

Equality and Diversity Newsletter

Issue 14 – June 2016

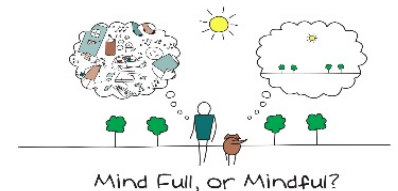


Welcome to our newsletter on equality and diversity matters. My name is Suzanne Marshall and I am one of the Advisors at College Development Network (CDN). CDN works with our partners at Equality Challenge Unit (ECU) to enhance equality and diversity delivery within colleges. Please share this newsletter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

Contact me at: suzanne.marshall@cdn.ac.uk

CDN Activities

Developing your own Capacity through Mindfulness – an Experiential Introduction, Wednesday 8 June 2016



There is growing interest in the application of mindfulness in the workplace; particularly in relation to reducing stress, and enabling resilience. However, the significant benefits are more far reaching than improving well-being; research has shown significant improvements in productivity, relationships, employee engagement, creativity and the capacity to deal with demanding workloads. This [half-day experiential session](#) will provide an introduction to the key concepts of mindfulness training and its relevance to leaders or emerging leaders within organisations, illustrating how mindfulness can help us to meet the challenges of the workplace with effectiveness, curiosity, and creativity. This session can be seen as a stand-alone introduction or a precursor to the Mindfulness for Leaders programme which will run over six sessions between August and October 2016.

Supporting Employability Skills through SQA National 2 Employment Skills Units, Monday 13 June 2016

This [event](#) is for staff working with learners on Supported Programmes in a lecturer, support or workplace role. It will include:

- hands on access to resources developed to support the delivery of Preparation for Employment and 12 vocational skills units which make up the Employment Skills suite of units at SQA National 2
- the launch of 2 Build a Profile an application for Apple and Android devices. You will be able to see how this application has been used to record skills achievement and provide evidence for assessment.

From Behaviour to Relationships Conference, Tuesday 14 June 2016

This [conference](#) will discuss a range of concerns that staff have raised with regard to student behaviour in learning environments. This will include interventions with learners – understanding and responding to behaviours and the impact on student behaviours of building positive relationships with them. It will also seek to explore the behaviours and values that are helpful in the workforce.



STEM Equality Forum, Friday 17 June 2016

This [Forum](#) will provide an opportunity for staff to share practice, information and resources in relation to the promotion of equality, diversity and inclusion in STEM learning and careers. It will also act as a network to support STEM equality activity throughout the college sector, and give staff an occasion to discuss current STEM equality issues.



Transition from ELS Funding to an Access and Inclusion Strategy, Friday 24 June 2016

This [half-day interactive event](#) will provide details of changes to the way in which Extended Learning Support funding is managed within colleges. This [document](#) will provide background and context. The Scottish Funding Council (SFC) will provide an update on the transition from the current ELS mechanism to the new process. The most significant element of this is the inclusion of an Access and Inclusion Strategy as part of the Outcome Agreement, replacing the auditable trail of ELS funding.



Delegates will hear from the SFC and see the access related elements in the forthcoming draft Guidance for Outcome Agreements for AY17–18. There will be an interactive session to provide delegates with the opportunity to feedback to the SFC and to share practice with colleagues from the sector.

As part of the session, CDN will work with colleagues to identify ways in which we can support colleges to develop their Access and Inclusion Strategy for inclusion in their draft Outcome Agreements for AY 2017–18.

Webinars

The following [webinar recordings](#) are now online on our website:



- Needs Assessor Update Series: Using Solution Focused Tools in Needs Assessment and Support Planning
- Needs Assessor Update Series: Tips for Effective Needs Assessments – including Online Assessments
- Needs Assessor Update Series: Motivational Interviewing in a Needs Assessment Context
- Gaining Buy-In for Equality, Diversity and Inclusion (EDI) through Digital Badges
- The Autism Toolbox: A Resource for Staff in Schools and Colleges
- Effective Learning, Teaching and Assessment of ESOL through Project-Based Learning
- Promoting Equality in Modern Apprenticeships
- I Don't Want to Slot into a Male/Female Box: LGBT+ Non Binary
- Skills Framework Development: How to Embed Equality and Diversity
- Inclusive Mentoring and Staff Development: Why it's important and how to achieve it.

Collaborative Working in Sensory Support

This event which took place at CDN in April brought together 80 practitioners from schools, colleges, universities and the Third Sector to consider how best to improve provision for learners with a sensory impairment. As there was such a large waiting list for the event, we [livestreamed](#) some of the presentations and workshops which can be found on our website.

Enabling Student Carers

Although Scottish Government funding for this CDN project has now ended, supporting colleges to enable carers to access and succeed in education will remain a key part of CDN's work. In addition, the passing of the Carers (Scotland) Act 2016 and the fact that the SFC has been talking to carer organisations means that this agenda will remain a priority for the college sector.

CDN has recently added another section to the Enabling Student Carers resources on our professional Learning Platform, [CDN Learn Online](#). The new section is called Sharing Practice and includes examples of:

- Application forms, pre and post application processes
- Discretionary Fund Application form
- Leaflets and posters
- Useful webpages
- Guidance resources
- Protocols with local carer organisations.

For more advice and information, please contact Andree Carruthers

andree.carruthers@cdn.ac.uk or Sandy MacLean sandy.maclean@cdn.ac.uk at CDN.

Inclusive Practitioner Programme

CDN has developed an exciting new [CPD opportunity](#) for the college sector to gain recognition for participating in professional development activities related to inclusive practice. Completion of relevant activities generates Inclusive Practitioner credits. Once 20 Inclusive Practitioner credits are accumulated candidates will receive a certificate and an Open Badge. This can be used to evidence status as an Inclusive Practitioner.



Listed here are some examples of activities in the Inclusive Practitioner Programme with more in development.

- Needs Assessor Updates Series Webinars: participation in one Needs Assessor Update webinar generates one credit gained after completion of an evaluation.
- Promoting Positive Behaviour in the Classroom online course: successful completion of the Knowledge Check generates six credits and a CPD Certificate or Open Badge in Promoting Positive Behaviour in the Classroom.
- Understanding the Role of the Support Worker online course: successful completion of the reflective activities and Knowledge Check generates four credits and a CPD Certificate or Open Badge in Understanding the Role of the Support Worker.

Opening an Inclusive Practitioner account is optional – you can also undertake all these activities as stand-alone experiences. Look out for the Inclusive Practitioner logo on workshops and events and choose different combinations of activities depending on your role and interests.

CDN Annual Awards 2016

Entries for the CDN Annual Awards are now open and will close on Monday 4 July 2016. There are eight award categories and the winners will be announced at a black tie awards dinner on Tuesday 22 November 2016 at the Radisson Blu Hotel, Glasgow. The **Advancing Equality Award** recognises and celebrates innovation, excellence, creativity and commitment to equality, diversity and inclusion by colleges: their staff, students and partners. Entries will require to evidence:



- how you promote equality of opportunity for people from different groups
- steps you have taken to tackle discrimination and/or disadvantage
- actions you have taken to encourage good relations between people from different groups
- the lasting impact of your actions on equality, diversity and inclusion.

Entries must be completed using the online [Entry Awards Form](#).

Equality Challenge Unit



College Liaison Group, Wednesday 15 June 2016

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. This meeting in June will have a focus on Setting New Equality Outcomes for 2017–2021.

Progressing Equality and Diversity in Scottish Further and Higher Education

ECU's recent conference on Tuesday 26 April in Glasgow was the first national event in Scotland bringing colleges and universities together and explored topics related to governance and leadership of equality, staff equality, and student equality. Presentations from this conference and now available to download on their [website](#).

Attracting and Increasing Student Diversity

ECU is currently working with 10 colleges in a [project](#) aimed at increasing the diversity of the student body in key subject areas. The colleges are working to develop initiatives to address the barriers to access for underrepresented groups through robust research.

Developing the Workforce

CDN Emporium: Inspiring Ideas

CDN is organising a month long [series of events](#) in June with a focus on developing the workforce. The Emporium was launched on Wednesday 1 June at Glasgow Science Centre by Dr Stephen Breslin, Chief Executive of Glasgow Science Centre, who addressed the STEM Skills Gap.



The Emporium draws to a close on 17 June with a Finale at the Westerwood Hotel in Cumbernauld. This finale is about Employer Engagement and students, colleges, their partners and employers, and will offer a mix of presentations, workshops, interactive stalls, networking opportunities, panel sessions, and discussions. [Book online here](#).

Making Apprenticeships Work for Young Women

The Young Women's Trust works with women between the ages of 16–30 struggling to live on low or no pay in England and Wales.

They recently published a [report](#) based on original research through focus groups with young women and by polling 1,269 young people to understand their experiences of apprenticeships.

A number of young women from the Young Women's Trust apprenticeships working group were brought together with employers, government officials, think tanks, and charities to discuss the challenges and prioritise actions forming the basis for the recommendations.

Recommendations included: positive action measures; the removal of formal academic requirements for apprenticeships; a diversity action plan for employers; greater emphasis on collection and publication of data; pay and financial support to be increased; greater availability of part-time and flexible apprenticeships; and a renewed focus on the advice and support given to apprenticeships before, during and after their apprenticeships.

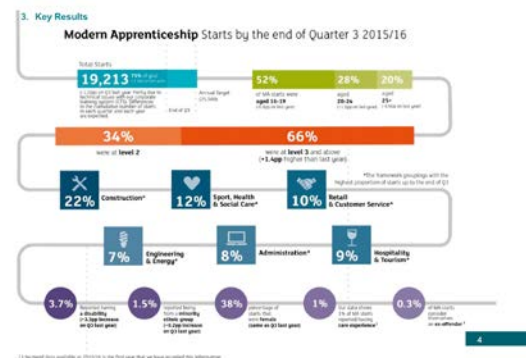


Although this report focuses only on the experiences of young female apprenticeships in England and Wales; the recommendations it makes are relevant for employers, training providers, schools, and colleges in Scotland.

Modern Apprenticeships Statistics April to December 2015

The most recent [quarterly report](#) by Skills Development Scotland indicates that from a total of 19,213 Modern Apprenticeship (MA) starts:

- ❖ 52% were aged 16–19
- ❖ 28% were aged 20–24
- ❖ 20% were aged over 25 years
- ❖ 22% were in Construction
- ❖ 12% were in Sport, health and Social care
- ❖ 10% were in Retail and Customer Service
- ❖ 9% were in Hospitality and Tourism
- ❖ 8% were in Administration
- ❖ 7% were in Engineering and Energy
- ❖ 38% were female (same as last year Q3)
- ❖ 3.7% reported having a disability (3.3% increase from Q3 last year)
- ❖ 1.5% were from a BME background (0.2% increase on Q3 last year)
- ❖ 1% had a care experience
- ❖ 0.3% consider themselves ex-offenders



Learning and Teaching

Data, Disney and a Dash of Edmodo

The Edmodo website recently shared a case study of how a teacher had used project based learning in Maths to look at issues around prejudice and injustice. Using a recent article about female stereotypes in Disney movies, they used it to learn about data.

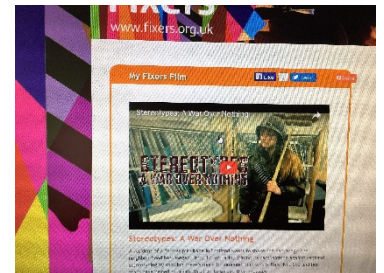
The students were asked about female stereotypes and where these might come from. They brought up media, movies and Disney. Discussion centred on whether Disney princesses fell into the traditional female stereotype. Students were then asked to use the data to support or refute their opinions. The report highlighted much useful data they could use such as: speaking roles by gender, movie writers by gender, sidekicks by gender, number of compliments to a female character based on looks as well as skill and gross revenue for the movies.

Students were assisted in how to select, display, and sort the data and used that to engage in discussion. They were also pushed and challenged to look at the data and connect the data with their findings and think about gender biases and stereotypes.

Stereotypes – A War Over Nothing

A pupil at Wallace High School, Stirling has teamed up with some other students and Fixers to make a [film](#) about geographical stereotypes. Megan Firth, of Fallin, Stirling, says:

'My community has developed a reputation for being rough. Whenever people talk about it they say "I wouldn't go there on my own". It's quite hurtful because it will always be home for me, but it's the same for people from more affluent areas too, who are labelled "posh". I want to show that it doesn't matter where you come from. It doesn't make you better or worse than anybody else.'



Fixers is a UK wide innovative organisation which gives young people the resources to use creative media to make positive change for themselves and those around them. The satirical war drama, which depicts pupils battling for regional supremacy, seeks to demonstrate how ridiculous stereotypes can be when they get out of hand. The group hopes to take their campaign into schools and colleges.

Walk the Walk

Walk the Walk is an interactive [graphic novel](#) for use in facilitated youth and literacy support groups. It was developed by the Scottish Book Trust, in partnership with the Scottish Government, to explore issues around sectarianism and how to tackle it. The Scotsman newspaper has reported that the novel has created a shift in the behaviour and thoughts of the people who read it, according to an independent study. The academic analysis of the book's effect on readers discovered that by participating in the book's development process led to 'deeper engagement' and helped learners to develop empathy with the characters while also exploring issues that surround sectarianism behaviour.

This graphic novel might also be useful in subjects such as Communication and English, Social Studies, Sociology, Graphic Communication and on some Supported Programmes.

Right Here, Right Now – Teaching Citizenship through Human Rights

Human rights belong to everyone: knowing what these rights are and how they relate to our own lives is a first step towards a culture where everyone's human rights are routinely respected. This [resource](#) is for teachers and lecturers who want to explore with their students the role of human rights in our day to day lives in the UK and demonstrate a human rights approach in their work.



Right Here, Right Now
Teaching Citizenship through Human Rights

The resource is designed to support citizenship in the curriculum and contains comprehensive background information and a series of 12 lesson plans with accompanying worksheets and resource sheets.

Global Youth Work – Activities for Global Citizenship

The [resource](#) by [Scotdec](#) is designed by youth workers and global education experts to promote global youth work as a mainstream practice across Scotland. It can be incorporated into a wider curriculum programme for a number of subject areas. The resource looks at six everyday commodities such as water, tobacco, chocolate, textiles, mobile phones, and food as a starting point for exploring global interdependencies.

Equality and Diversity in Learning and Teaching in Higher Education

Equality Challenge Unit (ECU) has published [papers](#) from recent ECU and Higher Education Academy (HEA) joint conferences. The papers focus on four key areas:

1. Staff development for equality and diversity in learning teaching
2. Lessons from the coalface: supporting inclusivity
3. Supporting student groups
4. Student engagement with equality and diversity.

Although this is a university-based publication, the case studies and papers are also relevant for the college sector.

Pride and Prejudice in Education



The Forum for Sexual Orientation and Gender Identity Equality in Post-School Education is a community of practice consisting of national level strategic and member organisations who discuss, share ideas and work together on initiatives to further sexual orientation and gender identity equality in the further and higher education sectors in England and Wales. This [research report](#) explores how staff and learners perceive and experience sexual orientation and gender identity in post school education today. It charts the distance travelled as well as adding to the growing understanding of sexual orientation and gender identity in post school education. The report makes 12 key recommendation to help learners and staff of different sexual orientations and gender identities experience inclusion, respect and value.

'Pitch Perfect' Competition

[Ayrshire College](#) students had the opportunity by the anti-sectarian charity Nil By Mouth to provide a cutting edge idea for its next campaign. Groups from the 24/7 Plus course from Ayr, Kilmarnock, and Kilwinning each had to come up with their own innovative concepts for the 'Pitch Perfect' competition and pitch them to a panel of judges. The team from Ayr campus won by creating an app for smartphones as well as a social media campaign to make people aware of online sectarianism and the consequences of sectarian behaviour.

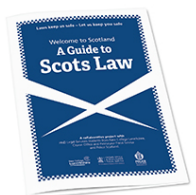


A Guide to Scots Law – HND Legal Services, New College Lanarkshire

Students from the HND Legal Services course at New College Lanarkshire have created '[A Guide to Scots Law](#)' which aims to make people new to Scotland, including refugees and asylum seekers, aware of the laws which affect their everyday lives. The project, 'Project Safe', arose out of a chance encounter with the then Lord Advocate, Frank Mulholland QC, and staff and students who were attending court to watch a trial in which he was prosecuting. The ensuing conversations gave birth to the idea for this guidance booklet. In partnership with Police Scotland, Crown Office and Procurator Fiscal Service of Scotland, and Scottish Refugee Council, the students researched and developed this guidance booklet – talking to groups of asylum seekers and refugees, ESOL students and others to make sure that the guidance was a practical, plain English document giving sensible, practical advice on Scotland and its laws – to those new to Scotland.

New Arrival?

Learning to live in a new country can be difficult



Internships for Female Engineers

City of Glasgow College has secured 10 fully funded internship opportunities for aspiring female engineers and are seeking industry partners to offer summer placements. They recently held an Engineering Employers Equality Event which gave employers the opportunity to exchange ideas and opinions on how to promote equality within businesses as well as sharing insight on innovative methods currently being utilised. For more information contact: naziyah.mahmood@cityofglasgowcollege.ac.uk

Amnesty International Student Journalist Award

Amnesty International UK are looking for student journalists to apply for their Media Awards 2016. They are looking for entries that:

- expose human rights issues
- are well researched
- are well written and/or produced to a high quality
- introduces a human rights topic to their audiences, either for the first time, or in a fresh and innovative way.

Entries have to be [submitted](#) by Monday 1 August 2016.

SQA Star Awards

SQA Star Awards recognise the outstanding achievements of individuals working towards SQA qualifications as well as the SQA centres – schools, colleges, training providers, and employers and their staff who help to deliver SQA qualifications that enable learners to achieve their ambitions. This year for the first time SQA has introduced a new category – [Promoting Inclusion](#) to recognise the work of SQA centres in promoting equality, diversity and inclusion. The award will be presented to a centre that can demonstrate innovative and collaborative ways of improving access to SQA qualifications and raising attainment through reducing or removing barriers, to the benefit of all.

Examples include: policies and procedures; recruitment, retention and progress of learners; approaches to assessment or quality assurance; links and partnership approaches to delivery; approaches for involving community, advocacy and voluntary groups in the use of SQA qualifications.

Information and News

LEAD Scotland

Are we There Yet? Improving life long and life wide learning journeys for disabled people

LEAD will be holding their fifth [National Conference](#) at Perth College UHI on Thursday 9 June. Dame Anne Begg, Member of Parliament for Aberdeen South from 1997 to 2015 and the first full-time wheelchair user in the House of Commons since 1880, will chair the event.

Scottish Student Develops an App to Aid People with Autism

Craig Docherty, a software engineering student at Stirling University, has devised an app which allows those people with autism to input key information about their likes and dislikes and preferred means of communication. With help from fellow students and working in collaboration with Stirling and Clackmannanshire Councils, he designed a prototype after seeing a call for an app to assist people with Autism Spectrum Disorder (ASD) with various tasks including preparing for hospital visits and meetings. Craig reported that it had been a great experience for the Computer Club to step outside the walls of the university and help make a difference in the wider community. The app was launched by Stirling Council as part of Autism Awareness Month.



For more information, please contact Lorene Amet, Autism Development Officer at Stirling Council.

Email: ametl@stirling.gov.uk Tel: 01786 233832

Changing the Race Equality Paradigm

The Coalition for Racial Equality and Rights (CRER) is a Scottish anti-racist organisation which works to tackle racial inequality alongside many partners from all areas of public life. Their new publication: 'Changing the Race Equality Paradigm' aims to inspire a new direction on race equality within public, social and organisational policy by promoting key concepts which can help institutions better respond to the challenges of tackling inequality. These are gathered into five sections setting out the change they wish to see:



1. Change what we mean by 'racism'
2. Create a better evidence base
3. Understand the impact of 'difference'
4. Change organisational culture
5. Learn from the past, work for the future.

Secondly, the Scottish Government recently launched its [Race Equality Framework](#) setting out how they aim to progress race equality over a 15 year period from 2016 to 2030. Their key goals for education and lifelong learning encompass:

- Innovative, inclusive and effective approaches to education which take account of the individual needs and experiences of all ethnic groups
- Careers guidance which helps to improve the transition into employment and tackles occupational segregation in relation to race
- BME pupils and students have confidence in and are effectively supported by work to tackle prejudiced based bullying and racist behaviour or incidents
- Scotland's educators are confident and empowered to promote equality, foster good relations and prevent and deal with racism
- Scotland's education workforce better reflects the diversity of its communities
- BME people experience better outcomes in completing further and higher education, and in transitioning to the labour market after completion.

In addition, CRER also published a [report](#) which expands on the key issues raised by the programme of work they undertook in 2014–15 around good relations. The aim of the report is to provide a practical viewpoint on potential new approaches and new solutions for good relations in Britain, which can strengthen and inform public and organisational policy.

CDN will be considering how we work with the college sector to take forward the aims and ambitions in these three reports.

Mental Health and Teenagers

Annie Davenhill, a 14-year old student from Lanark Grammar School has been involved in a work experience placement as a journalist at [CommonSpace](#), a digital news and views service in Scotland. She has been focusing on the mental health issues for teenagers and students. New information from NUS Scotland has highlighted some worrying changes to the mental health of students. NUS placed a Freedom of Information request to Scotland's colleges and universities on the mental health services they provide and the numbers of students accessing them. They found that there had been a 47% increase in students trying to access mental health support services and that one in eight students enquiring about advice from support services did not go on to receive it. Anne spoke to a number of key organisations such as Childline, NUS Think Positive campaign and Young Minds and discussed a number of contributors to mental health problems such as exams, self-harm, social media, anxiety and body image.



This is a good example of a work experience placement both giving the student an insight into the world of work but also using it to broaden their own awareness and understanding and making that awareness available to others.

Equally Safe – Scotland's Strategy for Preventing and Eradicating Violence Against Women and Girls

The Scottish Government recently [updated strategy](#) provides a framework to prevent and eradicate violence against women and girls. There are four key priorities:

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 the safety and wellbeing of women, children and young people.
4. Men desist from all forms of violence against women and girls; and perpetrators of such violence receive a robust and effective response.

They are working through a number of different spheres such as Equality, Health, Social Justice, and Education to strengthen links and connectivity around gender inequality which they see as the root cause of violence against women and girls.

Strathclyde University has recently been awarded £300,000 for the first year of an innovative two-year project to produce a toolkit to stamp out sexual harassment and assault across college and university campuses.

In addition a number of colleges already take part in campaigns and initiatives organised by [White Ribbon Scotland](#), a campaign which involves men in tackling violence against women.

Hate Online – A guide to Responding to Online Hate Speech and Hate Crime

The internet is a global space for sharing and promoting a variety of content and ideas. As more people look towards social media as a way to communicate with the world, often anonymously, the risk of experiencing online hate speech has increased significantly. The rise of online hate speech has led to passionate debates about freedom of speech and expression and its limitations on the internet. There is great concern for children and young people, who are particularly affected by online hate speech. Furthermore, online hate speech can lead to in-person violent hate crime.



The Coalition for Equality and Human Rights (CRER) has produced a [report](#) which seeks to clarify some of the confusion regarding and online hate speech and hate crime and provide:

- a definition of online hate speech and hate crime
- information on how online hate speech and hate can be identified
- guidance on how to record and report online hate speech and hate crime.

New Scots: Integrating Refugees in Scotland's Communities

As part of the [Scottish Government strategy](#) to coordinate the efforts of all organisations involved in supporting refugees and people seeking asylum in Scotland, a number of action plans were developed in key areas, including Education. As part of that action plan a number of agencies have been developing a paper on 'known barriers' to further and higher education for refugees and asylum seekers. CDN contributed to this paper in relation to guidance for college staff around the meaning of immigration status and funding provision; ESOL provision in colleges and appropriate financial advice to new refugees.



Access in Scotland: Access to Higher Education for People from Less Advantaged Backgrounds in Scotland

Access to universities across the UK remains a challenge despite improvements in recent years. Those challenges are still more marked in Scotland than in other nations as this [report](#) from Edinburgh University and the Sutton Trust shows.

The report shows that since 2006, 90% of all the growth in entry into Scottish higher education by disadvantaged students has been through sub-degree courses in colleges. Colleges Scotland said: 'We welcome the report's acknowledgement of the crucial role that colleges play in delivering higher education and progression routes into universities for students who wish to do so, regardless of their background. It underlines that these routes are more likely to see Scottish students from disadvantaged backgrounds gaining access to university.'