

Equality and Diversity Newsletter

Issue 17 – June 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

Gender Equality

Supporting colleges to develop Gender Action Plans

The Gender Action Plan, published by the Scottish Funding Council (SFC) in August 2016, is a vital part of how SFC plans to support colleges to become more accessible and diverse. It sets out how they are asking colleges to consider their infrastructure, policies, processes and activities to determine the role they can play in tackling gender imbalances.

Research commissioned by SFC, [‘Whose job is it anyway?’](#) looked at how institutions were already tackling gender imbalances across Scotland. It outlined a methodology for tackling gender imbalances based on key underlying criteria for, and design features of a successful and sustainable approach to tackling gender imbalances within an institution’s activities.

Five broad themes were identified:

1. Infrastructure
2. Influencing the influencers
3. Raising awareness and aspiration
4. Encouraging applications
5. Supporting success.

Infrastructure	Influencing the influencers	Raising awareness and aspirations	Encouraging applications	Supporting success
<ul style="list-style-type: none"> •Systems: incorporating into policies, processes, strategies, leadership and current reporting mechanisms •Humans: embedding in staff CPD, and reward and recognition processes •Resources: research and understanding, time, finance and physical support •Relationships: internal and external networks for collaboration 	<ul style="list-style-type: none"> •Educators and careers advisors: training, CPD and resource creation •Parents: awareness raising and support •Current students: embedding in the curriculum and co-curricular activities; awareness raising and training 	<ul style="list-style-type: none"> •Outreach: workshops, taster programmes, clubs, talks, bespoke programmes, competitions, school visits et al aiming to raise awareness and understanding of and interest in subjects and careers so as to influence the educational and career choice process. Use of role models, single-sex activities, thematic foci and media campaigns. 	<ul style="list-style-type: none"> •Recruitment: ensuring equitable admissions, supporting the recruitment process and tackling attainment disparities •Marketing: embedding gender equality and counter-stereotyping within prospectuses, websites and open day activities •Course packaging: designing courses to attract non-traditional students and utilising access programmes 	<ul style="list-style-type: none"> •Creating gender inclusive environments: auditing for and tackling environmental and structural barriers and developing gender inclusive environments •Enhancing the student experience: student mentoring, student networks, awareness raising and support for progression into counter-stereotypical careers

MAPPING SUMMARY

As part of our work to support colleges in developing Gender Action Plans, CDN partnered with Equate Scotland to deliver a series of four half-day training sessions in May on:

- Getting started on your Gender Action Plan
- Unconscious Bias
- Taking Positive Action
- Getting everyone on board

CDN has developed a [framework guidance 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.

Gender Equality Conference: Tuesday 20 June

CDN is organising this [national conference](#) to explore where and how gender equality policy is impacting practice across Scotland's educational and vocational landscape and to investigate what further actions are needed to reduce and remove the social and economic barriers faced by both women and men in Scotland.

Shirley-Anne Somerville, Minister for Further Education, Higher Education and Science at the Scottish Government will open the conference which has a variety of speakers and workshops from Scottish Golf, SFC, Institute of Physics, Equate Scotland, Men in Childcare, Digital Scotland, Skills Development Scotland, ECU, New College Lanarkshire and Glasgow Clyde College.

Gender Equality in the Early Years: Significance and Suggestions

This webinar which Zero Tolerance Trust delivered in April reviewed the causes and consequences of gender stereotyping in early years and explored ways we can prevent it from limiting our children's future. The webinar recording is now available on our [website](#). It will be particularly useful for early years practitioners and students on early years courses but is also a useful resource for developing gender actions.



Project STEMINIST

CDN was honoured to be one of the judging panel in the recent Embracing Diversity Competition at City of Glasgow College. The winning entry was a joint effort by two HND Mechanical Engineering female students who devised an Eco City computer game to encourage young girls to explore STEM subjects. The game is aimed at 11–15 year olds and allows them to apply skills, understanding; and develops experience in a contextualised simulated environment. The web based game allows the user to become a project manager and build their own floating city. There are plans to market it as an app on the App Store.



For more information, contact Douglas Morrison:
douglas.morrison@cityofglasgowcollege.ac.uk

Unblocking the Pipeline: Gender and Employability in Scotland



This [paper](#) represents Engender's first thoughts on the challenge of gendering employability. It sets out the gendered context in which employability policy and programmes must operate. It briefly describes the ways in which women's experiences of the labour market, of education and skills, and of social security are different. It then raises some specific issues about how employability in Scotland is developing, before finally making some recommendations on how this could be better gendered. Engender has worked in Scotland for twenty years to advance equality between women and men, producing research, lobbying decision-makers and empowering women to campaign for change.

Tackling the Technology Gender Gap Together: A Best Practice Guide for Employers

Technology is one of the fastest growing industries in Scotland, and in the very near future most of the jobs in Scotland will require digital technology skills. The Scottish Government has included digital technology as one of the six key sectors in which Scotland has a 'distinct competitive advantage'. However, with such low numbers of women in the sector and girls studying to be in the sector, this 'competitive advantage' is at risk. It is to overcome this crisis and create bold change through the support of employers in digital technologies that the Digital Technologies Skills Group have created this [best practice guide](#) for employers with key sector partners including Equate Scotland.



European Institute for Gender Equality Action Toolbox

The European Institute for Gender Equality has a number of resources on [Gender Mainstreaming](#) including toolkits, methods and tools, good practices, interviews and videos and country-specific information.

Disruptive Diversity

[This report](#) was commissioned by the Institution of Civil Engineers to look at what can be done to promote gender diversity in engineering. Action is recommended on many levels to change practices and behaviours so that diversity and inclusion becomes embedded in the Institution and its membership. It concentrates predominantly on measures that can be taken to address the lack of women in the sector, but many measures recommended will be equally relevant to diversity and inequality in general and will benefit other under-represented groups.

Equality, Diversity and Inclusion

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 developed materials for the new award and has been approved by SQA to deliver the course. More information is available on [CDN LearnOnline](#). We expect to offer this new PDA from next academic session.

For more information, contact Katrina Blair: katrina.blair@cdn.ac.uk.

Accessibility and Inclusion

Using Enabling Technology with STEM students with Learning Differences and Disabilities



Science, technology, engineering and maths present a distinct set of accessibility challenges. In this [recorded webinar](#), delivered in May, we explored the barriers faced by students with learning differences and disabilities in STEM disciplines and considered how technologies can help. We looked at technology support for reading, writing and organisation in maths and science learning including mobile apps and technologies to assist lab, field and workplace learning.

Accessible Course Materials

Course materials are core to the learning experience. To create an inclusive learning experience, materials need to be as accessible as possible. In this [recorded webinar](#), delivered in April, we started with a basic Word document and built in accessibility features, demonstrating how it could be used to support a variety of learners, with the same techniques being transferable into other applications such as PowerPoint.

Making the most of technology to support learners with sight loss

According to the RNIB over two million people are living with sight loss today in the UK. A considerable number aren't registered as blind, but say their sight loss is severe enough to affect their everyday lives.

Is technology key in supporting learners with sight loss? If so, what can we do to help learners exploit technology to support their learning? This [recorded webinar](#), delivered in April, explored a range of approaches that can help support students with sight loss.

Addressing Dyslexia

The Scottish Dyslexia Toolkit is a free [online resource](#) for teachers, lecturers, support staff and local authorities. It is designed to support the collaborative process of identification, support and monitoring; share resources, approaches and strategies and support inclusive education. The Toolkit was redesigned and launched on 8 March 2017 by John Swinney MSP, Deputy First Minister and Cabinet Secretary for Education & Skills and our President Sir Jackie Stewart OBE.



Introduction to Dyslexia and Inclusive Practice

Dyslexia and Inclusive Practice is the first of three online modules developed in response to Recommendations 1 and 2 of the 2014 Education Scotland Review Making Sense of Dyslexia: Education for Children and Young People with Dyslexia in Scotland. [This short module](#) has been developed with the Open University and Making Sense Working Group and is designed to provide an introduction for teachers and lecturers, community educators and anyone with an interest in developing positive approaches to supporting dyslexia in their inclusive practice.

New Anti-Sectarian resources

A range of educational [anti-sectarian resources](#) have been launched as part of the wider 'Tackling Sectarianism' Scottish Government agenda. These resources are available on Education Scotland's Improvement Hub. As well as the individual materials, there is a link to a professional development resource for practitioners and an illustrated pathway for anti-sectarianism education from early years through primary, secondary and post-school.

Nil by Mouth and South Lanarkshire College

Nil by Mouth has enjoyed a partnership with South Lanarkshire College since 2013 as part of their 'Beyond Religion and Belief Workplace Programme'. Since signing up the college has taken part in various events and campaigns all aimed at tackling sectarianism and raising awareness of the issue amongst staff and students. Read more about their case study [here](#).

Humour over Hatred

'[Don't be a Clown](#)' when it comes to bigotry: that's the message from a new campaign aimed at tackling sectarianism in Scotland.

Students from City of Glasgow College have teamed up with Nil by Mouth to devise the campaign which aims to encourage people to think about their language and the line between 'banter' and 'bigotry.' The students from the Faculty of Business scripted and produced a cartoon showing two men morphing into clowns as they continue to use sectarian language in a pub. Along with supporting artwork the animation will become part of Nil by Mouth's nationwide 'Beyond Religion & Belief' workplace training programme which has been delivered to more than 10,000 staff across 95 workplaces since 2012 including councils, government departments and FTSE 100 companies. The charity uses these sessions to discuss the link between language and attitudes, highlighting the consequences of verbal abuse for user, victim and often employers.



Embedding equality learning journey: LGBT positive relationships

This [learning resource](#) gives practitioners the opportunity to explore the use of language and sexual identity with learners whilst supporting learners to reflect on how we develop positive, inclusive relationships.

Propel Scotland

Propel Scotland is an [online resource](#) for care-experienced young people and the carers and professionals that support them. Propel allows young people to access and compare information on key issues such as funding and accommodation in both further and higher education, and to compare course information from every college in Scotland and 94% of universities in the UK.



Propel Scotland incorporates video and written testimony from young people who have taken the next step with their learning and aims to inspire self-belief and motivation to pursue their ambition.

Women and Hate Crime Resources

Glasgow Women's Library launched their ground-breaking new performance to challenge hate crime against women at City of Glasgow and Glasgow Kelvin Colleges. The 'In Her Shoes' project worked in partnership with the colleges to give 200 students the opportunity to attend the performance and a workshop to explore their awareness, perceptions and experiences of hate crime and to discuss safe methods of bystander intervention and third-party reporting of hate crime and behaviours.



[The resources](#) on their website discuss women's experiences of targeted hostility based on specific characteristics and identities, and their responses to this through self-defence and collective action.

These resources are intended to facilitate reflection and conversation, helping both individuals and organisations to work together to share their experiences, reflect on their practice and to empower challenges to social norms to show that hate crime will not be tolerated.

This is the last Equality and Diversity Newsletter for session 2016–2017. I hope you all enjoy the summer months and come back refreshed and energised in August.



*College Development Network, Argyll Court, Castle Business Park, Stirling
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