



## Issue 12 – October 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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## Enhancing equality and diversity in Scotland's colleges, 2015–2017

CDN and Equality Challenge Unit (ECU) are working in collaboration to deliver support for equality, diversity and inclusion within Scotland's colleges, building on the strengths of each organisation. CDN has both a Scotland wide and local knowledge and infrastructure with expertise and experience for staff development and inclusive practice while ECU has experience and expertise on equality and diversity policy, research and strategic projects.

CDN will lead on embedding equality and diversity in the curriculum, learning and teaching and on disabled student transitions. ECU will lead on equality and diversity policy, advice and guidance, delivering a programme of large scale strategic projects, resources and services. CDN will work in partnership with ECU to support all of these projects and activities.

## CDN

### Employer and college partnerships

CDN has created an [interactive map](#) to highlight successful examples of how colleges are currently engaging with industry and in particular seeking to address the gender imbalance in certain employment sectors. The map breakdowns the initiatives by each college region.

### New Learning Disability Nursing website

CDN, in partnership with Glasgow Caledonian University and Edinburgh Napier University has launched a new [Learning Disability website](#) for Scotland. The Learning Disability Nursing website is for anyone and offers specific career opportunities for learning disability. It outlines the qualifications and various routes to becoming a Learning Disability Nurse. Learning Disability Nursing is about supporting people with a learning disability to optimise their health and wellbeing and live life to the fullest.



## Annual Awards 2015

This year's shortlist for the Equality, Diversity and Inclusion Award includes:

- City of Glasgow College
- Dundee and Angus College
- West College Scotland

The awards ceremony will take place at a black tie dinner on Thursday 26 November 2015 at The Grand Central Hotel, Glasgow, where the award-winning journalist, writer and broadcaster, Sally Magnusson, will be Master of Ceremonies.

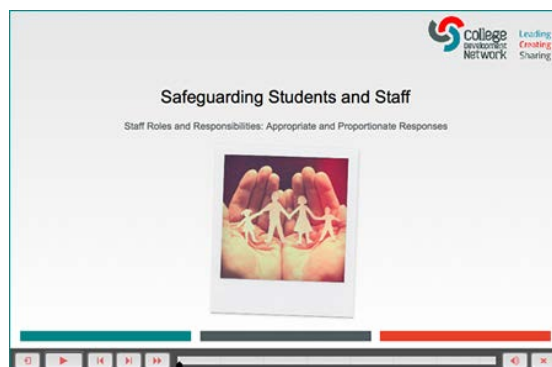
For further information and online booking visit:

[www.collegedevelopmentnetwork.ac.uk/events/annual-awards](http://www.collegedevelopmentnetwork.ac.uk/events/annual-awards)

Join the conversation @ColDevNet #awardsCDN

## Safeguarding support and advice

Working in partnership with Colleges Scotland and the Scottish Preventing Violent Extremism Unit (SPVEU), CDN is supporting the college sector through the provision of direction, guidance and advice to college safeguarding teams. 'Prevent' is about safeguarding students to keep them both safe and within the law. A clear message emerging from all partners, including CDN, is that this work sits alongside any other safeguarding concern and that college systems and operational procedures or safeguarding can deliver the 'prevent' duty guidance for the sector.



The CDN annual safeguarding conference, which took place on Monday 24 August 2015, explored specific circumstances and the 'prevent' duty. A short online programme for all college staff on these topics is available through our [Professional Learning Platform](#).

Other useful staff development materials can also be found [at Prevent for Further Education and Training](#).

## Equalities monitoring

Over the past year, CDN along with colleagues from Borders College, City of Glasgow College, Glasgow Clyde College and Jisc have been collaborating on ways to improve the collection of equalities monitoring data from both students and staff.

Many colleges have made good progress in relation to equalities monitoring across all nine protected characteristics, but there have been concerns raised around two key areas:

1. How do colleges raise awareness of the benefits of equalities monitoring to both staff and students and related to that, how to decrease the numbers who tick 'prefer not to say'?
2. How do colleges promote understanding of equalities monitoring forms amongst students with learning disabilities and ESOL students, for whom some of the terminology around protected characteristics is unclear and confusing?

CDN has developed several resources which are easy, useful and effective ways of demonstrating due regard for the three needs of the general equality duty and thereby improving performance on equality. These resources include an easy-read version of an equalities monitoring form with accompanying mp3 file; a leaflet explaining the benefits of equalities monitoring with mp3 file and a video scribe which graphically illustrates why colleges collect equality data and what they do with it.

These materials are all available on CDN's [Professional Learning Platform](#).

## Learning and Teaching

### Walk the Walk

Funded by the Scottish Government, 'Walk The Walk' is a brand new graphic novel from the Scottish Book Trust which is aimed at learners aged 16+ who attend literacy support in colleges and community and family learning centres. The book is accompanied by a suite of learning support activities designed for both learners and tutors. Copies of the book and additional support materials, including an accessible version of the novel are available from [Scottish Book Trust](#).

**Why do you want to know?**

**WHY ALL THESE QUESTIONS?**

>>> Collecting equalities information helps us make things better for all students and staff. This information is only ever used to make sure you're being heard, being given a fair deal and that your needs are being met. However, if you do not feel comfortable providing any information, you can tick 'prefer not to say'. The information we collect is confidential and is stored securely in accordance with strict data protection requirements.

**Why does the college want to know your business when you're applying for a course or job and where does all this information go?**

Well, it goes to help make things better, and tells us if we're being fair and inclusive. We want to recruit a fully diverse group of students and staff and provide a safe environment, free from inequality. Collecting information helps us to check we have the right services and courses and to make sure that you're able to achieve to your full potential. We can't change things without your help.

**BIG BROTHER IS NOT WATCHING YOU!**

The information we collect is confidential and anonymous. As a college we need to link the data we collect to courses, jobs and individual success rates for different groups of people. As a result we can then check that people are given a fair deal. For example, if a particular department has lower success rates for older learners, we would want to look into why that was the case and do something about it. When we analyse data like this, it's usually at cross-college or department level and names are not attached, just student enrolment numbers or staff employee numbers. Your personal information is about you, the rest is statistics. In fact, we won't even know it's your information is only ever used to make sure you are being heard.

**REMEMBER EVERYONE IS ASKED THE SAME QUESTIONS THERE IS NOTHING SPECIAL ABOUT YOU!**

WE JUST WANT TO DO OUR JOB PROPERLY AND DATA LIKE THIS HELPS US GET OUR SERVICES RIGHT...

**SO WHAT ARE WE ASKING FOR?**

We want to know:

- Your age
- Whether you are disabled or not
- Whether you identify as a man or a woman
- Your nationality and ethnicity
- Your religion or belief (even if no belief)
- Your sexual orientation (gay/lesbian, heterosexual or bisexual)

We also want to know whether job applicants or staff are married or in a civil partnership (or 'other' if this does not apply).

**Your information is safe.....** Some people worry about giving information in case it should fall into the wrong hands, but there are strict laws to make sure we protect details and deal with them responsibly. If you don't want to give us the information then don't - no one can make you. However, as we said, we can't make things better without your help. After all, equality is not about other people, it affects us all. So help us to help you!

This leaflet is part of a project led by College Development Network in partnership with staff from Borders College, City of Glasgow College, Glasgow Clyde College and other colleges in Scotland to improve equalities monitoring and inclusion. Further information on the project is available from: Suzanne Marshall, Equalities Advisor/College Development Network, 01753 822246.

**college network** Leading Learning Sharing

## Diversity calendar 2015

The following calendar highlights aim to support staff by bringing an equality and diversity dimension to learning and teaching through access to teaching resources and background information.

### October

October is 'Black History Month' in the UK and aims to promote knowledge of black history, culture and heritage; disseminate information on positive black contributions to British society and heighten the confidence and awareness of black people in relation to their cultural heritage. [Education Scotland](#) and the [Black History Month](#) website both contain a number of useful resources and information which can be used in a variety of subject areas. In addition, the Coalition for Racial Equality and Rights (CRER) in Glasgow have a number of [events](#) taking place in and around Glasgow.

October is also 'Down Syndrome Awareness Month,' a chance to spread awareness, celebrate people with Down syndrome and make people aware of their abilities and accomplishments. The following resources and information will be useful for a number of different curriculum areas including health and social care, childcare and social sciences.

The National Down Syndrome Society (NDSS) [You Tube channel](#) has dozens of videos which can be used as resources. NDSS recently published their [new and expectant parents guide](#) and brochure each with updated photos and resources.

In addition their [Dreams in Reality Video](#) highlights individuals with Down syndrome living extraordinary lives while contributing to their communities.

### November

Monday 16 November is the International Day for Tolerance. This day, established by the United Nations is a focus for educating people about the need for tolerance in society and to help them understand the negative effects of intolerance. It would fit very well into any Respect campaigns which colleges might be running. Education Scotland has a number of [Red Cross](#) teaching resources looking at positive images, stereotypes and castes and camps which could be adapted for a number of curriculum areas.



Wednesday 25 November is the [International Day for the Elimination of Violence Against Women](#) which aims to raise awareness about the scale of violence against women worldwide. Closer to home Women's Aid has developed an 'Expect Respect' [education toolkit](#) based on themes found to be effective in tackling domestic abuse. They have also worked with the Home office to produce a toolkit for addressing [teenage relationship abuse](#).

A number of colleges have been involved in promoting the Scottish Government's campaign against gender-based violence; most notably through raising awareness and understanding of students on courses such as health and beauty and childcare where they will come into contact with members of the public. Colleges have also been involved in the [White Ribbon Campaign](#) to engage and involve in tackling violence against women.

## December

Thursday 3 December is the International Day of Persons with Disabilities. The United Nations estimates that persons with disabilities make up an estimated 15% of the world's population with 80% residing in developing countries. Furthermore, a quarter of the global population is directly affected by disability, as care-givers or family members. The theme for 2015 is: 'inclusion matters: access and empowerment for people of all abilities'. The Red Cross has devised a [lesson plan](#) around the theme of disability in relation to someone who enjoys extreme sports which would be useful in the sport and fitness curriculum area.

The Australian website of the International Day for People with Disability has a number of curriculum aligned [lesson ideas](#) in relation to subject areas such as English, History, Maths, Science/Technology, the Arts and Health and Physical Education.

There are also a number of sub-themes for 2015:

- making cities inclusive and accessible for all
- improving disability data and statistics
- including persons with invisible disabilities in society and development.

There are a number of resources and background information on the [United Nations Enable website](#) which could be used in relation to subject areas such as the Built Environment, Human Resources and Organisational Development Health, Social Care and Childcare.

Thursday 10 December is Human Rights Day, in honour of the United Nations General Assembly's adoption and proclamation of the Universal Declaration of Human Rights on 10 December 1948 the first global enunciation of human rights. The Scottish Government has a useful [website page](#) on protecting and promoting human rights at home and abroad. This includes information on what the Government is doing, the legislative framework and the public bodies in Scotland charged with protecting and upholding human rights such as the Scottish Human Rights Commission and Equality and Human Rights Commission (EHRC). The EHRC website has a number of resources and background information on human rights including videos, guidance and briefings. [Dignity Drive](#), an interactive resource, looks at what human rights mean in the context of everyday life, how they affect real people and why they are so important.



The British Institute of Human Rights (BIHR) and the Equality and Diversity Forum (EDF) reported on a pilot project they ran exploring how voluntary organisations that work in the equalities field are using human rights concepts, language and tools in their work. A number of [videos and case studies](#) from the health and social care sectors including organisations working with vulnerable young people and adults explain how an understanding of human rights helps them to do a better job.

## Call Scotland

Many iPad apps are available to support learners with dyslexia and/or reading and writing difficulties. Call Scotland has produced a ['Wheel of Apps' poster](#) which can be downloaded from their website. The apps are related to reading, writing, memory, organisation and numeracy.

## Employability in Scotland

### Funding for vulnerable young people in work

The Minister for Youth and Women's Employment, Annabelle Ewing, has announced funding of £302,500 for an In Work Support package for Scotland's most vulnerable young people. The new funding will work alongside Scotland's Employer Recruitment Incentive (SERI) and is aimed at those who face the most significant barriers when accessing employment opportunities. It provides funding of up to £500 per young person for additional in work support tailored to meet the specific needs of young people with a disability, care leavers, carers and young people with criminal convictions aged 16–29 years.

The additional funding will, amongst other things, offer accredited training; enhanced monitoring and in work support; independent travel training; job coaching and workplace reviews; purchase of basic workplace clothing and equipment; mentoring employers and their staff in support strategies and benefit/in work benefit checks. Skills Development Scotland are working in partnership with Action for Children, Barnardo's Young Carer's Trust, Workers Educational Association and Cornerstone on delivering this support.

### Improving equality and diversity in Modern Apprenticeships

More than a dozen [projects](#) are underway to help more women, disabled people, care leavers and people from minority ethnic communities into Modern Apprenticeships. A number of organisations including colleges, charities and training providers have received funding to help boost Modern Apprenticeships' numbers among under-represented groups. Skills Development Scotland is supporting thirteen projects across the country.

### Be What You Want

Be What You Want is a new [initiative](#) by Close the Gap to support young people to be what they want to be and help tackle gender stereotyping and occupational segregation. Their website covers the years 12–18 and provides useful information for young people, professionals and parents and carers on careers and career pathways. Their campaign materials include a resource for teachers which includes activities to support the aims of Curriculum for Excellence.



## Resources

### Understanding the interaction of competence standards and reasonable adjustments

ECU has recently produced [guidance](#) to support institutions to meet their legal and institutional responsibilities with regard to developing non-discriminatory competence standards. Subject-based case studies have also been produced in: geography, earth and environmental studies; modern languages; nursing; teaching; and early year's provision.

### British Sign Language Interpreting Service

[contactSCOTLAND](#) is a new, online British Sign Language (BSL) service for deaf people in Scotland. This new Scottish Government-funded service means that deaf people can now speak to public services without the need for someone to call on their behalf. Their website provides information for public authorities and frontline staff on how to use the service.

### Disability Hate Crime toolkit

This is a [toolkit](#) by the Scottish Council for Learning Disability (SCLD) for support providers, local agencies and other professionals involved with people with learning disabilities to offer guidance about facilitating discussion regarding disability hate crime, including how to tackle it and making a report.



The toolkit consists of 'Disability Hate Crime: Professional Guide' and 'Disability Hate Crime – What to do for people with a learning disability'.

### LGB&T people and public services

Stonewall Scotland have produced a good practice guide to help public service staff to improve awareness and understanding of the issues that affect LGBT people on a day to day basis and why those issues might affect the way that LGBT people access services. Sometimes someone's sexual orientation or gender identity will not be relevant to a service, but at other times it could be crucial to the way a service handles an enquiry or complaint. The resource tests knowledge and assumptions through an interactive quiz and a series of dramatised case studies. Further reading and downloads are also available. The case studies deal with housing, Police, GP surgery, and business and service providers and would be useful for facilitating a discussion with students.

### AbilityNet factsheets

These [Factsheets](#) are written by AbilityNet's specialist team of assessors and accessibility consultants and give detailed information on a wide range of assistive technology and services.

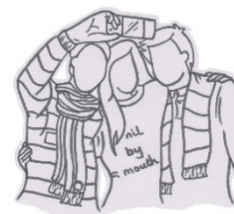
Titles include:

- Autism and computers
- RSI in the workplace and computing
- Video games and accessibility
- Vision impairment and computing
- Dyslexia and computers and voice recognition software

## Sharing best practice around the colleges

### Kiss bigotry goodbye – City of Glasgow College

City of Glasgow College students won a [national competition](#) by Nil By Mouth (Scotland's anti-sectarianism charity) to come up with a campaign highlighting the positives of being a football fan in Scotland. The [#KissBigotryGoodbye](#) campaign will see fans post selfies or photos of themselves on social media sites with the person, place or thing that makes them love football.



### Supporting young learners with additional support needs through outdoor learning – Glasgow Kelvin College

The college has worked with a local charity (Common Knowledge UK) to develop and deliver a [programme](#) utilising the woodland community area at Springburn campus. The programme supports young learners with additional support needs to develop their essential skills through engagement with outdoor and cross-curricular learning. In partnership with external agencies, college staff across a range of curriculum areas help learners to develop skills in gardening, popular culture and environmental sustainability. The programme embeds a strong focus on developing all four capacities of the Curriculum for Excellence.

### Project search – New College Lanarkshire

This is a targeted [programme](#) supported by Big Lottery: Life Transitions funding which provides employment training and support for people with learning disabilities aged 18–24 years. The project is delivered by a partnership between the college, North Lanarkshire Council, NHS Lanarkshire and an international service company. The project provides education in the workplace across three hospitals accommodating six learners at each site. Learners are supported by college teaching staff, job coaches and employer mentors.

## Forthcoming webinars

CDN is planning a series of webinars to share and highlight good practice in colleges in relation to creating an inclusive learning environment. Further details will be able on our website in the near future.





## Information and news

### Equality Mentoring Project

The STUC, as part of its One Workplace Equal Rights project, has been involved in delivering a programme of mentoring for black and minority ethnic (BME) workers in Scottish colleges and universities. The project was created to address barriers to progression for BME workers in the two education sectors. The six institutions taking part in the project included four universities and two colleges. The project developed a number of [toolkits](#) for employers, individuals and trade unions to equip those involved with the knowledge and tools they need to create, support or participate in an inclusive mentorship programme. The toolkit is also available as an app for both [apple](#), [android](#) and [windows](#) devices.

### ECU Statistics Report

Equality Challenge Unit (ECU) has published its latest Equality in colleges in Scotland: [statistical report 2015](#). This is their fourth such report for colleges and presents an equality-focused analysis of 2013–14 further education statistics collated by the Scottish Funding Council. Data and analysis is provided on age, disability, ethnicity and gender as well as the intersection of these identities. The report also considers students' socioeconomic class, based on the Scottish Index of Multiple Deprivation and presents high-level regional data analysis. In addition to the national figures, ECU has also produced corresponding data tables for multi-college and merger region to support regional benchmarking and assist colleges to identify equality challenges at a regional level.

### ECU Outcome Agreement Guidance

Equality Challenge Unit (ECU) has published a [Toolkit](#) on how to embed equality in outcome agreements to complement the Scottish Funding Council's guidance for 2016/17 outcome agreements. Specific equality priorities for the college sector are to:

- increase the participation (access, retention and successful completion) of learners from protected characteristic groups, including:
- reduce gender disparities for learners within particular subject areas
- evidence how the needs of learners with profound and complex needs are being met
- identify areas of under-representation of protected characteristics within the colleges' workforce and demonstrate measures being taken to address these
- improve collection of staff and student data and information for all protected characteristics, including through promoting a culture that supports disclosure of protected characteristics.

### Scottish Government Disability Delivery Plan

The Scottish Government has produced its draft delivery plan for 2016–2020 which sets out their approach to implementing the UN Convention on the Rights of Persons with Disabilities. The consultation and draft delivery plan was issued on Tuesday 8 September 2015 and runs until Monday 4 January 2016. There are three outcomes and commitments, outcome three of which relates to education, paid employment and income. Further information is available on the Scottish Government [website](#).

### Update Disability Information Scotland

Update provide reliable, accurate and accessible [information](#) on disability matters throughout Scotland. Their information on 'Moving On – to college or university or looking for work' provides a range of online resources related to funding, college, university, home study, employment, activity agreements and useful grants and trusts for study and vocational training.

## Upcoming Events

### Enabling Student Carers to Access and Succeed in Scotland's Colleges – Wednesday 4 November 2015

This [half-day event](#) will highlight work that college, CDN, and partners are doing to support the Scottish Government Carers' Strategy and demonstrate and make available the range of resources that have been developed through the project.

### Save the Date!

On Thursday 19 November 2015, CDN will deliver an event looking at the provision of reasonable adjustments in colleges. This event will launch 'The Equality Act in post-school learning: staff training resource' which we commissioned from LEAD Scotland.

Further details will be available on our website in the near future.



### Scotland's Mental Health First Aid – Two Day Course: 23–24 November 2015

This [course](#) will enable staff in colleges to respond helpfully to those in distress and offers basic general information about mental health problems.

