

Diversity and inclusion: from a vision statement to practice



Let's meet you



What is this session all about?

- Applying a vision text to one's own practice
- The power of an inspirational guide
 - Introduction to BSDC
- The power of an approach tailored to your own educational programme
 - 2 elaborated examples
 - HOGENT
 - EhB
- Harnessing the power of working together – having critical friends as a guide

Glance over the shoulder

Start of a partnership

2022

- Annual conference Chain5 – community for level 5 education in Oslo
- Workshop diversity & inclusion – toolbox ‘Inclusive higher education with reference to sexual and gender diversity’
 - Chantal van der Putten (Rac)
 - Chris Beech (BSDC)
- What stuck afterwards?
 - Cooperation
 - Positive mentality – see the possibilities: ‘it's all about people’
 - Translate ambitions and real needs into
 - Plans
 - Targets
 - Toolbox & examples of good practice

2023

- Inclusive teaching on the agenda of the educational programme accounting administration HOGENT
- Contact with BSDC to work together
- Opportunity to use a grant and bring in an extra partner, EhB
- May 2 to May 5: work field visit
 - Led to guidance and a critical friend

A group of diverse young people are standing on a rooftop with a city skyline in the background. They are holding blue speech bubble-shaped signs with names written on them. The names visible are ADAM, YOUSUF, and JORAW. The group includes a man in a dark jacket on the left, a woman in a white top in the center, and a man in a black Nike shirt on the right. The overall atmosphere is positive and inclusive.

BSDC



Curiosity and commitment...what if?

- *Very popular with Welsh Local Government as I battered all the leaders of the 22 authorities around the head with it. Big lesson – **managers/leaders** regularly **under communicate the need/reasons for change by a factor of 10**. Most of the rest is about effective planning and the need to lead with **enthusiasm and commitment**.*
- *Inclusion – I'm sure you know the importance of engaging with **'the hard to reach'** – but how about **'the hard to avoid'** (those who take up all the oxygen and swamp other voices). Often the 'hard to reach' **aren't really hard to reach** at all, organisations (not BSDC of course!) are just rubbish at reaching out effectively.*



Kotter model of change management

WHO ARE YOU?

Course:

Name <input type="text"/>	When are you happiest? <input type="text"/>	Trait you most deplore in other people? <input type="text"/>	Describe yourself using three words..... <input type="text"/> <input type="text"/> <input type="text"/>	What are your academic strengths? <input type="text"/>
Prefers to be called? <input type="text"/>				What skills do you feel you need to develop further? <input type="text"/>
Earliest memory? <input type="text"/>		Which four famous people (dead or alive) would you invite to a party? (Drawing optional!) 1. <input type="text"/> 2. <input type="text"/> 3. <input type="text"/> 4. <input type="text"/>	Who do you most admire? Why? <input type="text"/>	When do you study best? <input type="text"/>
What keeps you awake? <input type="text"/>			Any bad academic habits? <input type="text"/>	Do you vote? <input type="text"/>
Why? <input type="text"/>			Which word or phrase do you most over use? <input type="text"/>	First record/CD/download you bought? <input type="text"/>
Most treasured possession and why? <input type="text"/>			How do you cope with pressure? Why? <input type="text"/>	Ultimate ambition? <input type="text"/>
Greatest academic achievement? <input type="text"/>				Three issues you care about: <input type="text"/> <input type="text"/> <input type="text"/>
Greatest non-academic achievement? <input type="text"/>			What are the qualities of an HE student? <input type="text"/>	
What would you change about the way you study? <input type="text"/>			Do you have these qualities? Why? <input type="text"/>	
Why? <input type="text"/>			Where do you work? How many hours per week? <input type="text"/>	Why do these matter? <input type="text"/>

Why are you studying HE?	
Career progression	22.2%

Have you ever signed a petition?		What for?	
Yes	56.7%	Animal rights / welfare	14.4%

How many hours do you work per week?	
30+ hours	39.2%

Do you vote?	
No	49.7%
Yes	42.1%

What are your academic strengths?	
Organisation	10.0%

What keeps you awake?	
Overthinking	14.6%

Three issues you care about	
Mental health	21.1%
The environment	19.3%
Equality	17.0%

Any bad academic habits?	
Leaving things to the last minute	20.0%

What skills do you need to develop?	
Academic writing	32.7%

Where do you study best?	
At home	45.6%

One piece of advice you'd offer your peers

Know your own limits
Focus on yourself and your education
Slay the day always. Always try to be the better you
Try to organise and make enough time to get work down
Focus on the present more than the future
Don't procrastinate
Just do the coursework straight away because it will build up and stress you out
Work hard
Have fun
Don't listen or worry about other people
Be creative
Talk to someone about your mental health; bottling it up isn't good
Do work on time
Don't hold back
Put in the time and effort now so it doesn't hinder you in the future
Trust the process
Don't be scared to be wrong / fail
Always listen and respect others and their thoughts
Meet the deadlines
Don't give up. Learn from your mistakes
Take time to reflect and don't take your work home with you every day
Smile, and speak as much as you can
Keep going, even if it feels hard now - it will get better
Be happy in everything you do!
Plan ahead and try to stick to it
Live life with a smile. Enjoy every moment.
Read, read, read!
Always keep at it
Listen more and show respect
Never give up!
Make time for friends and family
You can do this
Keep at it! Don't give up
If you can't change something, don't try
Consider what's most important in your life
Communicate. Find your people!
Try not to overthink the small things in life.
Be yourself! It's your own superpower
Be good, be kind, be nice!
Ignore me

Try it, it might work. If it doesn't work, try something new
Don't be afraid to ask for help
Keep smiling and keep going
Put your hours down at work
Life is short - no regrets
Plan your time
Only do something if it makes you happy
Look after yourself. If you don't ask, you don't get!
Try hard in every assignment
Keep going. It'll be worth it in the end
Complete your work with plenty of time to a good standard
Keep working hard to get what you want from life at an age where you still have your life ahead of you
If you can be one thing, be kind
Don't be lazy
Do something you enjoy
Make sure you do your work on time and be organised
Make sure you have a good time
Take time to do work at home. Don't leave it to the last minute
Just have a laugh - that's what I do
Live in the moment
Stay focused and help one another
Get everything in on time
Do your work as soon as it's set and don't fall behind
Keep on top of your work and always keep a calm, positive mindset
Enjoy the journey and help one another
Stay positive
Gain as much valuable experience as possible
Winners never quit, and quitters never win
God has put us on a path to test our strength
Work hard for what you believe in and believe in yourself
Do what is right for you, when it is right to do it. Sadly, you rarely get rewarded for loyalty
Listen well and stay focused
Keep motivated
Allow the silence; listen and watch those around you
Regularly review your work and ensure you are organised
Don't take a gap year because it turns into more than just one year

Studying Higher Education | 2023

Burton and South Derbyshire College

HIGHER EDUCATION BSDC UNIVERSITY CENTRE




Welcome to the **FE2HE Model Transition Programme** shared portal.

The FE2HE Model Transition Programme aims to provide a pool of easy access resources, workshops and sessions which can be used to help provide your students with an introductory awareness of what it's like to study within higher education; alongside helping your learners to start thinking about the next stages of their progression after their college studies.

The time duration of each taught workshop and session is designed to last around 1.5 hours long in total, or at a pace appropriate for your learner group. However, each session can be viewed by students independently using the associated Microsoft Sway link found in each associated lesson or session plan.

The overarching aim of the programme is to flexibly meet your needs and importantly, the needs of your learners in a way can tailor to suit a variety of different groups. So, please feel free to have the creative license in adapting the content to meet the needs of your particular setting.

Email: FE2HETransitions@staffs.ac.uk | Staffordshire University

The **FE2HE Model Transition Programme** at a glance...

01 Student Life	02 Reflecting to Learn	03 Academic Research, Literature and Referencing	04 The University Mindset	05 Managing Academic Stress	06 How We Learn	07 Who We Are	08 Emotional Intelligence
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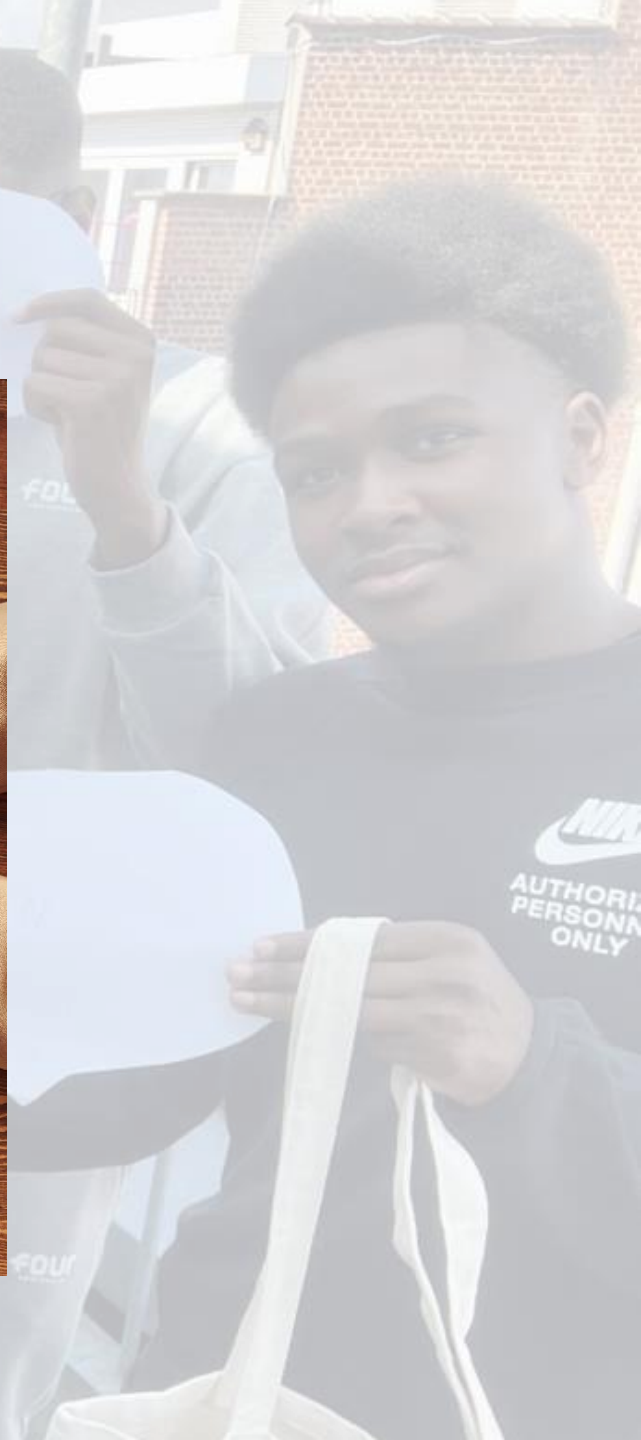


Transition



Continue to be curious

Barriers to remove



A group of diverse young people are gathered on a rooftop with a city skyline in the background. They are holding up blue speech bubble-shaped signs. The man on the far left is smiling and holding a sign that says "ADAM". The woman in the center is holding a sign that says "YOUSUF". The man on the far right is holding a sign that says "TOMAS". Other people in the background are also holding signs, though their text is less legible. The overall atmosphere is positive and collaborative.

Outcome HOGENT

**HO
GENT**

Accounting administration HOGENT.

- **Associate degree since 2019**
- **CAMPUSES**
 - Ghent
 - Aalst
- **Full-time/part-time programmes**
- **Partnership with Erasmus university college Brussels**
 - celebrated with an alliance



What are the needs.

of the students aca

of the teachers aca

of the institution HOGENT

Those combined led to the action plan 'we care for you'.

We care for you Action plan Accounting administration



Connection with students
Building a strong connection with your students is the key to an engaged and supportive learning environment. Therefore, we prioritize face-to-face instruction..

Structure and variation in learning materials
The provision of a clear structure in the (online) learning environment provides students with the necessary guidance to optimize their learning and concentrate on the lesson content. Offering various learning materials enriches the learning experience.



Attention to learning strategies
The mentioning and application of various strategies help students to cater to their diverse needs and later apply them themselves. .



Attention to language skills
Language that promotes language development is crucial to break down language barriers and improve communication, including knowledge comprehension with students.



Authentic assessment
Authentic assignments prepare students for the demands of the workplace and provide in-depth insight into the students' skills.

What we promise.

1. Connection with students
2. Structure and variation in learning materials
3. Attention to learning strategies
4. Attention to language skills
5. Authentic assessment

We care for you

Action plan Accounting administration



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How to get practical.

- Not too much emphasis on the (or a) frame
- Addressing colleagues on what concerns them, and highlight those points
- Create supporting documents ('how to do it')
- Change management
 - Stipulated in consultation structures
 - Follow-up is needed

Attention to learning strategies	indicators	All indicators are integrated	Indicators are partially integrated	Indicators have not been integrated yet
Visible application of learning strategies Mention learning strategies deliberately and check for independent application	<ul style="list-style-type: none"> • tips are given or questions asked during class observations on how to take notes, when to take summaries or use other strategies 			
Self-knowledge and regulation Encourage reflection on the learning process and whether adjustment of the learning strategies used is needed	<ul style="list-style-type: none"> • students are given reflective questions after submitting assignments 			

What is the effect we aim for.

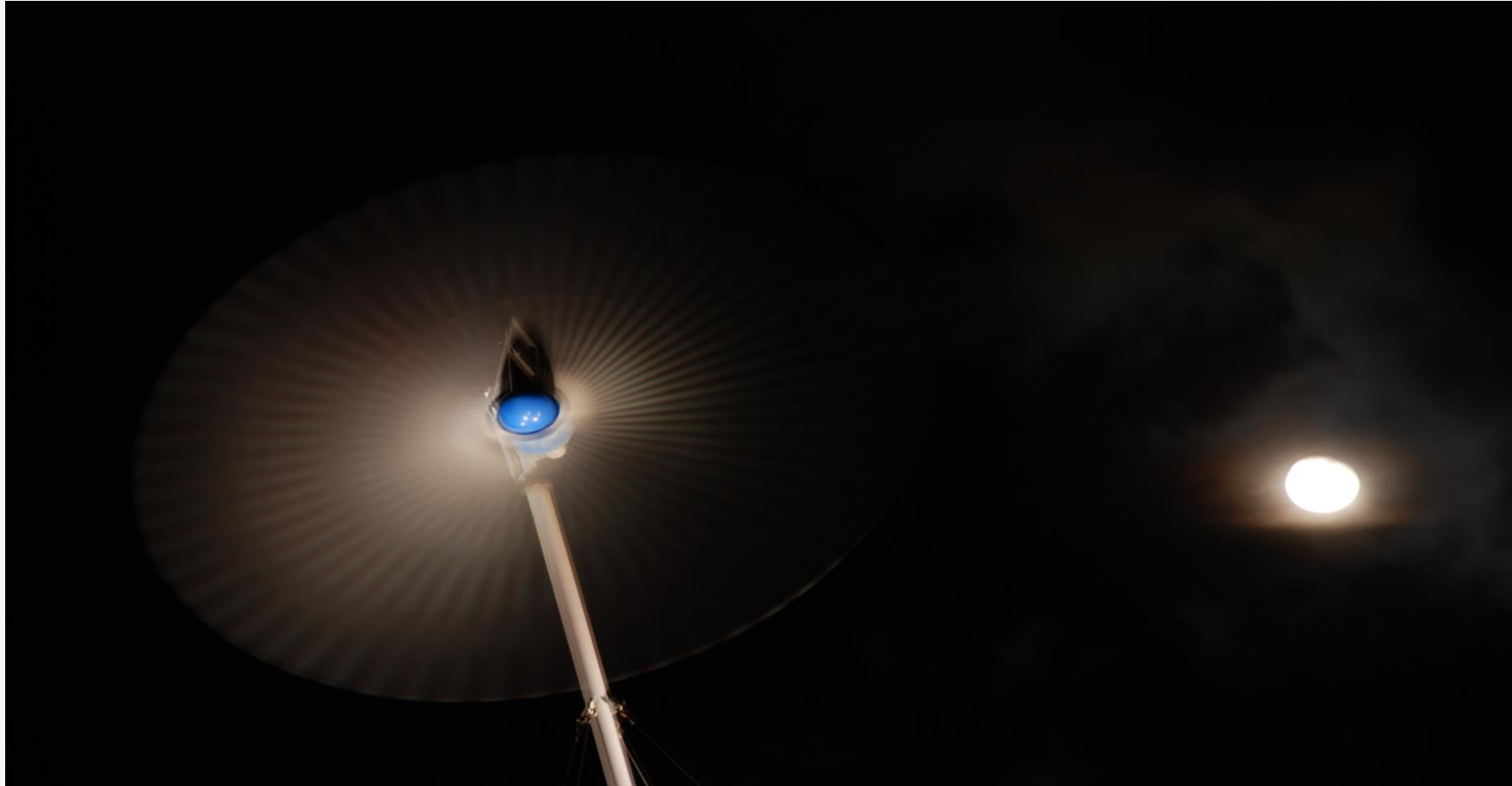
- warm nest
- community feeling
- streamlined approach
- normalizing UDL principles
- new colleagues get the culture right away



What else?

the virtual accountant's office

Our world in motion...



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GENT**

An alternative for the internship: the virtual accountant's office

We offer bookkeeping simulations of a variety of companies for a period of two financial years. These simulations of companies include:

- **industrial electricity and sanitary installation,**
- **music quartet,**
- **plumbing**
- **accountant's office.**

What do our students have to do?

1) Following the procedure for setting up a company:

- Financial plan
- Negotiations with the shareholders
- Negotiations with the bank
- Preparing the articles of association of the company

2) Accounting and tax services

Using appropriate online software programs for:

- Office organisation
- Booking invoices and bank statements
- Handling VAT returns
- Making the year-end closing with a view to make the necessary tax returns
- Report of the board of directors
- Minutes of the general meeting of shareholders
- Filing of the annual accounts with the National Bank of Belgium

What more do we expect from the students?

- **Individual working**
- **Teamwork**
- **Attending meetings online and in class
guided by the teachers**
- **Use soft skills**

**What about inclusion?
Are we inclusive enough?**



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How can we promote inclusion?

We can do so by:

- Teachers give “feedback” and “feedforward”.
- Working online by costless software: so no expenses for transport, books or expensive software.
- The same file is used in different subjects by several teachers at school. In this way the relationship between the different subjects is explained and clear.
- Teamwork by differentiated students (educational background, gender, nationality, cultural background, native or non native speaker, age, region...).

Stimulated to cooperate?

Contact the names below:

Head of programme:

jan.desmet2@hogent.be

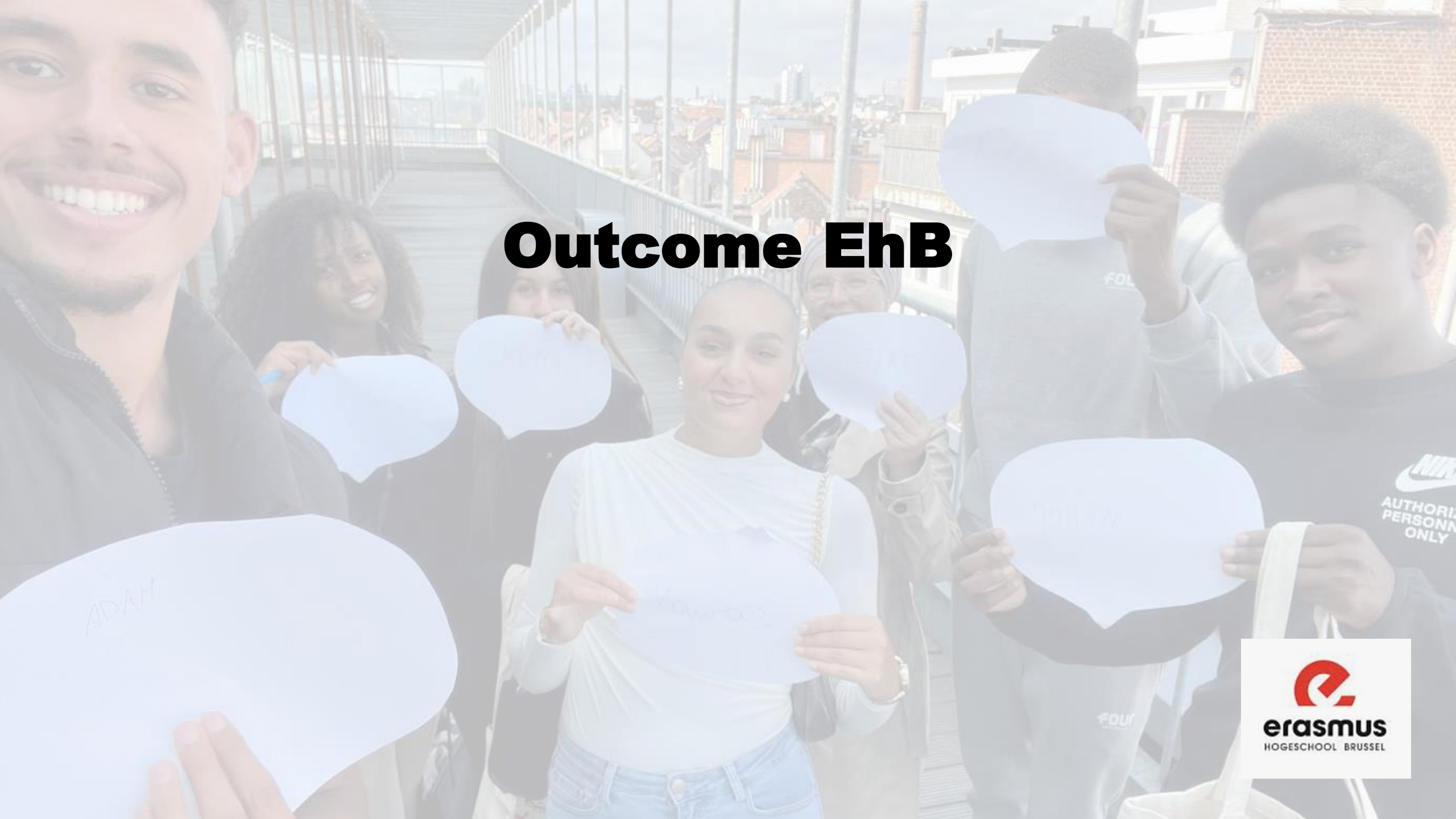
stefaan.castelein@hogent.be

Staff member educational development &
researcher learning in diversity:

sofie.bruneel@hogent.be

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GENT**

Outcome EhB





What we did

- Organising a welcome-day
 - Welcome word
 - Getting to know each other game: walk to the other side
 - Session: Welcome in our class
 - Coffeebreak
 - Informative session: digital learning environment
 - Lunch with students 2^e year
 - Game: getting to know the campuses, important people, teachers,...

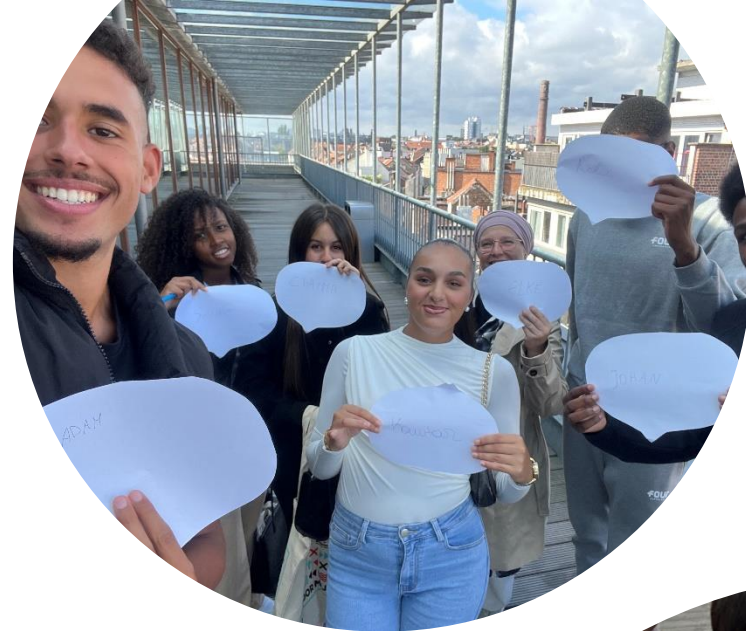


What we saw during the day

- During the game walk the line
 - In the beginning: very basic things were mentioned
 - I live in Brussel
 - I'm 20 years old
 - After a while:
 - Students start talking with each other
 - Students felt safe to mention more personal stuff
 - I have a disease
 - Previously I did lower studies
 - I don't love my father
 - Also eye opener for teachers
 - 90% of our students have to work
 - 80% of our students is of Moroccan descent

What we saw during the day (2)

- In the afternoon
 - No one was sitting alone during lunch en everyone was talking
 - Group was very open te people who still stood alone.



- Students have made little groups in class
- After one week: class what'sapp
- Students dare to answer and ask questions during class
- Students find each other outside the classroom
- More students keep coming to class
- More contact between teacher and student



The future

- More informal meeting moments
- Q&A session with students of the second year.

Stimulated to cooperate?

elke.van.der.heyden@ehb.be

thomas.de.jonckheere@ehb.be

What about the future?

Long term partnership?

- Invitation for International week HOGENT
- Online intervisions with well-defined topics
 - Benefits: accessible for more people, targeted injections
- Establishing a summer school
- Critical friend of the toolbox 'we care for you'

What about your future?

Join at menti.com use code 4946 2777

Mentimeter

TICKET TO LEAVE

What are your initial collaboration ideas?

Waiting for responses ...



GO TO
menti.com

ENTER THE CODE
4946 2777

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