



Diversity, equity and inclusion

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Program

- ▶ Quiz
- ▶ How to create an inclusive learning environment
- ▶ How to create equal opportunities
- ▶ Wrap-up
- ▶ End



"I feel part of a community of staff and students." and "I have had the right opportunities to work with other students as part of my course."

How to create an inclusive learning environment

- ▶ Inclusive language
- ▶ Visibility and representation of diversity in the curriculum
- ▶ Inclusive examples and case studies
- ▶ Role models
- ▶ Decolonial perspective and decolonial practice
- ▶ Disconnecting authors with a certain background from certain themes
- ▶ Identity not as a topic for discussion, but as a topic for conversation

What can be done?

Ask yourself...

Build an inclusive culture that leads to a diverse staffing profile

Monitor your workforce to ensure that it is reflective of the communities that you serve

How do you train your managers and teams from an IDE perspective so that areas such as unconscious bias, and other forms of discriminatory behaviour are eliminated

How do you build inclusivity into your marketing (external and internally) so that it drives inclusive engagement

How do you measure the impact of policies and procedures so that they complement the IDE agenda

How do you measure outcomes across protected characteristics ensuring equity in learner achievement

What is the demand your regulator asks of you in relation to IDE practices

How do you celebrate diversity

1. Ambition
2. Plan
3. Targets
4. Investment?

Example UK









Case studies



Black, Asian and
minority ethnic
students



Care experienced



Carers



Children from military
families



Contextual admissions



Disabled students



Estranged students



Governing bodies



Gypsy, Roma and
Traveller communities



Local and commuter
students



Mature students



People with criminal
convictions



Refugees



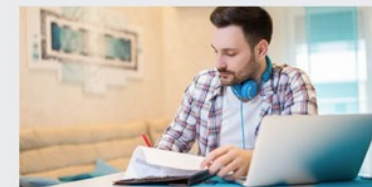
Strategic relationships
with schools



Student engagement
and consultation



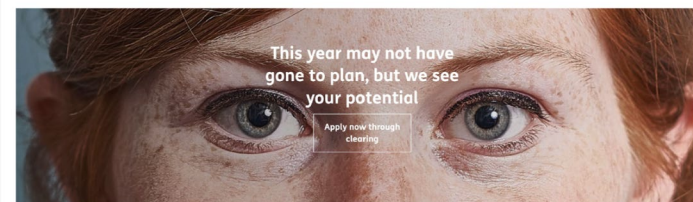
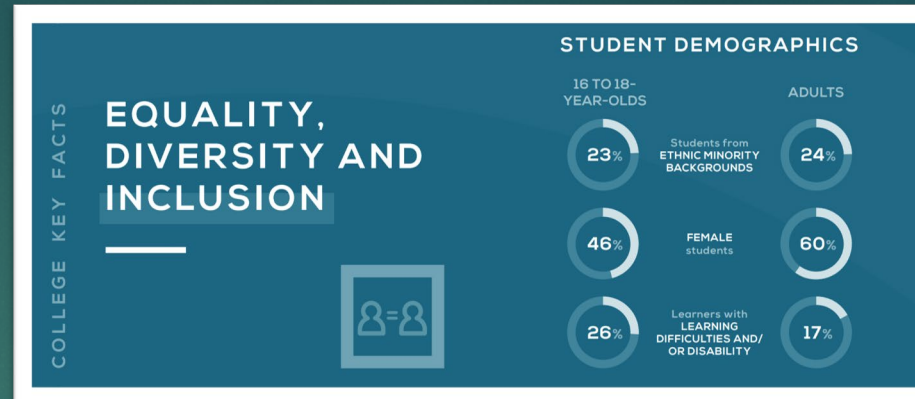
Suicide prevention



White British males
from low
socioeconomic status
backgrounds

Examples

- ▶ Lead by example – talk to students, humility, intent
- ▶ Cultural, political influence, social media - e.g. Commonwealth games
- ▶ Starting points – ‘Who are you?’, Personal tutor
- ▶ Accessible estate – by law
- ▶ Financial support – ‘flying start’, hardship funds
- ▶ Accessible estates and facilities – spaces
- ▶ Accessible assessment – exam arrangements
- ▶ Sport services – Gym discounts
- ▶ Disabled people – Royal School for the Deaf
- ▶ LGBTQ+ – Be social
- ▶ Religion and belief – Chaplaincy
- ▶ International staff and students – Korean and Japanese language and food
- ▶ Staff and students experiencing mental health difficulties – Fika
- ▶ Regulator – Office for Students (OfS)
- ▶ Research, knowledge exchange
- ▶ Unconscious bias training



We want to understand the make up of our Higher Education provision – why?

- ☐ We know the value of education (particularly HE) in developing identity, and the importance of encouraging meaningful self-reflection.
- ☐ We value what is currently being achieved, but wonder if there is something more that will allow the information gathered about students to be used even more effectively and meaningfully.

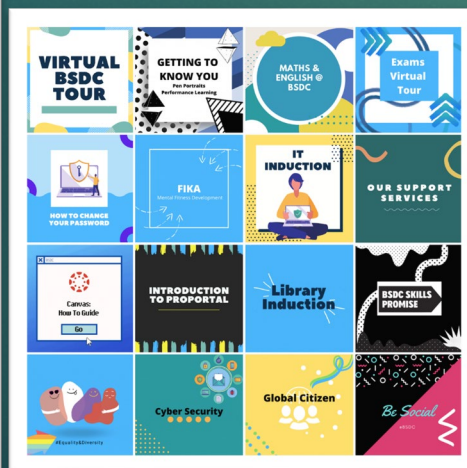
WHO ARE YOU?

Form with fields for Name, Age, Gender, Ethnicity, Religion, etc.

Burton and South Derbyshire College

Creating the skills of tomorrow.

TEF Silver



JOURNEY

Map your study journey. What were the challenges and achievements?



- Board game style aesthetic
- Allocating emojis to individual events
- User agency with start points, milestones, etc.
- Online and paper-based versions
- Variety of use cases







Example Netherlands / Belgium



How to create equal opportunities

What can we do
to give all the
students the same
opportunities?

Wrap-up



End

Thank you for your participation!

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Useful Links

- ▶ [Galop - the LGBT+ anti-abuse charity](#)
- ▶ [Understanding unconscious bias | The Royal Society - YouTube](#)
- ▶ [Equity, diversity and inclusion | THE Campus Learn, Share, Connect \(timeshighereducation.com\)](#)
- ▶ [Promoting equal opportunities - Office for Students](#)
- ▶ [A game for all: The FA's new equality, diversity and inclusion strategy 2021-2024](#)
- ▶ [The Debate On Transgender Athletes Is Fundamentally About Fairness - Fair Observer](#)
- ▶ [Creating an inclusive environment | Advance HE \(advance-he.ac.uk\)](#)
- ▶ [Inclusive curriculum design in higher education | Advance HE \(advance-he.ac.uk\)](#)
- ▶ [Equality, Diversity and Inclusivity \(qaa.ac.uk\)](#)
- ▶ [he-toolkit-part-9-creating-a-higher-education-ethos.pdf](#)
- ▶ [Inclusive and nurturing schools toolkit - RSA \(thersa.org\)](#)