

Issue 09 – October 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 (CDN). CDN works with our partners to enhance equality and diversity delivery within colleges.

Contact me at: suzanne_marshall@cdn.ac.uk

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.

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

ECU has just published this year's college [statistical report](#) which presents an equality-focused analysis of FES data on students during the 2012/13 academic year and participation data from 2007/07 to 2012/13. Data and analysis is provided on age, disability, ethnicity and gender, as well, as the intersection of these identities. The report also considers socio-economic status, based on the Scottish Index of Multiple Deprivation and presents high-level regional data analysis.

Legislation Matters

Advertising an intention to discriminate:- fair recruitment



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.

The Commission has recently considered a number of complaints regarding the wording of job advertisements which potentially advertise an intention to discriminate across a range of protected characteristics. The most common complaint relates to posts where having a driving licence is advertised as an essential requirement, which may deter, and discriminate against, disabled applicants.

Employers benefit from recruiting from a wide and diverse pool of applicants and section 39 of the Equality Act 2010 provides that they must not discriminate against a person, including in the arrangements they make for deciding who to employ.

Age

One complaint to the Commission concerned an advert for the post of Commercial Director which stipulated that the candidate had to be aged twenty-six to thirty-two. **Direct discrimination** because of age can be objectively justified under the Act if it can be established to be a proportionate means of achieving a legitimate aim. The very specific age limits in this advertisement suggested that, on the face of it, this requirement was entirely arbitrary and had no legitimate aim.

Disability

The Commission has received a number of complaints about the recruitment of various professionals required to hold a driving licence. In one example, a screening question within the on-line application form prevented an applicant without a driving licence from proceeding with the rest of the application. Other examples have commonly listed a driving licence amongst the essential requirements of the job.

Some disabled applicants may be prevented from driving, or may be ineligible for a driving licence as a consequence of a disability, in which case the requirement may act as a deterrent. Whilst the driving licence requirements in question apply to all potential candidates, they may put some disabled candidates at a particular disadvantage. Unless the requirement can be objectively justified, the practice may amount to **discrimination arising from a disability** or **indirect discrimination**. The requirement may be seen as indicative that the employer is unwilling to make reasonable adjustments for disabled people.

Reasonable adjustments and pre-health enquiries

Employers also have a duty to make reasonable adjustments for disabled people, in order to eliminate barriers. Employers may attract a broader pool of candidates by expressing commitment to making reasonable adjustments within recruitment adverts. Careful scrutiny should be given to screening questions relating to driving, as pre-health enquiries are only permissible in the circumstances prescribed under section 60 of the Act, which includes establishing whether reasonable adjustments will be required to enable an applicant to undergo assessment or attend an interview.

Working within the legal framework, careful thought should be given as to whether a driving licence is an essential requirement that can be objectively justified, or whether the real requirement is to be mobile and willing to travel. Employers should consider matters such as whether it is intrinsic to the post or rather occasional or marginal and how often travel would be required. Are there alternatives such as public transport and taxis? In multi-occupancy posts how many of the jobholders actually need to be able to drive? In the majority of cases referred to the Commission, the employer has accepted, on reflection that the essential requirement was to be mobile or willing to travel, as opposed to a requirement to hold a driving licence.

Positive action

The Commission has also received complaints and queries about positive action in recruitment advertising. One such issue arose in the context of recruitment for an internship where information for prospective applicants included express “diversity preferences” and a “target of recruiting 3 people who are either disabled or from black and minority ethnic backgrounds.”



Article 27 of the United Convention on the Rights of Persons with Disabilities prohibits discrimination based on disability concerning all forms of employment including conditions of recruitment, states Parties shall safeguard and promote the realisation of the right to work by

employing disabled people in the public sector and promoting employment of disabled people in the private sector through policies and measures which can include **affirmative action and incentives**.

This is borne out in section 13 (3) which allows for the more favourable treatment of disabled people only. An employer could therefore lawfully advertise a policy of interviewing all disabled candidates who meet the minimum selection criteria.

Where participation in a particular role or profession is particularly low amongst people with other protected characteristics, there may also be value in using positive action to promote equality. There are various EU law instruments which allow positive action such as Article 157 (4) of the Treaty on Functioning of European Union which permits positive measures in order to make it easier for the underrepresented sex to pursue a vocational activity or to prevent or compensate for disadvantages in professional careers.

Positive action differs from **positive discrimination** which is unlawful and EU law has consistently made this distinction clear. In addition, the Equality Act 2010 states where positive action in recruitment may be permitted in specific circumstances. The starting point for employers should be that action taken that does not disadvantage those from another protected group would normally be lawful. The Code of Practice at paragraph 12.5 gives the example of placing a job advert in a magazine with a largely lesbian and gay readership as well as in a national newspaper.

Where the employer reasonably thinks that people who share a protected characteristic; suffer a disadvantage connected to that characteristic, have needs that are different from the needs of people who do not share that characteristic, or that participation in an activity (including employment or training) is disproportionately low, the employer may wish to consider formal positive action measures.

In relation to the internship scenario, the organisation was able to demonstrate to the Commission that they had considered research and evidence which highlighted disproportionately low representation of disabled people and people from ethnic minority backgrounds within their sector. Therefore, the aim they sought to achieve was to increase participation from these protected groups. The Commission was assured that whilst information about disability and race was collected for monitoring purposes, it had been separated and had not been taken into account in the short-listing process and that only in the event of a **tiebreak**, would the disability component alone be taken into account.

The tie-break provision is to be found in section 159 of the Act and allows an employer to treat one candidate more favourably because that candidate has a protected characteristic but only where an employer reasonably thinks that people who share a protected characteristic suffer a disadvantage connected to that characteristic or that participation in an activity by people sharing a protected characteristic is disproportionately low.

Overall, the Commission was satisfied that a tiebreak situation had not occurred during the internship recruitment process and there was no reason to suspect the information on race had been taken into account. The Commission suggested however that the information provided could be misleading and off-putting to some candidates and recommended that for future internship programmes, the organisation should provide a brief explanation to potential candidates to clarify that they are using positive action measures to address under-representation of specific groups and promote equality but that decisions will be taken on merit and not ethnicity.

“Banter” or discrimination? How should employers tackle the issue?

Recently there have been stories in the media about alleged discriminatory text messages sent by former Cardiff City manager Malky Mackay to the clubs former head of recruitment, Iain Moody. The comments contain offensive remarks ranging from sexism and racism to homophobia. A full investigation into Mackay’s behaviour has now been launched by the Football Association. The League Managers Association (LMA) released a statement on behalf of Mr Mackay which was widely criticised as excusing the messages as ‘friendly banter’ between colleagues and the LMA has now apologised for this.



There is often a fine line between controversial jokes and discrimination. Unlike goal-line technology, there is no science to identify when that line has been crossed and this story raises some prominent employment law issues.

Employers are entitled to summarily dismiss staff if they have committed an act of gross misconduct, following an impartial, fair and reasonable investigation. Every employer’s disciplinary policy should contain a non-exhaustive list of conduct that would be classed as gross misconduct. Offensive behaviour or remarks which amount to bullying and harassment of a discriminatory nature will often be grounds for a fair dismissal. If the employee sends discriminatory communications from their work email account, or mobile phone then the matter requires to be investigated regardless of whether such content was sent to colleagues or external contacts. The employer’s ICT policy should make this clear to all staff.

The issue becomes more complex where an employee has sent discriminatory messages using a personal mobile phone. If the conduct is related to work or refers to colleagues, clients or the employer itself the employer may have grounds for taking disciplinary action, depending on the nature of the remarks. The difficulty arises in enforcing such policies where the employer has no right to monitor an employee’s personal email account or mobile phone. If the content is sent during work hours or in the course of the employee’s duties, the employer is entitled to investigate the matter appropriately. Each case will depend on its own specific circumstances.

When an employee exchanges discriminatory messages with personal contacts outside the workplace and unrelated to the employer or colleagues, the business is largely restricted from taking action. Whilst such ‘friendly banter’ may be offensive to readers, an employee is protected by European law providing the human rights to freedom of expression and a right to privacy. Therefore, it is unlikely that an employer will be able to lawfully discipline or dismiss an employee for making such remarks where these are solely made during a personal exchange and are in no way connected to the employer’s business or staff. Had Mr Mackay’s alleged messages been sent to a friend and unrelated to staff or contacts of Cardiff City Football Club, it is unlikely there would have been a problem or grounds for disciplinary action.

Conversely, where an employee publishes or shares content that may be discriminatory online or via social media, then an employer may be entitled to take disciplinary action. The current law is quite clear that the impact on the employer and the damage to its reputation is an important factor when considering whether the dismissal of an employee is fair.

Where an employee has been discriminated against or harassed by a colleague on the grounds of a protected characteristic such as age, disability, race, gender or sexual orientation, employers should be aware that the business could be held liable for such conduct in an Employment Tribunal. The employer must take reasonable measures to prevent the discriminatory conduct. In order to minimise the risk of liability, employers should ensure that they have a clear policy regarding discriminatory behaviour by employees which covers communications sent via mobile, email or published online.

(Thanks to Gavin Macgregor of Simpsons and Marwick Solicitors)

Reasonable adjustments could include finding alternative employment by informal means

London Borough of Southwark v Charles

Charles was one of several employees placed at risk of redundancy who joined a redeployment pool for finding an alternative post. Shortly after receiving notice of termination of his employment, Charles was signed off sick for three months with a medical condition which affected his sleep and which led to him suffering depression. As such, his employer referred Charles to occupational health which informed the local authority that he was unfit to attend administrative meetings.

As part of the redeployment exercise, the employer asked Charles, by email, if he was well enough to attend an interview for an alternative position which was two grades lower than his current (redundant) role. Charles failed to confirm his interest in the role and did not respond to telephone calls from occupational health because he had switched off his mobile telephone. He also did not respond to a further email from his employer attaching the details of another four vacancies for which he might be considered if he expressed an interest in them.

As it had not heard from Charles in respect of alternative roles, the employer wrote to him confirming his dismissal "*in the absence of receiving an expression of interest*" from him and because it had received "*no indication as to whether he was able to attend interviews*". Charles's appeal against the decision to dismiss him was rejected and he went on to bring a claim for unfair dismissal and disability discrimination in the employment tribunal.

Tribunal and EAT

The employment tribunal and the Employment Appeal Tribunal upheld Charles' complaint of disability discrimination on the basis that the requirement that he attend an interview for the alternative roles amounted to discrimination arising from a disability and a failure to make reasonable adjustments. In reaching the latter conclusion, the tribunal placed particular emphasis on the fact that the employer had been made aware that Charles was unfit to attend administrative meetings.

Comment

The employer in this case was criticised for failing to dispense with the need for Charles to attend an interview: reasonable adjustments could have included suggested an informal assessment of his capabilities at his home or by requiring information from him in a different format.

This case illustrates that employers should take a proactive approach to reasonable adjustments, particularly when it comes to engaging with employees who are signed off from work and with whom it can be difficult to communicate.

(Thanks to People Management for this)

Severe obesity may amount to a ‘disability’

Extreme obesity may in future be classified as a disability under EU law. The Advocate General of the European Court of Justice (ECJ) in Luxembourg issued a preliminary ruling on a claim by Karsten Kaltoft, a Danish childminder who was dismissed by his local city council in 2010 after reportedly being unable to bend down to tie up shoelaces. The court heard he weighed more than 25 stone (160 kg).



Kaltoft argued that his weight was one of the reasons he lost his job and that it amounted to unfair discrimination. His employer, Billund City Council disputed the allegation.

The ECJ was asked to rule on whether EU law forbade discrimination on the grounds of obesity and whether obesity could be considered a disability. The Advocate General, who advises the court, found that EU law did not prohibit discrimination specifically on the grounds of obesity, but concluded that very severe obesity (classified as a body mass index (BMI) of more than 40) could be considered a disability. He also threw out the notion that a self-inflicted disability could be any less worthy of protection by stating that the origin of the disability was irrelevant and that it did not depend on whether the applicant had contributed causally to the acquisition of his disability.

The ECJ will now consider the Kaltoft case in detail and if it upholds the Advocate General’s view, it will be up to the Danish court to decide whether Kaltoft’s obesity met the court’s definition of disability.

If successful, Kaltoft’s case could force widespread changes in the way employers deal with staff and what support they might be required to provide. Employers could find themselves under a legal obligation to make reasonable adjustments such as providing car parking spaces close to the workplace entrance for obese employees, providing special desks, or providing duties which involve reduced walking or travelling.

In the USA, several recent cases have resulted in dismissed workers winning claims that they were discriminated against for being obese. In one case, a worker in Texas who weighed more than 305 kg (48 st) received \$55,000 (£32,800) in compensation for losing his job.

Policy: Dress Code

Dress codes are often used by employers to ensure that workers are safe and dressed appropriately. Guidance from ACAS states that it should be related to the job or professional area and be reasonable in nature, for example asking workers or students to tie their hair back or cover it for hygiene reasons if working in a kitchen.



Employers may have a policy that sets out a reasonable standard of dress and appearance for their organisation. Any dress code should be non-discriminatory and should apply to both men and women equally. It is good practice when drafting or updating a dress code for an employer to consider the reasoning behind it. Consulting with employees and students over any proposed dress code may ensure that the dress code is acceptable both to the organisation and employees. When setting out a policy employers should take into account employees and students who may dress in a certain way for religious reasons. However, staff and students can be required not to wear certain items that could be deemed a safety risk; for example, loose clothing may be a hazard if operating machinery.

Religious dress

Some employers may wish to cover issues around religious dress with their policies, however, employers are advised to tread cautiously in this area, as they should allow groups or individuals to wear articles of clothing that manifest their religious faith. Employers will need to justify the reasons for banning such items and should ensure they are not indirectly discriminating against these employees or students. Any restriction should be connected to a real business or safety requirement. Some recent legal decisions in this area suggest that people should be allowed to demonstrate their religious faith through their dress, for instance by wearing an unobtrusive cross symbol to denote Christianity, a Yarmulke or Kippah as part of the Jewish faith or a hijab for Muslims.

The Equality and Human Rights Commission has guidance on their [website](#) around dress codes, particularly in relation to sex discrimination, religion or belief discrimination and disability discrimination.

Resources

Think Business, Think Equality

Close the Gap, a partnership project that works to encourage and enable action to address the gender pay gap, recently launched an [online, easy to use self-assessment tool](#) that allows business to reflect on their current practice in relation to equality and identify where they might make changes, or simply refresh their current practice.



The tool focuses on five business topics:

Workplace culture

Women's jobs and men's jobs

Flexible working

Pay and reward

Progression and promotion

Each topic consists of a series of short questions, guidance and additional information and should take no longer than 30 minutes to complete. The guidance is also available to download at the end of each section, allowing employers to refer back to it whenever required. Participating businesses can also access free, confidential support or advice from Close the Gap to help them identify where they can benefit from a more diverse workforce.

Teaching STEM subjects to blind and partially sighted learners

Technical subjects such as Science, Technology, Engineering and maths (STEM) have often been cited as difficult for blind or partially sighted students. This [literature review](#) aims to highlight some of the specific challenges faced by this group in these subjects, and to identify good practice and resources which can improve access to these subjects.

Key challenges:

Accessing technical notation: the conversion of equations to accessible formats is not straightforward, and the presentation of non-linear information into linear formats such as Braille or audio is challenging

Accessing visual resources: many STEM subjects rely heavily on visual resource such as graphs, diagrams and charts, which can be inaccessible to blind/partially sighted students unless presented in an alternative format

Understanding visual concepts: the comprehension of ideas that cannot be easily explained in words or through 2D images may also pose a challenge for those without vision, and more work is needed to identify effective ways of teaching such concepts

Experimenting without vision: some aspects of engaging in classroom activities such as experiments may be difficult for blind/partially sighted students with a lack of appropriate resources and clear explanation

Teaching methods: STEM subjects are commonly (and effectively) taught through ‘chalk and talk’ methods which involve listening to the teacher and working through examples on the board.

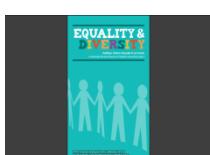
Without appropriate support, these methods can be inaccessible to students who cannot see the board

Teaching strategies: various pieces of research highlights the need for teacher training to equip teachers to overcome these problems

Many resources are available online relating to involving blind/partially sighted students in STEM subjects. These are signposted in Part 2 of the report. However, some gaps are evident – particularly in the fields of engineering and technology.

Other groups are also investigating this area, and it is hoped that RNIB who commissioned the review and resources can work together to identify solutions to improve access to STEM subjects for blind/partially sighted students.

Equality and Diversity- Building a Culture of equality in our Society: a Citizenship Education resource



This [resource](#) by the CDVEC Curriculum Development Unit in collaboration with the Equality Authority and the Equality Commission of Northern Ireland is intended primarily for senior school pupils, although it can easily be adapted for a range of age groups.

The resource includes 28 lessons and 20 actions or activities throughout five key sections:

- Exploring diversity
- Perceptions and stereotypes
- Exploring equality
- Equality and the law
- Keeping equality on the agenda

Learning through film: human rights in Scotland

The Learning through Film project has produced a [multi-media pack](#), making it possible for schools, colleges, community groups and social organisations to deliver a series of 10 workshops, each based on 10 short documentary films dealing with human rights in Scotland.

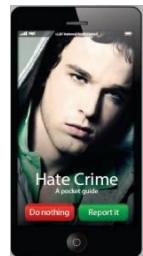


The aim of the pack is to expand the education and understanding of human rights in a Scottish context. Glasgow based Landsdowne Productions has worked together with the Scottish Human Rights Commission, the University of Edinburgh and Choose Life to bring together this in-depth series of workshops. Each workshop is based around one of the 10 short documentaries that made up the award winning and BBC screened feature project, *The New Ten Commandments*, originally co-produced with the Scottish Documentary Institute.

This resource would be ideal for film and television courses as well as social sciences.

Hate Crime

The LGBT National Youth Council in Scotland has created a [pocket guide](#) to hate crime designed to look like a phone app. It aims to give people a better understanding of what hate crime is by using examples in relation to sexual orientation, transgender identity, race and ethnicity, religion or belief and disability. Information on legislation and third party reporting is also included.



ESOL

Improving Communication with ESOL Learners & Addressing Employability Issues



These [materials](#) were published in 2011, with the aim of supporting the delivery of an ESOL and Employability Workshop. They focus on techniques which can be used to improve communication when dealing with non-native English speakers, while simultaneously identifying and meeting the employability needs of job seekers for whom English is not a main language.

The workshop materials include activities focused on analysing natural speaking patterns and the barriers this can pose to learners of English. The materials are complemented by activities aimed at improving communication with those who possess low levels of English language skills.

The materials also provide an overview of ESOL learning programmes and qualification frameworks and link these to employability issues. This includes information on the relationship between differing levels of ESOL and how these affect the employability opportunities of individuals.

The training materials are intended to be delivered by ESOL providers to employability staff, in partnership with employability support agencies. Such a joint approach will allow ESOL providers and employability support agencies to maximise their expertise and provide opportunities for closer working arrangements.

Publications

Equally Safe: Scotland's strategy for preventing and eradicating violence against women and girls

Equally Safe is Scotland's [strategy](#) for preventing and eradicating violence against women and girls.



The strategy has been produced by Scottish Government and COSLA, with input from key justice agencies (Police Scotland and COPFS) and from third sector agencies which support women.

The overall aim of the strategy is to prevent and eradicate violence against women and girls, creating a strong and flourishing Scotland where all individuals are equally safe and respected, and where women and girls live free from such abuse - and the attitudes that help perpetuate it.

Four key priorities are set out within the strategy:

1. Scottish society embraces equality and mutual respect, and rejects all forms of violence against women and girls.
2. Women and girls thrive as equal citizens: socially, culturally, economically and politically.
3. Interventions are early and effective, preventing violence and maximising safety and wellbeing of women and girls.
4. Men desist from all forms of violence against women and girls and perpetrators of such violence receive a robust and effective response.

While the strategy sets out some early commitments, it explains how a phased approach will help ensure that longer-term change is sustained.

Collecting information on Gender Identity

Collecting
information on
gender identity

The aim of this guide by the Equality and Human Rights Commission is to help public authorities subject to the equality duty, and those thinking about or currently monitoring gender identity, to do so using an acceptable and methodologically robust approach.

This guide has been developed primarily for those responsible for implementing the equality duty in public authorities subject to the duty - in particular those responsible for collecting and using information. It should be read by relevant equality, procurement, statistics and human resources staff. The guide will also assist those who have an interest in the work of public authorities.

This includes service users, voluntary sector bodies, trade unions, equality organisations and people with protected characteristics (also referred to as 'protected groups'), as set out in the Equality Act 2010.

The guides content draws on research commissioned by the Equality and Human Rights Commission in 2011, which developed and cognitively tested a range of questions for monitoring gender identity and contains a useful glossary of terms in relation to gender identity.

Education Working For All! Developing Scotland's Young Workforce

Sir Ian Wood presented his Commission's [final report](#) in June this year. They have developed a wide-ranging set of recommendations across the six areas of their remit which covered:

- Better preparing school leavers for the world of work
- College education focused on employment and progression in learning
- Modern Apprenticeships focused on high level skills and industry needs
- More employers engaging with education and recruiting more young people
- Advancing equalities, particularly in relation to gender, ethnicity, disability and care leavers
- Success targets

In terms of equalities the Commission has made recommendations focused on practical steps which they believe will make a difference in the medium to long term. They acknowledge that this requires action and clear targets to address existing under representation and segregation within vocational education and looking at this in the development of the senior phase vocational pathways could help improve equality outcomes in the workplace in the medium term.

Principles of Good Transitions 2

Members of the Scottish Transitions Forum have prepared '[Principles of Good Transitions 2](#)' in order to improve the quality and care and support for young people with additional support needs who are making the transition to young adult life. To help achieve this, they provide a framework of principles that can be used people who are responsible for planning and delivering support for children and young people with additional support needs in:



- Paediatric and adult health
- Child and adult social work and social care
- Pre-16 education
- Post-16 education
- Employment and training
- Third sector
- Public services such as housing and welfare

They set out seven clear principles to getting transitions right:

Principle 1: all plans and assessments should be made in a person-centred way

Principle 2: support should be co-ordinated across all service

Principle 3: planning should start early and continue up to age 25

Principle 4: young people should get the support they need

Principle 5: young people, parents and carers must have access to the information they need

Principle 6: families and carers need support

Principle 7: legislation and policy should be co-ordinated and simplified

Information and News

Forth Valley College – Tackling Sectarianism

From January to June 2014 Forth Valley College's Visual Communications class took on a live project for Central Scotland Racial Equality Council's (CSREC) Tackling Sectarianism project as part of their HND course.

The students were to write their own design brief which mean that although the topic would stay the same they could tailor the target audience, objectives and items to suit their vision.

The students created some hard hitting and thought-provoking pieces, ranging from takeaway cups to billboards.



Pitch Perfect

Nil by Mouth is Scotland's leading anti-sectarianism organisation and was set up by Glasgow teenager Cara Henderson in response to the brutal sectarian murder of her friend Mark Scott in 1996. Since then they have successfully campaigned for changes in the law, campaigned extensively in the media and delivered workshops to tens of thousands of people right across Scotland.

Their 'Pitch Perfect competition is open to college students and asked them to design the ideal promotional product, app, film or campaign which Nil by Mouth can use to raise awareness of sectarianism. This is a great way to encourage students to think creatively and to try their hand at pitching a product or an idea to real life business and charity leaders.

Nil By Mouth will select five groups of students and each will be given a budget of £200 to work with. They will then take part in a speocially designed Nil BY Mouth seminar which will give them a greater awareness of sectarianism in Scotland and how it manifests itself.

They will then have six weeks to come up with a campaign, product or app which helps the charity get the message across to the wider public. This can take the form of a promotional product, IT or social media design, poster campaign or advertising.

At the end of this period, the teams will then be asked to make their pitch to a specially assembled panel featuring figures from the worlds of business, campaigning and advertising. The winning pitch chosen by the panel will then be commissioned by Nil by Mouth as part of their campaign against sectarianism.

Please contact: Emma Ronald, Engagement Officer, if you would like to note interest or to put a group forward to take part. E-mail: engagement@nilbymouth.org

Inaugural meeting of dyslexia working group held

Representatives from the National Farmer's Union (NFU) Scotland, the Scottish Government's Rural Payments Inspection Directorate, Forestry Commission Scotland, Dyslexia Scotland and Scotland's Rural College (SRUC) along with farmers and crofters who have dyslexia attended a recent meeting set up by NFU Scotland. This meeting was borne out of the recognition that dyslexia is a real, but often hidden, issue among the farming community. With some **25% of agriculture students** at SRUC receiving support for dyslexia, it is believed to be more prevalent within the farming sector than previously thought. Due to stigma and poor understanding, it can remain undiagnosed and can be problematic for those dealing with communications, regulation and form –filling within the agriculture industry.

The NFU recently launched [a campaign](#) to raise awareness of dyslexia amongst the farming community, whilst engaging with the Scottish Government, Dyslexia Scotland and SRUC to see how joint work can be undertaken to better recognise the issue and support those affected.

Forth Coming Events

[Supporting Care Leavers and Looked After Young People in College – Wednesday 01 October 2014 \(10:00-12:45\), Stirling](#)

This event will provide an update from CDN and Buttle UK about the support offered to those applying for the Quality Mark, renewing the Quality Mark or further developing good practice. It will also provide an opportunity to discuss issues and barriers, share practice and find solutions through networking.

[Promoting Good Relations: New Approaches, New Solutions - Friday 21 November 2014 \(10:00-16:00\), Glasgow](#)

A day of ground-breaking debate, discussion and action, organised by the Coalition for Racial Equality and Rights (CRER) on what constitutes fostering good relations.

The event is chaired by **Yasmin-Alibhai Brown** with speakers including **Shona Robison MSP**, **Professor Ted Cantle** and **Gudrun Petursdottir**.

Forth Coming Webinars

[Accessibility Update- how the law helps your learners - Tuesday 28 October 2014 \(15:00-16:00\)](#)

This webinar is targeted at library managers and staff responsible for supporting learners. It is about how to improve the service for disabled learners and will cover the new opportunities afforded by recent copyright changes and how they make it easier for learning providers to meet the needs of disabled learners.

Presented by **John Kelly (Principal Legal Information Specialist, Jisc Legal)** and **Alistair McNaught (Senior Adviser, Jisc Techdis)** this will be an active and practical session encouraging dialogue and debate and ending with some specific recommendations that will make a practical difference to learners at minimal cost for colleges.

[Meeting the equality duties: key learning points for colleges - Monday 10 Novembers 2014 \(15:00-15:45\)](#)

This webinar will provide an overview of key learning points from research on the 2013 rounds of Equality Duty publications which should provide opportunities to improve organisational performance and/or legal compliance in regard to the Scottish Specific Public Sector Equality Duties.

Presented by **Carol Young, Policy and Information Officer of the Coalition for Racial Equality and Rights (CRER)**, it will enable colleges to develop best practice approaches to meeting the equality duties and identify improvement measures tailored to your own college's context and practice.

Forth Coming Webinars continued

Gender and Employment: where are we now? - Tuesday 11 November 2014 (15:00-16:00)

This webinar by Close the Gap will outline the main findings of their recent report which looked at how well public bodies in Scotland complied with the public sector equality duty in relation to the gender pay gap and equal pay reporting.

Close the Gap will also outline their proposals to support public bodies further in relation to data collection, gender pay gap reporting, addressing occupational segregation and sector specific support.

PDA Series: Lesson Planning (Part Two), What Should Go into a Lesson? - Thursday 27 November 2014 (16:00-16:30)

This webinar is part of a series which aligns specifically to the delivery of the Professional Development Award (PDA) in Teaching. This webinar is the second one to look at lesson planning but from the point of view of recognising individual support requirements, embedding equality, diversity and inclusive practice, and alternative assessment.

The webinar will be presented by Sandy MacLean, Suzanne Marshall and Elma Lindsay of College Development Network.

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.



College Development Network is the trading name of the Scottish Further Education Unit

Tel: 01786 892000 E-mail: info@collegedevelopmentnetwork.ac.uk Web: www.collegedevelopmentnetwork.ac.uk

Scottish Further Education Unit | Company Limited By Guarantee | Registered in Scotland No: 143514 | Scottish Charity No. SC021876 | VAT No. 617148346

Registered Office: Argyll Court, Castle Business Park, Stirling, FK9 4TY