

# Equality and Diversity Newsletter

## Issue 16 – March 2017



Welcome to our newsletter on equality, diversity and inclusion 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](mailto:suzanne.marshall@cdn.ac.uk)

## CDN Activities

### Cultural Understanding and Why It Matters – Cultural Intelligence

Cultural Intelligence (CQ) is the capability to learn and work effectively in culturally diverse contexts, be that domestic or international cultural diversity. Schools, colleges and universities are incorporating CQ into staff development and student learning because it encourages a local and global mindset, necessary for the world of work today.



The [recording of this webinar](#) which took place in February launched CDN's new [resource](#) on Cultural Intelligence.

### Transitions & Autism – Enhancing Inclusive Practice Monday 27 March 2017 (0930–1600)

**Scottish  
Transitions  
Forum**



This [training](#) is aimed at college staff who have day-to-day contact with students with additional support needs, want to improve their knowledge around autism and transitions, would like practical tools and strategies to support young people with autism in a college environment and would like clarity on the legislation and policies that impact on transitions.

## Summary

The Scottish Transitions Forum and Autism Network Scotland are delivering a one day training pilot with the support of the Scottish Funding Council (SFC) and CDN. This training will explore the transitions' process within the context of a number of policy drivers including SFC's Access and Inclusion Strategy, the Scottish Government's Autism Strategy, Commission on Widening Access, Developing the Young Workforce and positive destinations pre-and post-college amongst other policy areas.

This training pilot focuses on:

- Understanding the experiences of young people going through transitions
- Autism awareness, with a focus on transitions
- Exploring current legislation which supports transitions
- Identifying cross-professional roles and responsibilities during transitions
- The practical application of the Principles of Good Transition and other relevant tool within this area
- Enhancing college inclusive practices and helping meet the needs of their students.

## Dignity and Respect

Wednesday 29 March 2017 (1030–1600)

This [workshop](#) is open to staff working in all Scottish colleges and universities. This workshop will be useful for anyone involved in:

- Managing and promoting institutional approaches to dignity and respect, including those responsible for bullying and harassment policies and procedures
- Developing, training and/or providing ongoing support to bullying and harassment volunteer advisers
- Developing and promoting equality, diversity and inclusion
- All staff with an interest in managing and promoting good relations on campus.



Equality Challenge Unit

## Summary

The potential impact of unacceptable behaviours, such as bullying and harassment, is well known – increased levels of absence, staff turnover, and lower staff morale which can reduce productivity. The effects of such behaviours are harmful to all concerned, potentially expensive for institutions and carrying the risk of serious reputational damage. While many colleges and universities have put significant energy into creating the policies and procedures that prevent harassment and bullying and promote dignity and respect on campus, responding to those incidents of unacceptable behaviour that do occur can be very challenging. This workshop provides the opportunity for participants to focus on the challenges, evaluate their own institutional processes and share good practice.

## Developing your own capacity through Mindfulness – an experiential introduction

Monday 3 April 2017 (0930–1230)

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 introduce 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.

### Aims:

- to explore the concept of mindfulness and the evidence base
- to understand the benefits of mindfulness for individuals, organisations and teams
- to experience some basic mindfulness exercises
- to explore the practical application of mindfulness within an organisation
- to share case studies highlighting the benefits of mindfulness within organisations
- to signpost participants to additional resources and courses including the Mindfulness for Leaders programme.

**Cost:** Colleges: £50 Third Sector and Public Sector: £70 Private Sector: £90.

**Booking Link:** <http://events.collegedevelopmentnetwork.ac.uk/events/show/5860>

## Corporate Parenting Event

Wednesday 26 April 2017 (0930–1500)

This is the latest in a series of events CDN has been running in collaboration with Who Cares? Scotland and the Centre for Excellence for Looked After Children in Scotland (CELCIS). This event will focus on examples of college practice that are specifically intended to support care-experienced students when applying for funding and continuing financial support. In addition, there will be an update on the Corporate Parenting Plan review and revision process and an opportunity to learn more about different care placements. There will also be an opportunity to meet and network with other corporate parents and colleagues.



Book online at: <http://events.collegedevelopmentnetwork.ac.uk/events/show/6066>

## Gender Equality in the Early Years: Significance and Suggestions Tuesday 25 April 2017 (1600–1700)

This [webinar](#) by Zero Tolerance Trust will be of interest to: anyone working as, or teaching early-years practitioners and parents of young children.



### Summary

We are inadvertently harming boys and girls by communicating outdated gender stereotypes from their earliest years of life. By understanding their origins and impact and reflecting on our own practice we can move away from such damaging patterns. This webinar will review the causes and consequences of gender stereotyping and explore ways we can prevent it from limiting our children's future.

### Forthcoming events

**Equate Scotland** will be delivering a series of four half-day events in May to support the process of developing gender equality plans. Dates are still to be finalised and will be advertised on our website but the sessions will cover:

#### 1. Getting started on your GAP

This will cover reviewing where your college is currently, what monitoring and evaluation is needed to help you create a coherent plan and ideas of what could potentially contribute to good gender practice in STEM (sharing practice from those we work with).

#### 2. Unconscious Bias Training

In our highly-evaluated training we include the concept of unconscious bias, how our brains work, what this means in the workplace (with a specific GAP focus) and what can be done to mitigate it in decision-making processes.

#### 3. Taking Positive Action

This will cover what positive action is, the legal definitions of it and how it can be implemented in your college. We will also go through using inclusive language in various documents, such as course descriptions, websites and aptitude tests.

#### 4. Getting everyone on board

This session will support you to create a holistic, whole organisation approach to the GAP. Too often these issues are left to those with equality and diversity in their job descriptions, when in fact to be successful, we need everyone on board. We will go through ways we can get middle managers on board and how we can make it a college-wide priority.

## 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.



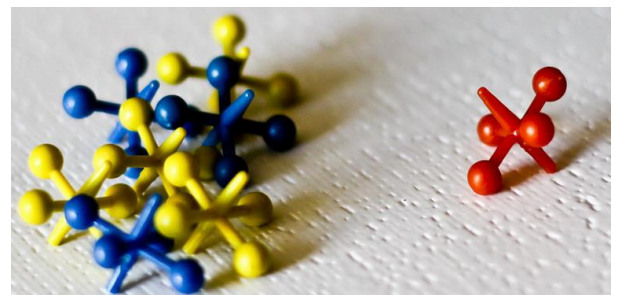
A new addition to the programme is **Student Mental Health** which is aimed at lecturers and tutors working in Scotland's colleges. As well as providing relevant background knowledge, the content is intended to be useful in a college setting. The [course](#) delivers an understanding of key factors that influence student mental health, and the strategies that help to support good mental health. It also looks at ways of responding to crises and pro-actively combatting stigma.

## Equality, Diversity and Inclusion in the Curriculum

This college framework [resource](#) on embedding equality, diversity and inclusivity in the classroom was launched on Learn Online on 23 February. We want it to be a living resource so we want to add several case studies/examples to it on an ongoing basis. If your college has any examples, please send them to me and we will incorporate them in the resource.

The framework comprises eight themes each with eight criteria:

- College management and coordination
- Inclusive policies and procedures
- Curriculum design
- Curriculum delivery
- Assessment and feedback
- Student engagement
- Staff engagement
- Learning resources, sites and environments.



There is a variety of ways in which the framework and its accompanying materials can be used, as an:

- Audit tool
- As a self-reflection tool
- As a staff and student development tool
- As a policy and procedure development or management tool.

We have had a small working group advising us on how this can be used in colleges.

## PDA in Advancing Equality and Diversity through Inclusiveness

The PDA in [Advancing Equality and Diversity through Inclusiveness](#) at SCQF level 9 develops the skills of implementing and embedding the concepts of equality, diversity and inclusiveness in the workplace. It particularly meets the CPD needs of staff in the education and training sectors, for both student and staff-facing roles, in relation to the requirements of current equality legislation.



The award encompasses the changes in equalities legislation enabling staff to develop a deeper understanding of the links between inclusiveness and the full range of protected characteristics within the Equality Act 2010 and reflected in Government and organisational strategy and policy.

CDN has been developing materials for the new award and are applying to SQA for approval to deliver the course. Information will be available shortly on our website.

### Gender Equality

CDN has produced a [Gender Action Plan Framework](#) document which sets out the key messages from the SFC's Gender Action Plan publication, identifies the action required by colleges and makes recommendations on how colleges can meet their commitments. This document is intended for a wide variety of staff in colleges but will initially be most useful to senior managers in drawing up college Gender Action Plans. Additionally, the following staff will have a role in implementing and contributing to the Gender Action Plan:

- Equality practitioners
- Staff development managers
- School/college liaison
- STEM working groups
- Curriculum leaders and lecturing staff
- Guidance and Careers staff
- Marketing and communications
- Admissions staff
- Publications and website staff
- Student engagement officers.

### Save the Date!

CDN is planning a **Gender Conference on 20 June** covering issues such as embedding gender equality into the learner journey; a national approach to Men in Care and tackling the technology gender gap. Look for more details on our website: [www.cdn.ac.uk](http://www.cdn.ac.uk)

## Equality Challenge Unit

ECU has produced a [revised briefing](#) which provides details of the general duty and the specific duties for Scotland, and highlights issues for institutions to consider when developing their approaches to meeting the requirements.



In addition, ECU, has also created a checklist which sets out the 2017 specific duties reporting requirements for Scottish colleges, higher education institutions and SFC.

## Learning and Teaching

**The Teach Global Ambassadors Project** worked with secondary school teachers in Scotland and Lithuania to develop leaders of global learning who went on to support the development of Global Citizenship in their schools and local authorities. Resources are available [here](#).

## Counting on a Greener Scotland

This [e-learning resource](#), funded by Glasgow Clyde Education Foundation was launched at Glasgow Clyde College's new Innovation Hub and E-learning Centre in February. Counting on a Greener Scotland was originally developed in 2012 by the Workers' Educational Association (WEA) with Dr Heather Reid, OBE. It is a set of teaching materials and learning activities for tutors to use with groups of adults and young people to teach the subjects of weather, climate change and energy – with an emphasis on the importance of developing strong numeracy skills.

The e-learning version has been developed by WEA Scotland, working with Heather Reid and in partnership with Glasgow Clyde College's e-learning experts. It is available as an open educational resource, free to use by anyone in the world. The Foundation's Director, Pauline Cameron said:

'We're delighted that the Foundation's funding has enabled this high quality, free to access, learning resource to be used across a much wider reach of communities, learners and teaching institutions than was previously possible, through utilising the digital skills and expertise of Glasgow Clyde College's E-learning team. This complements the ongoing partnership work between WEA Scotland and the College on a digital "Science for a Successful Scotland" supported by the Foundation'.

## Myths of Immigration

The Educational Institute of Scotland (EIS) has produced three guides, each tailored for a different age range, to support teachers and lecturers in tackling misconceptions about immigration. The booklets will be sent to all nurseries, schools, colleges and universities and published on the EIS website. Margaret Smith, EIS President said:

'We hope that teachers and lecturers will find this resource useful for supporting open, honest conversations about immigration and for countering some of the misinformation that has spread in recent years. These guides should be used in the context of a broader anti-racist education programme, and may assist establishments to meet their legal obligations to promote equality and tackle discrimination based on race or religion'.



## Women's Creative Responses to Prejudice

The Glasgow Women's Library 'In Her Shoes' project explores women's creative responses to racist, ableist and homophobic discrimination and prejudice using posters, zines and artworks from their unique museum and archive collections. On Wednesday 29 March, they are organising an 'In her Shoes: Gender and Prejudice' event which will showcase this work alongside contributions from women engaged in academic research on targeted hostility and prejudice. For more information, contact Rachel Thain-Gray:

[rachel.thain-gray@womenslibrary.org.uk](mailto:rachel.thain-gray@womenslibrary.org.uk)

## Accessibility in the classroom – tools that impact my students

Robin Lowell, a Microsoft Innovative Educator Expert, special education, science and maths teacher as well as a teacher of blind and visually impaired students has written a [blog](#) on the Microsoft Office tools, particularly with Windows 10 and Office 365, that help his students consume content, create content, collaborate inclusively and stay organised.

## Year of Young People 2018



Young Scot are looking for people (aged 8–26) from all over Scotland to become Year of Young People 2018 Ambassadors. Get involved, and represent the Year of Young People 2018 in your local community!

Through the whole of the Year of Young People 2018 (YoYP 2018) Scotland will be celebrating the achievements of young people and their valuable contribution to communities. Ambassadors will be part of a Scotland wide team creating new opportunities for young people to shine locally, nationally and globally.

The Year of Young People 2018 will provide a platform for young people to have their views heard and acted upon. Ambassadors will be helping to showcase the amazing talents of young people through events and the media and developing better understanding, cooperation and respect between generations. They will also be recognising the impact of teachers, youth workers and other supporting adults on young people's lives and developing and providing opportunities for young people to express themselves through culture, sport and other activities.

YoYP 2018 Ambassadors will be:

- Representing the Year of Young People 2018 in their local community
- Supporting partners to ensure the success of the Year of Young People 2018
- Promoting and creating events and activities in their area
- Attending national events and training with other Ambassadors from all over Scotland
- Taking part in a Dynamic Youth Award or Youth Achievement Award
- Building new skills and meeting loads of new people.

To apply and find out more information visit: <http://yoyp2018.scot> and follow #YOYP2018 on twitter.



## STEM Central

Education Scotland has made significant changes to their websites. The STEM Central core content has been migrated to the National Improvement Hub. NQ Higher Sciences core content, including animation files are now available on the National Qualifications site. All NQ Higher Sciences content has also now been copied to their Glow Sciences community with videos available on the Sciences Glow video channel. More information and links is available [here](#).

## New STEM Centre at Fraserburgh

The new STEM Centre at North East Scotland College's Fraserburgh Campus was officially opened by Sir Ian Wood GBE on 1 February 2017. This new extension not only increases accommodation for engineering, automotive and construction courses but offers more flexible teaching spaces and has allowed the College to introduce additional study options including Science.



## Lesson plan ideas

The [Equality and Human Rights Commission](#) has developed a series of lesson plan ideas on:

- Actions and consequences
- Developing empathy
- Identity and characteristics
- Diversity
- Prejudice and stereotypes
- Discrimination
- Equality Act 2010
- What are human rights?
- How do human rights work?
- Balancing human rights
- Influencing attitudes
- Taking action.

## Diversity Calendar

### Fair Trade

Youth Scotland has launched [Fair's Fair](#), A toolkit designed to facilitate discussion and education about important Fair Trade issues around retail, such as food, clothing, cosmetics and electronics. The toolkit contains:



- Statement cards on the themes of Food, Cosmetics and Electronics, Jobs and Equality, Clothing and Sport and Fair Trade in Scotland
- Guidance notes with facts and information about each of these themes to help facilitate discussion
- Facilitator's notes with ideas on how the pack can be used
- A Handbook for Fair Trade Campaigners with more detailed information about Fair Trade.

## International Women's' Day, 8 March 2017

The theme of this year's International Women's Day was #BeBoldForChange and CDN and Colleges Scotland were both celebrating the achievements of women and declaring our support for challenging bias and inequality and championing women's education.



## World Autism Awareness Day, 2 April 2017

The National Autistic Society has a number of [resources](#) to raise awareness of autism in the classroom.

All colleges have autistic students. The key to their success will be a good transition, where staff get to know students and how to meet their needs.

It's important for further and higher education settings to create a culture of inclusion and aspiration, as this will lead to progression and positive outcomes for all learners.

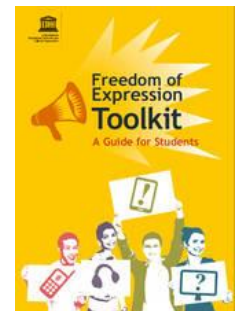
While autistic students may struggle with aspects of college and university life they have skills and strengths which should be valued. Enthusiasm, punctuality, determination and reliability are among the many qualities that students on the autism spectrum may bring. More information on supporting autistic students in college can be found [here](#).

## World Press Freedom Day, 3 May 2017

### Critical Minds for Critical Times: Media's role in advancing peaceful, just and inclusive societies

Every year, 3 May is a date which celebrates the fundamental principles of press freedom; to evaluate press freedom around the world, to defend the media from attacks on their independence and to pay tribute to journalists who have lost their lives in the exercise of their profession.

Unesco has produced an [educational toolkit](#) aimed at young people which covers the major concepts and issues in relation to freedom of expression, written in an easy to understand, conversational manner.



Lecturers and students may follow the Toolkit as it is structured: beginning with an overview of the concept, identifying then the conditions where freedom of expression would flourish or flounder, going through the two chapters that explain the role of journalism and the Internet, and finishing with a section that emphasises practical activities that could be carried out. The last segment of the toolkit consists of section dedicated to case studies. Each section or chapter could be used as a standalone resource or as part of a series. This resource would be particularly useful for students of Journalism, Media Studies and Multimedia, Social Sciences, Communication and ICT.

## International Day against Homophobia, Transphobia and Biphobia, 17 May 2017



iglyo, the International Lesbian, Gay, Bisexual, Transgender, Queer and Intersex Youth and Student Organisation is a pan European network with over 95 LGBTQI youth and student organisations. They have produced a [Teacher's Guide to Inclusive Education](#) which includes:

- The need to create a safe learning environment
- Strategies for creating a safe and inclusive learning environment
- Responding to situations that arise
- Examples of classroom activities.

## Information and News

### Employers across Scotland access support from the Equality Action Fund

The Equalities Action Fund, set up by Skills Development Scotland (SDS) has supported seven projects across Scotland which aimed to encourage innovative and proactive approaches to increasing uptake of Modern Apprenticeships amongst young people who are either from an ethnic minority community, are disabled, care-experienced or under-represented by gender. A broad range of projects have been supported by the fund and more information is available [here](#).

### See Potential

The UK Government has developed a number of resources on their new website [See Potential](#) which aim to help support businesses committed to offering opportunities to people from disadvantaged groups. This new resource includes an employer information pack, real life case studies and a step-by-step employer guide to reviewing recruitment practices to ensure that they are open and fair for all candidates, including the long-term unemployed, care leavers, recovering addicts, homeless people, single parents and military veterans.



### Scottish Alliance Against Prejudice and Hate Crime

A new coalition of organisations has come together to eradicate hate crime and prejudice across Scotland. The Scottish Alliance Against Prejudice and Hate Crime, SAAPaHC, will work with the Scottish Government and others partners to challenge prejudice, hate crime and its impact on individuals and communities. More information is available [here](#).

## Improving educational outcomes for children and young people from travelling cultures

Traveller children and young people's educational outcomes are among the worst in Scotland. The Scottish Government has worked with stakeholders to develop guidance to support those working with traveller children and young people to improve educational outcomes over time. They are seeking views on the draft [guidance](#).

The purpose of the document subject to consultation is to provide guidance to schools, including early learning and childcare settings, and local authorities about how they can support children and young people from travelling cultures and their families to engage in school education. The guidance covers all Travellers, including Gypsy/Travellers, Roma and Showpeople. It aims to support greater understanding of the issues affecting learning and learning outcomes of Travellers in Scotland and to raise awareness of the learning barriers experienced. It provides guidance on education authority and school practices to support improved outcomes at school and beyond.

The consultation seeks the views of stakeholders who support Traveller families with children particularly: local/education authorities; teachers and other school staff; those who work with travellers in the community such as in a health and social care context; those who can support transitions from school, including further and higher education institutions and community learning and development organisations; and traveller representatives, such as third sector organisations.

## College to support refugee doctors into work

City of Glasgow College, in partnership with Glasgow Clyde College, will provide tailored language courses to help refugee doctors reach the required standards of English to practise medicine in Scotland.

Funded by over £160,000 from Scottish Government and run by the Bridges Programmes in partnership with the British Medical Association (BMA), NHS Education for Scotland and City of Glasgow and Clyde Colleges, the new Refugee Doctors project is unique in the UK. The programme will help suitably qualified refugees access training, language support and professional mentoring to help them meet the standards for professional registration with the General Medical Council and practise medicine in Scotland. As part of the funding, the doctors have also committed to working for NHS Scotland.



## College receives Disability Confident accreditation

Forth Valley College has received Disability Confident accreditation. To meet the criteria the College had to achieve several core aims including: actively looking to attract and recruit disabled people, providing a fully inclusive and accessible recruitment process and offering an interview to disabled people who meet the minimum criteria for the job.

The College then undertook and successfully completed the Disability Confident self-assessment, took all its core actions to be a Disability Confident employer and offered at least one activity to get the right people for their business and at least one activity to keep and develop their people.

Forth Valley College are now among the first Colleges to attain Disability Confident accreditation and recognition comes less than a year after the College was officially accredited as a UK Living Wage Employer.

## I Am Me and Keep Safe Scotland

I am me is a community group that works in partnership with Police Scotland to raise awareness of and tackle disability hate crime. Disability Hate Crime is one of the most under-reported crimes in the UK, with an estimated 97% going unreported. Many incidents go unreported as disabled often accept abuse and harassment as part of daily life. There are 1 million people in Scotland registered as disabled or with a long-term illness. There are two key initiatives: I Am Me and Keep Safe.

I Am Me works with communities to raise awareness of what disability hate crime is and how incidents can affect the wider community. The project has worked with partners to produce a hard-hitting film based on a young adult with autism and a learning disability, and the issues he faces within society. A teaching pack to accompany the film is available at [www.iammescotland.co.uk](http://www.iammescotland.co.uk). This resource aims to introduce disability; increase understanding of the range of disabilities, highlight the effects of bullying and exclusion and highlight the consequences of hate crime.

Keep Safe works in partnership with Police Scotland and a network of local businesses and organisations to create Keep Safe places for disabled, vulnerable and elderly people when out and about in the community. People can access these premises to seek assistance and help if they feel lost, confused, scared, in danger or have been the victim of a crime.

The [Keep Safe Scotland](#) phone app is now available for free on Android and iOS devices.

## Intimate Migrations: Lesbian, gay, bisexual and transgender migrants in Scotland.

Intimate Migrations is a project about the experiences of lesbian, gay, bisexual and transgender migrants from Central Eastern Europe and the Former Soviet Union in Scotland. It was funded by the Economic Social Research Council and hosted by the University of Glasgow. Their [final report](#) is now available on the project website.



## **Association of Deaf Education Professional and Trainees**

Adept is a group of people working to improve the services in educational settings for deaf people at all ages. Adept Scotland is collaborating with the Scottish Sensory Centre to organise a one-day conference on Saturday 24 June 2017 at the University of Edinburgh. The theme of the conference is Aiming Higher for Deaf Students: What Works? What Could Work?

More information is available [here](#).

## **Master's level BSL/English interpreting course**

At Queen Margaret University, Edinburgh, new online modules are currently being developed for BSL/English interpreters. These modules are designed to build towards an Advanced BSL/English Interpreting qualification at Masters level (subject to validation). These modules will be suitable for experienced practitioners who have been through academic training in the past, as well as those who may have joined the profession via vocational routes. All modules will aim to engage interpreters to reflect more critically about their work and relate professional practice to evidence-based research.

More information is available by contacting [interpreting@gmu.ac.uk](mailto:interpreting@gmu.ac.uk)

## **Barriers to apprenticeships for deaf young people in Scotland**

The UK Government has recently [announced](#) that apprentices in England who use BSL can show their communication skills with a BSL qualification rather than an English certificate. There has been no news from the Scottish Government yet about whether Scottish apprentices can also do this.

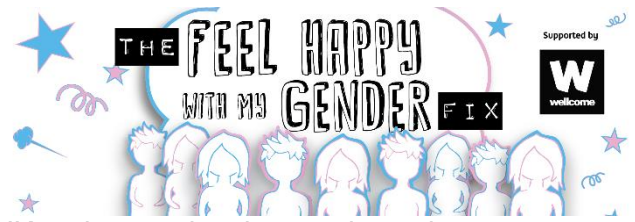
## **Age Awareness Training**

Age Scotland's Age Aware workshops offer guidance on how employers should think about ageing in relation to their workplace or organisation. They look at perspectives on ageing and what successful ageing looks like. They also look at a range of behaviours that have been shown to congregate around ageing and focus on very practical messages around healthy and active ageing. They offer a comprehensive checklist that can be personalised and built upon, looking at good practices that can be implemented including everything from access to ergonomics, job design or training and development and flexible working practices.

For further information contact Jonathan Park: [jonathan.park@agescotland.org.uk](mailto:jonathan.park@agescotland.org.uk)

## Transgender Young People Speak Out

This [website](#) brings together the work of transgender and gender fluid young people from around the UK who want better recognition and support for those who are discovering their gender. It is the result of a series of workshops in UK regions and nations and a major event in London in November 2016. The Feel Happy with my Gender Fix focused on five areas: school, work, health, media and the home – where trans- and gender-fluid young people revealed the challenges they have faced and came up with a set of proposals to make life better for the future. There is a wealth of information on this website from young people, experts, parents and support groups and will be invaluable for increasing awareness and knowledge.



## Trans Awareness in Education

**Wednesday 3 May 2017, 1040–1600, Technology and Innovation Centre, University of Strathclyde, Glasgow**

This event will provide delegates from across the education sector with information on gender variance and trans identities. It will introduce participants to research examining the experiences of transgender individuals within education and discuss the most effective ways in which to support trans young people, students and staff in education.

Trans.Edu Scotland is a research project which aims to better understand the barriers and challenges faced by trans applicants and those considering going to college and university as well as students and staff within further and higher education in Scotland.

It will develop practical toolkits and case studies to empower institutions to develop their policies and activities, alongside a peer support Community of Practice.

The research is funded by SFC and delivered by the Widening Access and Equality & Diversity teams.

## Tackling the Tech Gender Gap – Call for Employer Best Practice

Equate Scotland is working with SDS and Scotland IS to create a good practice guide on women in Digital Technology for employers across the sector. The guide will be accompanied by a series of webinars to support employers in implementing ambitious and tailored initiatives that will help them recruit and retain more women in the industry. More information is available [here](#).

## Visualise This

Visualise Training has written an interesting [blog](#) talking about tips in recruiting and retaining employees with a visual impairment. Some examples are:

- Offer to meet someone at the main entrance for the interview
- Changing the font size on a document
- Extra time when completing an assessment/examination
- Ask the person 'is the lighting ok for you?'
- Offer a guide dog owner water for their dog, equally the person attending may need a drink too!

**Third European Conference on Curriculum Studies  
Friday 16 and Saturday 17 June 2017, University of Stirling**



The European Association for Curriculum Studies and the Faculty of Social Sciences at the University of Stirling are delighted to announce that the third European Conference on Curriculum Studies will be hosted on its campus by new Stirling Network for Curriculum Studies.

[This conference](#) will follow previous successful events held in 2013 and 2015 in Braga and Porto. It aims to bring together international researchers from across the globe, representing all traditions of research and theorising in curriculum studies.