people with M.E. more commonly known in the medical profession as chronic fatigue syndrome. They produce a number of [factsheets](#) for both students and lecturers on how M.E. might affect studying and offer helpful solutions for supporting students in their studies.



Learning for Sustainability

Learning for Sustainability is a priority for the Scottish Government and Scotland's education professionals, and is a core part of the revised GTCS professional standards for all practitioners and school leaders.

Learning for Sustainability is concerned with knowing and understanding our world and equipping children and young people with values, knowledge, attitudes, capabilities and skills to enable them to contribute effectively to the common good. The term 'Learning for Sustainability' may be relatively new but the substance of what it represents will be very familiar. Colleges will know it as global citizenship or education for citizenship and is theme across all areas of the curriculum and an approach to learning within it. Education Scotland have produced a second edition of their [Opening Up Great Learning](#) series focusing on 'Learning for Sustainability' which gives information on the principles behind 'Learning for Sustainability' as well as a number of activities which teaching staff can initiate involving students and the wider community.



The Scottish Voice

[The Scottish Voice](#) is a computer 'text-to-speech' programme which can assist with reading electronic books, PDF files (such as SQA exam papers), worksheets and other documents in Microsoft Word, and can create audio files using the voice.



The Scottish Government funds CALL Scotland to provide a Scotland-wide schools licence for 'Heather' and 'Stuart' - high quality Scottish computer voices from CereProc in Edinburgh. The voices are licenced for Schools, Colleges, Universities and NHS patients.

Currently a Gaelic Voice is being developed which will be available for the start of the 2015-2016 academic session.

Publications

Accessing Books - A Guide for Dyslexic Adults

A new free resource book on dyslexia is available. It is written anonymously by an adult who has dyslexia and it takes a holistic approach to reading. It describes skills, alternative formats (large print sources, audio source, audiobook sources etc) and dyslexia friendly options. It also considers why an adult might want to engage with books and the position regarding copyright. This resource uses a font that is readable with good size and line spacing including sections that are split into manageable chunks. A three page synopsis is included as an Appendix. For those who prefer a more visual approach - a spider diagram is also provided to guide people to the relevant section of interest.

The guide is available to download in PDF from one of three options:

1. <http://bit.ly/13wIPvO>
2. [Download from Google Drive](#)
3. [WordPress blogpost](#)- then click on the text at the end of the post 'Accessing Books- A Guide for Dyslexic Adults'
4. Members of Dyslexia Scotland can borrow a paper copy (including a CD) from:

Dyslexia Scotland Resource Centre, 2nd Floor- East Suite, Wallace House
17-21 Maxwell Place, Stirling FK8 1JU, Tel. 01786 44 66 50

Guidance from Equality and Human Rights Commission (EHRC) on Freedom of Expression

This [guide](#) explains the legal framework which protects freedom of expression and the circumstances in which that freedom may be restricted in order to prevent violence, abuse or discrimination. It explores the boundaries between freedom of expression, unlawful discrimination and harassment, and hate speech. It also considers various contexts in which freedom of expression is curtailed.

There is considerable debate at both national and international levels about what types of contentious language and communication should be either permitted or prohibited. This is reflected in different levels of protection in different countries. This guide sets out the legal framework in Great Britain.

Positive Action - Your Opportunity to Advance Equality

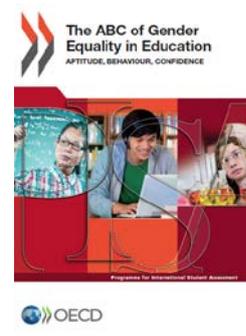
In a contributed [article](#) on the EHRC website Muriel Robison, part-time Employment Judge and Lecturer on Employment and Discrimination at the University of Glasgow, promotes the use of positive action measures under the Equality Act 2010 to tackle disadvantages and underrepresentation suffered by protected groups, not only in political parties but also in employment and in society generally.

Multi-Faith Chaplaincy Handbook for Scottish Colleges: Spiritual Care in Further Education

The [handbook](#) provides some practical considerations for Colleges planning the introduction of a chaplaincy service or undertaking a review of such provision. At the same time it gives prospective chaplains food for thought. In the document the practical considerations are set out on the right hand pages while the left hand pages include examples from current practice across Britain. While the religious advisors in the working group are from the Christian tradition they include practitioners who are familiar with the Chaplains' broad spiritual and pastoral role in educational institutions, supporting all students and staff from all faiths and none, on an inclusive and non-judgemental basis.

The ABC of Gender Equality in Education: Aptitude, Behaviour, Confidence

To compete successfully in today's global economy, countries need to develop the potential of all of their citizens. They need to ensure that men and women develop the right skills and find opportunities to use them productively. Many countries are working towards achieving gender parity at the workplace and in access to jobs. In education, too, many countries have been successful in closing gender gaps in learning outcomes. Yet, as this [report](#) by the OECD reveals, even when boys and girls are equally proficient in mathematics and science, their attitudes towards learning and aspirations for their future are markedly different – and that has a significant impact on their decisions to pursue further education and their choice of career.



The ABC of Gender Equality in Education: Aptitude, Behaviour, Confidence tries to determine why 15 year old boys are more likely than girls, on average, to fail to attain a baseline level of proficiency in reading, mathematics and science and why high-performing 15 year old girls still underachieve in areas such as mathematics, science and problem solving when compared to high-performing boys. In 2012, 14% of boys and 9% of girls surveyed by the PISA exercise did not attain the PISA baseline level of proficiency in any of the three core subjects. On the other hand, in the top-performing economies in PISA, such as Shanghai-China, Singapore, Hong Kong-China and Chinese Taipei, girls perform on a par with their male classmates in mathematics and attain higher scores in mathematics than boys in most other countries and economies around the world.

As the evidence in the report makes clear, gender disparities in performance do not stem from innate differences in aptitude but rather from students' attitudes towards learning and their behaviour in school, from how they choose to spend their leisure time, and from the confidence they have – or do not have – in their own abilities as students. In fact, the report shows that the gender gap in literacy proficiency narrows considerably – and even disappears in some countries - among young men and women in their late teens and 20s.

Giving boys and girls an equal opportunity to realise their potential demands the involvement of parents, who can encourage their sons and daughters to read; teachers, who can encourage more independent problem solving among their students; and students themselves, who can spend a few more of their after-school hours 'unplugged.'

Information and News

Equitable Admissions

Equality Challenge Unit (ECU) launched their [guidance](#) on Equitable Admissions on 23 February at a well-attended conference held at CDN. This guidance aims to familiarise college staff involved in recruitment and admissions with relevant equality principles and provide information on essential equality concepts.

It aims to provide a tool for colleges to review their admissions policies and practices from an equalities perspective. Through the reflective questions at the end of each section, it presents a framework for college staff to think about their current practice and identify areas that may be discriminatory in favour of or against particular groups and may therefore require review.

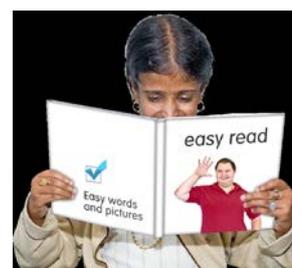
The guidance is particularly useful for:

- Heads of Admissions/Student Services
- Admissions staff
- Teaching or academic staff who have roles in setting entry requirements, conducting interviews and making admissions decisions
- Heads of Marketing and Recruitment
- Equality and diversity practitioners

This guidance is the result of a project ECU initiated with eight colleges to develop and standardise equitable admissions processes across college regions. The short-life working group met twice with input from Supporting Professionalism in Admissions (SPA) www.spa.ac.uk/support/heinfo and undertook site visits with four colleges to work with their admissions teams to gather information for case studies.

Presentations were given by Borders College, Edinburgh College and City of Glasgow College and also SPA. These are available to download on our [website](#).

Equalities Monitoring Short-life Working Group



Age	Disability	Gender reassignment
Race	Religion or belief	Marriage and civil partnership
Sex	Sexual orientation	Pregnancy and maternity

CDN in partnership with Borders College, City of Glasgow College, Glasgow Clyde College and JISC are in the process of developing an easy-read version of an equalities monitoring form. This is currently being piloted in a number of colleges with learning disabled students and ESOL student's. The group is also working on a leaflet and video about the benefits and reasons for collecting equalities information. These will be available from the start of academic session 2015-2016.

Women into Engineering, City of Glasgow College

City of Glasgow College ran a three day event from 09-12 March dedicated to promoting opportunities for women interested in pursuing a career in the engineering sector. The event was open to female school pupils (S4-S6), students and adult returners. The event allowed them to hear from professionals and educators working in the engineering sector; get hands on experience, in a workshop environment, of mechanical, electrical and electronic engineering and register their interest in the HNC Engineering course aimed specifically at women.



At the launch event on 09 March, participants heard from Susan Scurlock, CEO of [Primary Engineer](#), a not-for-profit organisation with the aim of encouraging young people to consider careers in STEM related professions. Dr Peter T Hughes OBE, former Chief Executive of Scottish Engineering and Chairman of the Primary Engineer Programmes Advisory Board gave an inspirational and funny presentation on how important engineering is and what the career prospects are like. This was followed by Kerrine Bryan, Contract Development Manager for CB&I, an energy infrastructure company.

Equality in Action - The Live Drama

Getting equality and diversity right in the workplace can bring enormous benefits. Getting it wrong can bring unwanted costs and complications. With this in mind, the Equality and Human Rights Commission, EHRC, commissioned a theatre group to act out [real situations of discrimination](#) that have been heard in the courts. A group of actors act out real life cases in Age, Maternity/Pregnancy and Religion/Belief in the workplace. These cases explore the issues faced by employers and employees as well as how The Equality Act can have a positive effect on organisations.

Partnership Matters

Partnership Matters is a [guidance](#) document which describes the roles and responsibilities of all agencies supporting people with additional support needs who wish to study, or are currently studying at Scotland's colleges or universities. Partnership Matters was first launched in 2005, revised in 2007 and again in 2009. Since the last refresh in 2009 much has happened and changed relating to how Local Authorities, NHS Boards and Voluntary Organisations support students with additional needs in colleges and universities, not least the regionalisation of the college sector.

As a result, the Scottish Government are conducting a [survey](#) with stakeholders on Partnership Matters. This survey which closes on Friday 27 March 2015 will help to inform the Scottish Government's thinking on the future of Partnership Matters.

Widening Access

Dame Ruth Silver is to chair the Scottish Government's Widening Access Commission. Lanarkshire-born Dame Ruth Silver has chaired the UK Learning and Skills Improvement Service (LSIS), served as adviser to the Education Select Committee on Further Education in the House of Commons and co-chaired the UK Skills Commission.

The Commission on Widening Access was announced by the First Minister in November as part of the Scottish Government's Programme for Government, guaranteeing a mover towards 20% of university entrants coming from the most disadvantaged 20% of society.

Upcoming Events

Supporting LGBT Young People in Education

Saturday 21 March 2015, AK Bell Library, Perth

Education Scotland and LGBT Youth Scotland are organising a one-day event focusing on how to directly support LGBT young people in educational environments. There will be opportunities to engage with successful projects; network with other practitioners; discover examples of sustainable best practice and develop and share an understanding of the issues and challenges in supporting LGBT young people in education. Book your place [here](#).

Engage Me, Respect Me!

Friday 27 March 2015, College Development Network, Stirling

This [event](#) will showcase effective practices in:

- the introduction of imaginative and inspiring ways which ensure that students develop essential skills;
- innovation, excellence, creativity and commitment to equality, diversity and inclusive practice by colleges; and
- challenge our thinking regarding future practices in these areas.

Stonewall Scotland Education for All 2015

Tuesday 26 May 2015, Hilton Grosvenor Hotel, Edinburgh

[Education for All 2015](#) aims to share best practice from schools, educational professionals, communities and young people and explore new and innovative ways of supporting LGBT young people. The event will also explore some of the specific concerns raised at Stonewall Scotland's Teacher Train-the-Trainer programme, with accredited training sessions on a number of topics.

Emporium of Dangerous Ideas Launch

Tuesday 09 June 2015, Govanhill Baths Community Trust

This year's [Launch of the Emporium](#) aims to explore the ideas around 'emancipatory education'. In a 21st century context who is set free? An aquarium style event, hosted by Team Academy with Dr Colin Jones, Senior Lecturer in Entrepreneurship at the University of Tasmania, Cherry Hopton, Course Leader from Dundee and Angus College and The Real David Cameron, Agent Provocateur of the Education World.

Character, Culture and Values

Monday 15 and Tuesday 16 June, University of Glasgow

The [event](#) is an opportunity to learn how the exploration and nurturing of values, skills and attributes can empower children and young people and help to improve their outcomes in life, learning and work. The event will be attended by a broad, multi-sector audience of educationalists, Community-based organisations, government, local authorities and employers.



This event is being organised by the educational charity Character Scotland with support from CBI Scotland, Education Scotland, the General Teaching Council for Scotland, Investors in People, the Improvement Service, the Jubilee Centre for Character and Virtues, Keep Scotland Beautiful, the Scottish Qualifications Authority, Scottish Youth Parliament and University of Glasgow.

Previous Webinars

Creating Accessible Information Using Microsoft Word: Hints and Tips for Everyone!



This webinar highlighted the benefits that creating accessible information has for readers with disabilities or barriers to learning, for assistive technology users, for people who have English as an additional language or for struggling readers. It demonstrated simple strategies that everyone can adopt to make their documents accessible and signposted to resources for further advice, guidance and how to-step-by-step support. The recording of this webinar is available [here](#).

A Level Playing Field - Disabled Students and the Duty to Make Reasonable Adjustments

This webinar aimed to increase awareness of the definition of disability and how to recognise it and the duty to make reasonable adjustments. It discussed when that duty arises and what steps may be required to meet it; recognise when there might be limits and exceptions to the duty, including competency standards. It also shared good practice examples. The recording of this webinar can be found [here](#).

Developing Scotland's Young Workforce: Promoting Equality of Opportunity in Modern Apprenticeships: What More do we Need to Do?

This webinar talked about promoting diversity in the National Training Programmes of Skills Development Scotland (SDS). Its context was to ensure that young people have the skills employers require today and in the future with an emphasis not only on occupational segregation in Modern Apprenticeships but also initiatives to attract a more diverse group of participants and Action plans for developing partnerships between schools, colleges and SDS. The recording of the webinar can be found [here](#).

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](mailto:Suzanne.Marshall@scotland.gov.uk).