Issue 13 – March 2016

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

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Webinars

Mind-Mapping and Digitisation

Over the past few months we have had a number of webinars on the theme of creating an inclusive learning environment and we continued with this on Monday 7 March, where City of Glasgow College shared how they have successfully used mind-mapping techniques to deliver innovative cross-college support that is easily accessible, inclusive and supportive.

Inclusive Learning Environments

In addition, the college Library services has invested both resources and effort in developing its digital collections to support a variety of disabled users and those whose first language is not English.

Effective Learning, Teaching and Assessment of ESOL through Project-based Learning, Friday 11 March

This webinar by Ann Morgan-Thomas of SQA and Steve Brown of West College Scotland will provide some examples of how Project-based Learning can be used as an effective means of ESOL teaching, following widely accepted principles of language acquisition.

Motivational Interviewing in a Needs-Assessment Context, Friday 11 March

Kellie Mote will facilitate this webinar which introduces the technique of motivational interviewing in relation to working with students to identify the right support strategies and the best way to implement these.

The Autism Toolbox, Thursday 17 March

This webinar aims to raise awareness with College staff of the Scottish Government resource: The Autism Toolbox. Moira Park of Scottish Autism will present the resource and provide advice and opportunities for ongoing development and good practice across Scotland.

Enabling Student Carers to Access and Succeed in Scotland's Colleges, Wednesday 30 March

CDN has been working with student carers, colleges, their local partners, Skills Development Scotland (SDS) and national carer organisations to develop a series of awareness raising resource's to enable student carers to access and succeed in Scotland's colleges. Andrée Carruthers and Sandy Maclean of CDN will facilitate this webinar, highlighting the work that colleges, CDN and partners are doing to support this agenda, demonstrating the range of resources that have been developed through the project and discussing how they can be used to support both awareness raising and the curriculum.

Tips for Effective Needs Assessments, Friday 1 April

This webinar will highlight the tools needed to be an effective needs assessor and raises an awareness of other factors that influence the outcome. It also provides an introduction to the unit: Promoting Inclusiveness for Learners with Additional Support Needs, part of the PDA Inclusiveness delivered by CDN.

Workshops

Prejudiced Based Bullying and Promoting Equality, Thursday 10 March

RespectMe, Scotland's Anti-Bullying Service, will facilitate this workshop and look at bullying behaviours and prejudices in relation to protected characteristics and outline the role that colleges can play in relation to policy and prevention. After this event it is hoped that a number of colleges will work with CDN and RespectMe to update college bullying policies in relation to protected characteristics.

Corporate Parenting Plans: The Next Steps, Friday 11 March

This workshop will be facilitated by CDN, the Centre for Looked after Children (CELCIS) and Who Cares? Scotland. The aim of the day is to ensure that all participants go away confident enough to develop and write a Corporate Parenting (CP) Plan. There will be an opportunity to share examples of developed CP plans; hear about examples of collaborative working and discuss any opportunities and issues around collaboration.

Collaborative Working in Sensory Support: Strengthening Quality and Consistency of Support throughout the Learner Journey, Monday 25 April

This workshop is for those who have an interest in improving provision for learners who are deaf, have a hearing loss, or a visual impairment. It will be a solution focused day bringing together practitioners from diverse backgrounds and encourage communication, knowledge exchange and collaboration between educators and trainers from schools, colleges, universities and workplace programmes. It will also provide an opportunity for participants to earn credits towards becoming an 'Inclusive Practitioner'. Information about this new approach to CPD will be shared on the day.

Equality Challenge Unit

College Liaison Group, Wednesday 23 March

The College Liaison Group (CLG) is an advisory group which meets to inform equality and diversity work in colleges and deliver strategic advancement of equality for the college sector. The group is run by Equality Challenge Unit (ECU) to provide an opportunity for equality and diversity specialists and those whose work involves the promotion of equality and diversity in Scotland's colleges to discuss issues of common strategic interest.

2016 Scotland Conference, Tuesday 26 April

ECU's conference will showcase innovative practice that is underway within the college and HEI sectors to aid enhancement of approaches to governance of equality, staff equality and student equality.

For further information contact: freya.douglas@ecu.ac.uk

CDN Developments

STEM Equality Forum

Around thirty attendees from a variety of different colleges, education bodies and partner organisations met at City of Glasgow College, Riverside Campus on Friday 12 February. Presentations were given by Douglas Morrison, Curriculum Head Industry Academies, City of Glasgow College; Graeme Brewster, Equality, Diversity and Inclusion Manager, City of Glasgow College and Nicola Swan, SDS National Training programmes Equality Advisor.

The Forum has been established to share good practice and develop a strategic approach to the promotion of STEM careers to under-represented groups.

The next Forum meeting will take place in a college location in June.

For further information please contact Suzanne Marshall: suzanne.marshall@cdn.ac.uk or Douglas Morrison: douglas.morrison@cityofglasgowcollege.ac.uk.

What Works to Reduce Prejudice and Discrimination? – A review of the evidence

This [report](#) examines the existing evidence on what approaches and interventions are most effective at tackling prejudice and discrimination drawing on UK-based and international studies in various settings. CDN will be conducting a web interview with Maureen McBride, University of Glasgow, who authored the report. This will form part of a resource looking at professional development of staff in colleges and how to effectively develop prejudice reduction interventions with students.
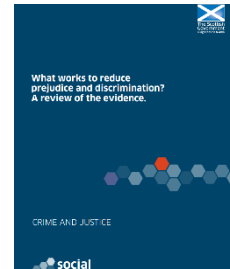
Cultural Intelligence

CDN is currently working with a partner organisation to design and deliver an online learning resource on Cultural Intelligence (CQ). This will take the form of a TED-Ed type resource which will introduce the concept of CQ, the four capabilities of CQ and their relevance both for teaching and employability and provide opportunities for further development, reading and research. It is envisaged that this resource will be available on our website in June.

Fair Trade

CDN celebrated Fair Trade Fortnight by hosting a Fair Trade Breakfast on Friday 4 March. It was Martin Luther King Jr who said in 1967 that: *"Before you finish breakfast in the morning, you've depended on more than half the world".* Fair Trade is part of Sustainable Development Education, a key component of Curriculum for Excellence (CfE) which develops young people as global citizens and equips them with skills, values and attributes for learning, life and work.
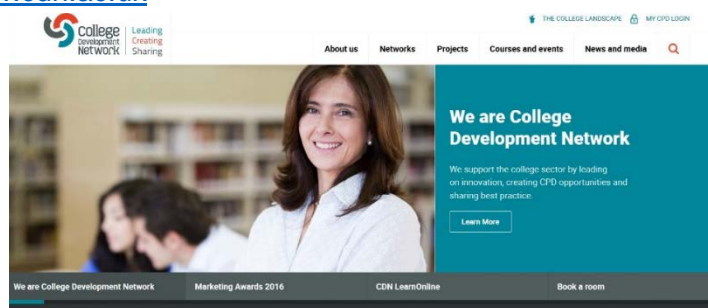
There are currently only two colleges in Scotland who have Fair Trade Status and CDN are organising an event on Tuesday 10 May to promote Fair Trade to the college sector. Details will be on our website shortly.

New CDN website launched

We have launched our new website, which offers a fresh, user friendly experience.

You will find it at www.cdn.ac.uk

Developing the Workforce

SDS Equalities Action Plan

Skills Development Scotland (SDS) published their [Equalities Action Plan](#) at the end of last year with an ambitious programme to undertake to improve the participation of disabled and black and minority ethnic (BME) groups and care leavers in Modern Apprenticeships (MAs), as well as addressing gender imbalances within the uptake of occupational frameworks.

Disability

Colleges are to be involved with schools in supporting young disabled people into Foundation Apprenticeships by reviewing recruitment practices, removing barriers and establishing support measures.

New College Lanarkshire, West College Scotland, Moray College UHI and Perth College UHI are working through the SDS Equality Challenge Fund on regional action research projects which will enable SDS to produce case studies, support materials and good practice guides.

Gender

Colleges will work with schools, local authorities and other partners in Pathfinder programmes, seeking to address gender perceptions of differing occupations. West Lothian College is involved in a Regional Gender Pipeline project with West Lothian Council, Close the Gap and Engender to challenge gender stereotypes in STEM subject areas.

Ayrshire College, Forth Valley College and Rathbone Concept Northern are involved in small scale action research to address gender bias where it exists and improving representation particularly of young women on MA frameworks.

BME

Schools and colleges are to be involved in establish baselines for participation of young people of ethnic origin in Foundation Apprenticeships, by demonstrating positive action including reviewing recruitment practices, removing barriers and establishing support measures.

Glasgow Clyde College, Moray College UHI and Perth College UHI are involved through the Equality Challenge Fund in action research projects to address the under-representation of people from minority ethnic backgrounds on MA frameworks.

Young People in Care and Leaving Care

College and schools are to work together to establish baselines for the participation of young care leavers in Foundation Apprenticeships with the aim of improving vocational choices as pathways to MAs in the senior school phase.

Key Performance Indicators

Increase the employment rate for young disabled people to the population average by 2021	Disability
Reduce to 60% the percentage of MA frameworks where the gender balance is 75:25 or worse by 2021	Gender
Increase the number of MA starts from BME groups to equal the population share by 2021	BME
Increase positive destinations for looked after children and young people by 4% per annum resulting in parity by 2021	Care leavers

SFC Interim Gender Action Plan

The Scottish Funding Council (SFC) has recently published their interim report on their Gender Action Plan.

The key priority areas SFC will be working with colleges and universities to address are:

- Gender imbalances in the subject areas that are most unbalanced
- The gap between genders in participation in undergraduate study
- The gap between genders in retention and completion.

What does SFC expect?

By August 2016, all colleges will know where their under-representation in terms of gender lies, have committed to tackling it and have outlined how they will do this in their Outcome Agreements (OAs)

By August 2017, all colleges will have published their equality outcomes, mainstreaming reports and action plans, including their gender ambitions where appropriate. All colleges will have prioritised tacking gender imbalances within their outreach and widening participation activities and will be working with schools to tackle gender imbalances. All colleges will also know where further development of their support structure is required for those students studying within courses in which they are in the minority gender and be developing the efficacy of the support structures available.

By August 2018, all colleges will be evaluating and developing their approach to tackling gender imbalances within their outreach and widening participation activities as well as evaluating and enhancing their approach to working with schools to tackle gender imbalances. All colleges will have enhanced support structures in place for those students studying within courses in which they are in the minority gender.

By August 2019, all colleges will have gender mainstreamed throughout institutional policy and practice. All colleges will have established targeted approaches to tackling under-representation at a subject level and all widening participation and outreach initiatives will be focussed on achieving enhanced admissions from all genders.

By August 2021, colleges will be expected to have increased by 5% the minority gender share in each of the 10 largest and most imbalanced 'superclasses' (Vehicle Maintenance/Repair; Electrical Engineering; Mechanical Engineering; Engineering/Technology Building Services; Building/Construction Operations; Construction; IT; Child Care and Hair and Personal Care Services)

Supporting Students on the Autistic Spectrum

Undertaking a job interview or an interview for a work placement is challenging for most students but is particularly difficult for students on the autistic spectrum (AS). It is certainly not part of a normal routine and requires a high level of communication skills. Employers may not always understand the difficulties that this can present and may misinterpret behaviours as showing a lack of interest or an inability to meet the job requirements. Values into Action Scotland (VIAS) has produced a short video which offers practical advice to employers on getting the interview and induction right. College staff working with AS students may find this video useful in preparing AS students for work placements or for transition out of college. It will also be useful for sharing with prospective employers and other college staff involved in an interview process.

Learning and Teaching

Promoting Equality, Diversity and Inclusion through Co-operative Learning

Co-operative learning is a powerful method for enabling students to benefit from the diversity that characterises our colleges, communities and society. The diversity of our students in relation to the protected characteristics but also to linguistic and socio-economic backgrounds can be used to create a positive class atmosphere by successfully utilising co-operative learning methods.

Research has shown that co-operative or collaborative learning:

- Promotes student learning and achievement
- Increases student retention
- Enhances student satisfaction with their learning experience
- Helps students develop good communication and team-working skills
- Develops the soft skills prized by employers
- Promotes student self-esteem and confidence
- Teaches students to value and respect each other.

CDN is currently organising and reviewing the large number of resources, tools and techniques which it has on co-operative learning and a revitalised resource will be posted on our website in June. In the meantime, Education Scotland has a number of resources which you can use and adapt.
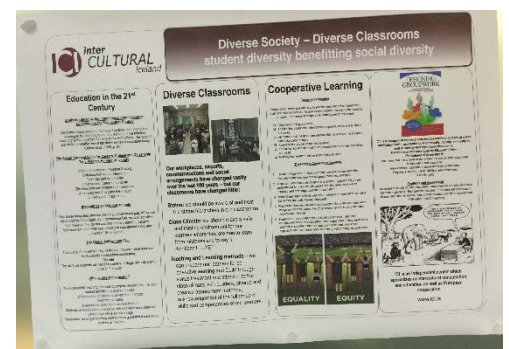
Promoting Positive Behaviour in the Classroom

CDN's new self-study online course provides an overview of a number of strategies to prevent and deal with low-level disruption in the classroom. The course is about more than dealing with disruptive behaviour, although this is important. As educators we know that positive behaviour and learning are linked, enabling students to learn more effectively and empowering lecturing staff to teach and avoid stressful situations. The course is constructed around nine key areas:

Introduction	Attachment	Adolescence
Behaviourism	Motivation	Classroom Management
Teaching approaches	Wellbeing and Resilience	Knowledge Check

Educate Against Hate

This is a new website from the UK Government which gives parents, teachers and education leaders advice on protecting children and young people from extremism and radicalisation. It has a number of resources for teachers including lessons plans, schemes of work, videos and activities linked to the general themes of:

- Different backgrounds, common ground
- Interfaith dialogue and understanding
- Cultural diversity and core values.

Subject areas covered include: History, Citizenship, Health and Wellbeing, Geography, Dance, Art and Design and Business and Enterprise.

Diversity Calendar

8 March: International Women's Day

The first International Women's Day was held in 1911. All around the world, the event represents an opportunity to celebrate the achievements of women while calling for greater equality. The campaign theme this year is 'Pledge for Parity'. The website contains resources about how to celebrate, including 'Painting it Purple' – making your website, blog, emails and clothing purple for a day in honour of one of the three suffragette colours of purple, white and green.

Above: CDN and Colleges Scotland celebrating International Women's Day and make a pledge for parity.

21 March: International Day for the Elimination of Racial Discrimination

On 21 March, the United Nations reminds communities around the world of the need to combat racism, racial discrimination, xenophobia and related intolerance. Show Racism the Red Card has an Anti-Racism Educational Pack which:

- Educates learners about the causes and consequences of racism
- Increases understanding of issues of equality and diversity
- Familiarises learners and educators with a range of information and skills that enables them to challenge negative stereotypes, prejudicial attitudes and racism
- Encourages respect for differences between people regardless of skin colour, nationality, religion and culture
- Promotes involvement as active responsible citizens in a diverse society.

2-8 April: World Autism Awareness Week

Autism is a lifelong developmental disability that affects how a person communicates with, and relates to, other people and the world around them. The National Autistic Society website has some useful resources about autism including information on what the Scotland student support services provides.

16-22 May: Mental Health Awareness Week

The focus of this year's Mental Health Awareness Week will be on relationships. Healthy and supportive relationships reduce the risk of mental ill-health. The week will be about recognising this, and thanking the people that support us, reaching out to those who can listen to and help and campaigning to ensure that decision makers start addressing the barriers that hinder people forming relationships.

May 17: International Day against Homophobia and Transphobia (IDAHOT)

The theme for IDAHOT 2016 is Mental Health and Well Being. Sexual and gender diversities are still characterised by many countries worldwide as mental health problems and these definitions then feature at the heart of discrimination and social stigma. Even in more progressive societies, this assumption, albeit unconscious, still lies at the root of many barriers to full equality for LGBT+ people. The website contains a variety of materials such as artwork, videos and information.

Curriculum for Excellence: Political Literacy

Education Scotland has produced a [briefing](#) on Political Literacy in Curriculum for Excellence (CfE). It defines the concept of political literacy and its importance in relation to developing the attributes, capabilities, skills, knowledge and understanding that helps learners become responsible citizens, able to participate in society's decision-making processes. With the Scottish Government elections in May and EU Referendum in June, developing effective learning and teaching in political literacy can be undertaken as:

- Whole college debates
- Mock elections
- Topic work and interdisciplinary studies
- Personal research and reflection
- Partnerships
- Visits
- Learner voice and engagement activities.

Information and News

Helping Syrian Students

The Scottish Government recently announced that legislation will be amended to ensure that Syrian refugees are able to benefit from student support funding in Scotland. The changes will remove any ambiguity to ensure that Syrian refugees are eligible for the relevant loans, allowances, fee support and living cost support from the date they enter the UK, without having to meet the normal three year residency requirements. Regulations have also been changed to enable Syrian refugees to take up an Education Maintenance Allowance (EMA) in line with other student support regulations.

Pride and Prejudice in Education

New [research](#) by the National Union of Students (NUS) reveals the extent of bullying and harassment experienced by LGBT+ students and staff in further and higher education. The report reveals that more than half of those surveyed had experienced homophobic or transphobic abuse, with one in ten witnessing it every day. The report surveyed over 1500 people. 78% of respondents said that they did not know who to go to if they experienced bullying.

The research also suggests that negative behaviour towards LGBT+ learners had an impact on their learning and retention levels, with gay/lesbian and non-binary respondents more than twice as likely as average to consider leaving their course.

Removing Barriers: Race, Ethnicity and Employment

The Scottish Parliament Equal Opportunities Committee launched an inquiry last year in response to stakeholder concerns about the lack of equality of opportunity in employment in Scotland. Its remit was to investigate the barriers to employment for people from minority ethnic communities in Scotland and to examine what can be done to assess and respond to these barriers. It published their first report in January 2016 which found that:

- Despite 40 years of legislation and policies employment is not representative of Scotland's communities and people
- People from minority ethnic communities are all too often clustered in lower-grade jobs and denied access to the training opportunities that may help them progress into promoted posts
- Initiatives such as unconscious bias are not the solution and can serve to mask underlying negative attitudes towards people from a minority ethnic background
- There are considerable gaps in data collection which must be addressed with great urgency if the requirements of the Public Sector Equality Duty (PSED) in relation to occupational segregation are to be in 2017.
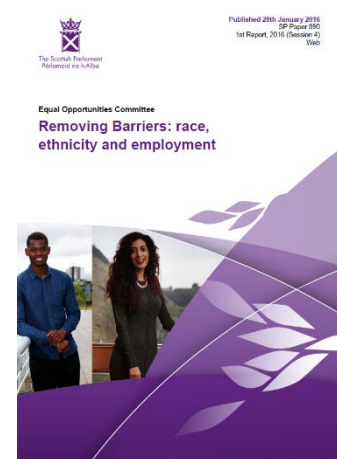
A variety of recommendations were made and those that have a direct relevance to colleges include:

- Public bodies should undertake a review of their equality and diversity training which is offered to employees
- Public bodies should promote a 'working to learn culture' where opportunities to access training, mentoring and shadowing opportunities are open to all and promoted to all
- Open recruitment practices should be used, where jobs are advertised and potential candidates are given reasonable access to information on the role and its requirements and the selection process
- Interview panels should be diverse and should include equality-related questions
- Consistent, high quality feedback post-interview should be provided for all job applicants
- Public bodies should ensure that policies on careers advice, work experience, work placements and internships are equality assessed
- Scottish Government should work with employment services to provide targeted support and advice to new migrants including giving consideration to increasing the provision of English for Speakers of Other Languages (ESOL) training
- Scottish Government should continue to work with partners to promote the importance of the collection of equality data and encourage public bodies to share best practice on the collection and analysis of such data.