[Grant Agreement Number 2016-3686/001-001]

[Project Name and Number: Development and Implementation of Social Dimension Strategies in Armenia and Bosnia and Herzegovina through Cross-Regional Peer-Learning – 574139-EPP-1-2016-1-AM-EPPKA2-CBHE-JP]

Co-funded by the
Erasmus+ Programme
of the European Union

TRAINING KIT

2017

FACT-FINDING ON ACCESS TO, PARTICIPATION IN AND SUCCESSFUL COMPLETION OF HIGHER EDUCATION FOR PERSONS FROM UNDERREPRESENTED GROUPS:

A BASIS FOR DESIGNING AND IMPLEMENTING SOCIAL DIMENSION STRATEGIES AT HIGHER EDUCATION INSTITUTIONS AND BEYOND

BY

wusaustria
right to education

[Grant Agreement Number 2016-3686/001-001]

[Project Name and Number: Development and Implementation of Social Dimension Strategies in Armenia and Bosnia and Herzegovina through Cross-Regional Peer-Learning – 574139-EPP-1-2016-1-AM-EPPKA2-CBHE-JP]

Co-funded by the Erasmus+ Programme of the European Union

CONTENTS:

[Grant Agreement Number 2016-3686/001-001]

[Project Name and Number: Development and Implementation of Social Dimension Strategies in Armenia and Bosnia and Herzegovina through Cross-Regional Peer-Learning – 574139-EPP-1-2016-1-AM-EPPKA2-CBHE-JP]

INFORMATION ABOUT THE PROJECT

INCLUSION - DEVELOPMENT AND IMPLEMENTATION OF SOCIAL DIMENSION STRATEGIES IN ARMENIA AND BOSNIA AND HERZEGOVINA THROUGH CROSS-REGIONAL PEER LEARNING is a three-year Erasmus +project under Key Action 2 - Capacity Building in the Field of Higher Education (duration: October 2016 – October 2019).

The project aims to enhance the capacity of stakeholders on the field of higher education in Armenia and Bosnia and Herzegovina in contributing to the implementation of the Social Dimension (SD) strategies through capitalizing on knowledge transfer and cross-regional cooperation.

The specific objectives of the project are:

- Capacity building of the Higher Education (HE) sector for designing and implementing SD strategies;
- Development of a harmonized approach to the implementation of SD strategies in line with country specific objectives;
- Fostering access to/participation in and completion of HE for persons from vulnerable/ underrepresented groups.
- Principle outputs and outcomes of the project:
- National level guidelines on development and operationalization of SD strategies
- Institutional level master plans and mechanisms to implement SD strategies related to fostering access to, participation in and completion of HE for students from vulnerable and underrepresented groups;
- Reviewed roles, functions and ongoing initiatives at Higher Education Institutions (HEIs) HEIs in promoting SD strategies;
- Capacity building of HEIs and respective government authorities for operationalization of SD strategies;
- Ensuring resources for inclusive teaching and learning;
- Capacity building materials to raise awareness of high school pupils & teachers on equal access to higher education and trained high school teachers.

The HEIs are from two countries – Armenia and Bosnia and Herzegovina (two HEIs per country).

The current training kit targets capacity building of administrative, managerial and teaching staff at HEIs for the development and implementation of SD strategies based on the development and implementation of tailor-made fact-finding tools. These tools are aimed to identify underrepresented groups (UGs) in HE, obstacles UGs face in terms of accessing, participating and successfully completing HE and measures as well as structures in place to support students from UGs. The data generated through fact-finding form the very basis for the design and implementation of SD strategies in line with the Bologna Process. The training kit reflects the findings of a training developed for this specific purpose. It is the aim of the project to make this training kit available for broader use beyond the project consortium and after its life-time.

[Grant Agreement Number 2016-3686/001-001]

[Project Name and Number: Development and Implementation of Social Dimension Strategies in Armenia and Bosnia and Herzegovina through Cross-Regional Peer-Learning – 574139-EPP-1-2016-1-AM-EPPKA2-CBHE-JP]

[Grant Agreement Number 2016-3686/001-001]

[Project Name and Number: Development and Implementation of Social Dimension Strategies in Armenia and Bosnia and Herzegovina through Cross-Regional Peer-Learning – 574139-EPP-1-2016-1-AM-EPPKA2-CBHE-JP]

ACKNOWLEDGEMENTS

This training kit is the contribution of the ERASMUS+ project INCLUSION coordinated by the Yerevan State Academy of Fine Arts. This training kit is based on contributions from the below listed partners to the workshop in June 2017 under the overall lead of WUS Austria and would not have been possible without them:

- Yerevan State Academy of Fine Arts, Armenia (Coordinator)
- AMERICAN UNIVERSITY OF ARMENIA
- Unison NGO for Support of People with Special Needs, Armenia
- Univerzitet u Travniku, Bosnia and Herzegovina
- JAVNA USTANOVA UNIVERZITET U TUZLI UNIVERSITAS STUDIORUM TUZLA, Bosnia and Herzegovina
- Sarajevo Meeting of Culture (SMOC), Bosnia and Herzegovina
- The Armenian National Students; Association /Hayastani Usanoxa
- MINISTRY OF EDUCATION AND SCIENCE OF THE REPUBLIC OF ARMENIA
- FEDERAL MINISTRY OF EDUCATION AND SCIENCE - FEDERATION OF BOSNIA AND HERZEGOVINA
- Ministry of Labour and Social Affairs of the Republic of Armenia
- UNIVERSITAET GRAZ, Austria
- UC LIMBURG, Belgium
- ROEHAMPTON UNIVERSITY LBG, London/UK
- WUS Austria

inclusion

[Grant Agreement Number 2016-3686/001-001]

Co-funded by the
Erasmus+ Programme
of the European Union

[Project Name and Number: Development and Implementation of Social Dimension Strategies in Armenia and Bosnia and Herzegovina through Cross-Regional Peer-Learning – 574139-EPP-1-2016-1-AM-EPPKA2-CBHE-JP]

DESIGN AND IMPLEMENTATION OF FACT-FINDING TOOLS AS BASIS FOR SOCIAL DIMENSION STRATEGIES IN LINE WITH THE BOLOGNA PROCESS

The following chapters include detailed information to the presentations that were held during the training in June 2017 as well as the preceding fact-finding phase (first year of project implementation). The short papers to each sub-chapters provide basic information and potential sources as well as possible tools for fact-finding. They concentrate on providing points for further discussion as well as ideas for practical instruments as a baseline for the development and implementation of SD strategies. By doing so, interested HEIs beyond the scope of the consortium may identify entry points for the design and implementation of SD strategies, tailoring them to existing needs and contexts.

1.) INTRODUCTION: THE SOCIAL DIMENSION OF HIGHER EDUCATION OF THE BOLOGNA PROCESS

Author: Louise Sperl, WUS Austria

This chapter has been designed to provide workshop participants with an introduction to the Social Dimension of Higher Education of the Bologna Process, its main objectives and relevant processes.

a.) The notion and objectives of the Social Dimension of Higher Education:

- The Social Dimension was first developed within the Bologna Process in the Prague Communiqué of 2001.

- Broadly speaking, the Social Dimension refers to the goal of removing inequalities when it comes to higher education in the European Area of Higher Education (EAHEA).

The goal of the social dimension was most clearly defined in the London Communiqué of 2007:

> *"We share the societal aspiration that the student body <u>entering, participating in and completing</u> higher education at all levels should <u>reflect the diversity of our populations</u>. We reaffirm the importance of students being able to complete their studies without obstacles related to their social and economic background. We therefore continue our efforts to provide adequate student services, create more flexible learning pathways into and within higher education, and to widen participation at all levels on the basis of equal opportunity."*

This is also in line with

- Sustainable Development Goal 4 (Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all);

- International Human Rights Standards in the field of education (access, non-discrimination).

inclusi🌸n   [Grant Agreement Number 2016-3686/001-001]

Co-funded by the
Erasmus+ Programme
of the European Union

[Project Name and Number: Development and Implementation of Social Dimension Strategies in Armenia and Bosnia and Herzegovina through Cross-Regional Peer-Learning – 574139-EPP-1-2016-1-AM-EPPKA2-CBHE-JP]

Addressing the social dimension should take into account that THREE KEY FACTORS tend to determine EDUCATIONAL SUCCESS:

- Student ability;
- Material and immaterial (e.g. social and cultural) resources; and
- OPPORTUNITY

- In particular, NON-ACADEMIC FACTORS such as social background and aspiration, and study framework conditions (e.g. balance between work and studies) affect participation and success in higher education. Indeed, visible student ability may have been affected by a person's material and immaterial resources at a previous (e.g. secondary) educational level.

- The social dimension therefore entails looking at various stages of the education system and adopting measures that can help individuals to overcome such disincentives to access, participate and complete higher education.

Source: http://www.pl4sd.eu/index.php/the-social-dimension/what-is-the-social-dimension

b.) Under-represented Groups in Higher Education & National Strategies for the Social Dimension of Higher Education

- By 2020, countries to the Bologna Process are requested to elaborate national strategies for the SD, including action plans and measures to show their impact.

- Strategies should start with the identification of possible underrepresented groups. An analysis of existing strategies has shown considerable agreement among the reporting countries that several or all of the following groups are underrepresented in higher education:

  - Groups with lower socio-economic background,
  - (Less educated) immigrants and cultural minorities,
  - Students with a disability,
  - Non-traditional students (mature students, students with foreign qualifications),
  - Female – male students (gender balance).

In addition, there may be also other underrepresented groups – given a specific country context.

c.) The implementation of the Social Dimension: An analysis of the BFUG Working Group on the Social Dimension and LLL

Across the EHEA there are various mechanisms to financially support students in need, be it in the form of a grant system, support for the families of students, reduction of fees or indirect support through subsidising student canteens, dormitories, transport or health costs. Moreover, all member countries have policies of antidiscrimination and special regulations for underprivileged groups, e.g. students with disabilities. Student counselling and career guidance are also well established in the majority of higher education systems in the EHEA. **However, it became evident that very few member countries had integrated all their measures into a coherent strategy, which would rely**

[Grant Agreement Number 2016-3686/001-001]

[Project Name and Number: Development and Implementation of Social Dimension Strategies in Armenia and Bosnia and Herzegovina through Cross-Regional Peer-Learning – 574139-EPP-1-2016-1-AM-EPPKA2-CBHE-JP]

from one side upon a systematic approach of identifying barriers into and within the higher education system and from the other side upon relevant data providing evidence for action.

The SD&LLL WG recommended the adoption of a strategy entitled **"Widening Participation for Equity and Growth - A Strategy for the Development of the Social Dimension and Lifelong Learning in the European Higher Education Area to 2020"** (endorsed by the Ministers in Yerevan in 2015) to support the EHEA countries in the development of a coherent set of policy measures and effective national plans or strategies to ensure greater access to quality higher education for non-traditional learners and students from disadvantaged backgrounds.

In this light, a **set of guidelines was developed (Appendix 4 to the** REPORT OF THE 2012-2015 BFUG WORKING GROUP ON THE SOCIAL DIMENSION AND LIFELONG LEARNING TO THE BFUG) to accompany the above mentioned strategy. The aim of the guidelines is to **assist countries to meet the challenge of developing or enhancing national plans or strategies**. These guidelines were developed to provide a "roadmap" for member countries in order to ensure that national plans or strategies are developed using a systematic approach to identifying barriers into and within the higher education system, based on relevant data providing evidence for action.

Member countries that have adopted a coherent set of measures that address the key points of a social dimension and life-long learning strategy, albeit through a different approach such as in a wider strategy for higher education, **can be considered to follow the European strategy if they meet relevant criteria:** If a member country has adopted measures that address barriers for underrepresented groups, is monitoring the effectiveness of its policies on access, participation and completion and has addressed the need for data collection, then this can be considered equivalent to a national plan or strategy.

d.) Guidelines to assist countries in developing national plans or strategies for access, participation and completion in higher education

In the guidelines, the following steps are recommended for developing national plans or strategies for the Social Dimension:

1. Set up a coherent and inclusive process.
Involve higher education institutions, student representatives and all other relevant stakeholders, but also to consult with the pre-tertiary education system (schools, vocational education).

2. Set general objectives.
The national advisory or consultation structure should agree on short-term (3-4 years) and long-term (10-15 years) national objectives.

3. Analyse the current position.
This step involves the analysis of two different but critical elements:
A) an analysis of the student population entering, participating in and completing higher education and B) cataloguing the existing measures designed to promote the social dimension.

4. Identify data gaps and ways to overcome them.
Data gaps should be taken into account and ways to close these gaps should be considered for the future.

[Grant Agreement Number 2016-3686/001-001]

[Project Name and Number: Development and Implementation of Social Dimension Strategies in Armenia and Bosnia and Herzegovina through Cross-Regional Peer-Learning – 574139-EPP-1-2016-1-AM-EPPKA2-CBHE-JP]

5. Identify barriers to access, participation and completion in higher education.
Once the detailed composition of the student population has been compared to the general population, certain groups can be identified as being underrepresented either in the whole higher education system or in certain sub-areas of the system. Usually, the barriers are multidimensional and therefore appear sometimes vague, unclear and difficult to designate.

6. Contrast existing measures with identified barriers.
The following kinds of questions should be discussed within step six:

- Do the measures catalogued in Step three address the identified barriers in a comprehensive way?
- Are these measures effective, at least in the long-run?
- If the measures being taken are effective, why do the barriers continue to exist?
- What additional actions/initiatives are needed to overcome them?

7. Develop strategies to overcome these barriers.
Strategies to overcome the barriers to effective participation in higher education may include:

- Provision for the development of proactive **strategies at institutional level**, including lifelong learning and outreach activities, provision of information on educational and labour market-related opportunities and outcomes, guidance on appropriate course choice and skills acquisition and other supports.
- Develop **transparent progression routes** into higher education from vocational and other types of education based on the implementation of national qualifications frameworks linked to the overarching framework for qualifications in the EHEA.
- Support the **development and implementation of student-centred approaches to teaching and learning.** This includes measures to increase opportunities for flexible learning through diversifying modes of delivery of learning content, including through part-time provision, modularisation of programmes and distance learning through the use of ICTs and open education resources.
- Address the **overall structure of institutional funding, fees and student financial supports**. How can financial supports best be targeted to achieve national objectives for access, participation and completion?

8. Implement a follow-up process and set specific targets.

9. Restart the process.

Sources:

Widening Participation for Equity and Growth. A Strategy for the Development of the Social Dimension and Lifelong Learning in the European Higher Education Area to 2020.

REPORT OF THE 2012-2015 BFUG WORKING GROUP ON THE SOCIAL DIMENSION AND LIFELONG LEARNING TO THE BFUG

[Grant Agreement Number 2016-3686/001-001]

[Project Name and Number: Development and Implementation of Social Dimension Strategies in Armenia and Bosnia and Herzegovina through Cross-Regional Peer-Learning – 574139-EPP-1-2016-1-AM-EPPKA2-CBHE-JP]

More information on the Social Dimension can be also found on the EHEA website (www.ehea.info):
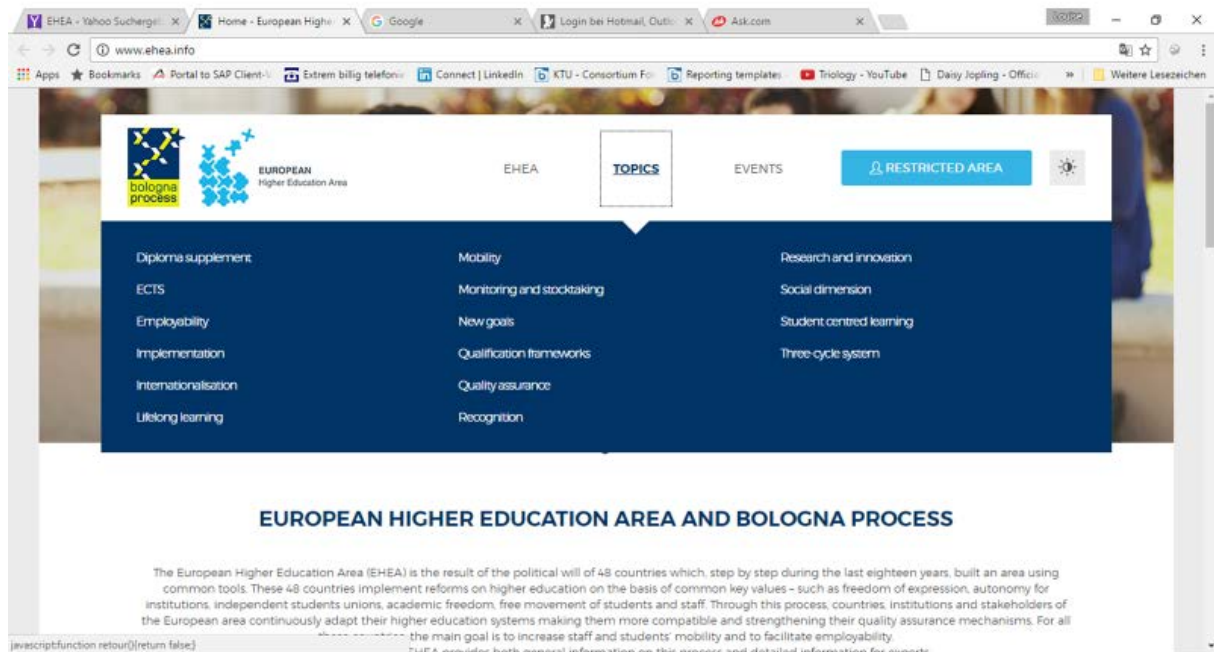
inclusi⚹n

[Grant Agreement Number 2016-3686/001-001]

Co-funded by the
Erasmus+ Programme
of the European Union

[Project Name and Number: Development and Implementation of Social Dimension Strategies in Armenia and Bosnia and Herzegovina through Cross-Regional Peer-Learning – 574139-EPP-1-2016-1-AM-EPPKA2-CBHE-JP]

2.) FACT-FINDING TOOLS FOR IDENTIFYING UNDERREPRESENTED GROUPS IN HIGHER EDUCATION AS WELL AS STRUCTURES/MEASURES IN PLACE TO SUPPORT THOSE GROUPS

Author: Louise Sperl and Michaela Handke, WUS Austria; Bridget Middlemas, University of Roehampton

This chapter has been designed to support the establishment of a baseline for to serve as a point of departure for the design of SD strategies in line with the Bologna Process.

A set of tools and questionnaires has been developed within the scope of the INCLUSION project for identifying underrepresented groups in higher education, structures/measures in place to support those groups as well as needs and challenges of students - including from UGs - in accessing, participating and completing HE in line with the Social Dimension of the Bologna Process. The results from the implementation of these tools were presented during the INCLUSION workshop in June 2017.

2a.) QUESTIONNAIRE FOR ADMINISTRATIVE, MANAGEMENT AND TEACHING STAFF AT HEIs (PCU QUESTIONNAIRE)

This questionnaire aims to assess **roles, functions and ongoing initiatives** at PCUs in **promoting access to, participation in and successful completion of HE for students from underrepresented groups**. The questionnaire has been designed by WUS AT with contributions from EU partners and finalised based on feedback from the entire consortium.

The questionnaire targets teaching and management staff at PCUs. Suitable staff members to fill in the questionnaire were identified and recommended by PCUs. Each PCU identified at least 6 staff members (three from management, three from teaching staff) – depending on the structure and size of the PCUs. Altogether 35 responses were received from administrative, management and teaching staff of PCUs.

The draft questionnaire was shared for feedback with partners and tested on a small sample. PCUs were expected to fill in the final questionnaire ahead of site visits of the fact-finding teams which were conducted to the respective universities and data provided were verified during these site visits.

Interested HEIs beyond the scope of the consortium may adapt the questionnaire in line with their own needs and context. The PCU questionnaire as developed within the INCLUSION project can be found on the next page.

inclusi🌿n

[Grant Agreement Number 2016-3686/001-001]

Co-funded by the
Erasmus+ Programme
of the European Union

[Project Name and Number: Development and Implementation of Social Dimension Strategies in Armenia and Bosnia and Herzegovina through Cross-Regional Peer-Learning – 574139-EPP-1-2016-1-AM-EPPKA2-CBHE-JP]

QUESTIONNAIRE FOR PCUs:

**ASSESMENT OF ROLE, FUNCTIONS AND MEASURES FOR
PROMOTING ACCES TO, PARTICIPATION IN AND SUCCESSFUL COMPLETION OF HIGHER EDUCATION
FOR PERSONS FROM UNDERREPRESENTED GROUPS**

Name of University:

Name of person filling in the questionnaire:

What is your function at your university?

☐ Teaching staff

☐ Management

☐ Admin staff

☐ I understand that individual data from this questionnaire will remain confidential and will not be shared with any third parties. All other data will be fully anonymised before publication, so that an individual university cannot be identified.

What are your main tasks at university and how you are you working with students?

RELEVANT CONCEPTS AND TERMINOLOGY

1. What is your understanding of the following terms in relation to higher education:

		Not sure
Diversity:		
Disability:		
Accessibility:		
Inclusion:		

inclusi⚕n

[Grant Agreement Number 2016-3686/001-001]

Co-funded by the
Erasmus+ Programme
of the European Union

[Project Name and Number: Development and Implementation of Social Dimension Strategies in Armenia and Bosnia and Herzegovina through Cross-Regional Peer-Learning – 574139-EPP-1-2016-1-AM-EPPKA2-CBHE-JP]

2. Have you heard of the concept of the Social Dimension of the Bologna Process?

    ☐ Yes   ☐ No

    If yes - in your opinion, what does it entail?

    If unsure, please select don't know ☐

COUNTRY-SPECIFIC DEVELOPMENTS

3. Does your country have any laws that relate to the inclusion of underrepresented groups in schools and universities? If so, please describe.

    ☐ Don't know

4. Are you aware of any initiatives that your government has been involved in which relate to underrepresented groups in higher education? For example, are there any incentives from the government for HEIs to take action to widen access and participation of underrepresented groups in higher education?

    If unsure, please select don't know ☐

IDENTIFICATION OF UNDERREPRESENTED GROUPS AT YOUR UNIVERSITY

5. According to the information available to you – do you believe that any of the below listed groups are underrepresented at your HEI? Please indicate for each group the extent to which you agree/disagree with the statement that this group is underrepresented at your university:

	Strongly	Partly	Not sure	Slightly	Strongly	Don't

[Grant Agreement Number 2016-3686/001-001]

[Project Name and Number: Development and Implementation of Social Dimension Strategies in Armenia and Bosnia and Herzegovina through Cross-Regional Peer-Learning – 574139-EPP-1-2016-1-AM-EPPKA2-CBHE-JP]

	agree	agree		Disagree	disagree	know
Students from economically disadvantaged families						
Students with small children						
Single parents						
Students from remote/rural areas						
Students with disabilities						
Students from minority groups (e.g. ethnic, religious, sexual)						
Other (if applicable, please indicate group):						

6. What do you think are the reasons for this under-representation? Why do you think the groups you identified don't attend university?

If unsure, please select don't know ☐

STRATEGIES, ROLES AND FUNCTIONS AT YOUR UNIVERSITY

7. Are there any specific strategies/policies in place at your university to provide support to students from underrepresented groups in terms of their access, participation and successful completion of higher education? If so, please name them and elaborate on its scope and objectives.

If unsure, please select don't know ☐

8. What are the roles/functions at your University (e.g. focal points, units etc.) when it comes to the support of students from underrepresented groups in terms of their access, participation

[Grant Agreement Number 2016-3686/001-001]

[Project Name and Number: Development and Implementation of Social Dimension Strategies in Armenia and Bosnia and Herzegovina through Cross-Regional Peer-Learning – 574139-EPP-1-2016-1-AM-EPPKA2-CBHE-JP]

and successful completion of higher education? Is there a specific department (or other body) responsible for inclusion? Please elaborate.

9. Is there a specific department (or other body) responsible for inclusion?

☐ Yes 4
☐ No
☐ Don't know

10. If yes, please indicate name of department/body:

11. To what extent are these roles/functions institutionally anchored? (E.g. do roles/functions derive from existing strategies/policies, are they based on clear terms of reference (ToRs) etc.) ?

☐ Don't know

12. What is being done to ensure that relevant staff is equipped with the required skills and competences to fulfil their roles? (E.g. training to ensure staff can provide adequate support to students from underrepresented groups, exchange of experiences with relevant staff from other universities in the country etc.)? If so, please elaborate.

☐ Don't know

[Grant Agreement Number 2016-3686/001-001]

[Project Name and Number: Development and Implementation of Social Dimension Strategies in Armenia and Bosnia and Herzegovina through Cross-Regional Peer-Learning – 574139-EPP-1-2016-1-AM-EPPKA2-CBHE-JP]

SPECIFIC MEASURES TO SUPPORT STUDENTS FROM UNDERREPRESENTED GROUPS

13. Please indicate the extent to which you agree with the following statements:

	Strongly agree	Partly agree	Not sure	Slightly disagree	Strongly disagree
Our admission rules promote the participation of underrepresented groups in HE.					
Programs are in place to reach out to underrepresented groups in order to attract them as students.					
Flexible delivery of HE and flexible learning paths promote the participation of students such as working students or single mothers.					
Incentives are in place for HEIs to take action to widen access and participation of underrepresented groups in HE.					
Mentoring programs provide support to students from underrepresented groups.					
Counselling services are available for students to provide advice on social services.					
Financial and legal advice for students is available from the university.					

inclusi☀n

[Grant Agreement Number 2016-3686/001-001]

Co-funded by the
Erasmus+ Programme
of the European Union

[Project Name and Number: Development and Implementation of Social Dimension Strategies in Armenia and Bosnia
and Herzegovina through Cross-Regional Peer-Learning – 574139-EPP-1-2016-1-AM-EPPKA2-CBHE-JP]

An appropriate and coordinated Government funded financial support system for students is in place that is transparent.					17
Targeted support for students with special needs and students with children is available.					
Our campus is suitable for students who are less able (physically, financially etc.)					

B.)   MEASURES REGARDING ADMISSIONS/TRANSITIONS

12.) What advice and support is available for potential students from underrepresented groups? What is being done to ensure that relevant information is accessible also to them?

13.) What advice do parents / families receive when their child is applying to university (e.g. counselling services, info fares etc.)?

☐ Don't know

14.) Do you know what data the university collects regarding underrepresented groups (e.g. in the application form, during counselling, for stipends etc.)?

[Grant Agreement Number 2016-3686/001-001]

[Project Name and Number: Development and Implementation of Social Dimension Strategies in Armenia and Bosnia and Herzegovina through Cross-Regional Peer-Learning – 574139-EPP-1-2016-1-AM-EPPKA2-CBHE-JP]

☐ Don't know

C.) SUPPORT FOR LEARNING AND TEACHING

15.) What IT support / special equipment might be helpful for some students (e.g. with disabilities) to use in the classroom / in the library?

☐ Don't know

D.) INCLUSIVE UNIVERSITY BUILDINGS/INCLUSIVE CLASSROOMS

16.) Are there any special facilities / arrangements at your university for :

	Yes	To some extent	Not sure	No facilities/ arrangements	Comments
Physically disabled students to easily access some of your university buildings					
Deaf students					
Blind or visually impaired students					
Students with a chronic medical condition (e.g. epilepsy / diabetes)					
Students who may need additional support with their work					

inclusion

[Grant Agreement Number 2016-3686/001-001]

[Project Name and Number: Development and Implementation of Social Dimension Strategies in Armenia and Bosnia and Herzegovina through Cross-Regional Peer-Learning – 574139-EPP-1-2016-1-AM-EPPKA2-CBHE-JP]

Co-funded by the
Erasmus+ Programme
of the European Union

E.) FINANCIAL SUPPORT

17.) Where can students having financial difficulties get additional help? Are counselling services provided by the university (e.g. informing about all costs, potential stipends etc.) ?

☐ Don't know

F.) USE OF IT/TECHNOLOGY

18.) Is there any special equipment or software available for students who need it (e.g. for deaf or blind students)?

☐ Yes   ☐ No   ☐ Don't know

If yes, please elaborate:

19.) Are the professors/faculty making good use of technology to support classroom learning?

☐ Yes   ☐ No   ☐ Don't know

If yes/no - please elaborate:

20.) Can you make any suggestions about the sort of IT / software that might be useful for your university to purchase?

![inclusion logo]

[Grant Agreement Number 2016-3686/001-001]

Co-funded by the
Erasmus+ Programme
of the European Union

[Project Name and Number: Development and Implementation of Social Dimension Strategies in Armenia and Bosnia and Herzegovina through Cross-Regional Peer-Learning – 574139-EPP-1-2016-1-AM-EPPKA2-CBHE-JP]

20

☐ Don't know

21.) Are the professors making good use of technology to support classroom learning?

☐ Yes   ☐ No   ☐ Don't know

If yes, please elaborate:

G.)   RETENTION

22.) Do many students leave university before the end of the course? Do you know why this happens?

☐ Don't know

23.) Do you think that students from underrepresented groups are more likely to leave university early? Are data available in this respect?

☐ Don't know

inclusi☼n   [Grant Agreement Number 2016-3686/001-001]

Co-funded by the
Erasmus+ Programme
of the European Union

[Project Name and Number: Development and Implementation of Social Dimension Strategies in Armenia and Bosnia
and Herzegovina through Cross-Regional Peer-Learning – 574139-EPP-1-2016-1-AM-EPPKA2-CBHE-JP]

24.) Is there something that your university could do or does to help them?

☐ Don't know

H.)   OTHER MEASURES & OVERALL CHALLENGES

25.) In addition to those already mentioned – are there any other measures your university implements, aimed to ensure access, participation and successful completion in higher education for students from vulnerable groups?

☐ Don't know

26.) Are there any additional measures (e.g. policies, new structures, programmes, transition planning, measures regarding learning/teaching etc.) you would consider useful at your university?

☐ Don't know

CAPACITY BUILDING MEASURES

27.) How could capacity building measures effectively respond to existing gaps in the capacity of HEI staff to support access, participation and successful completion of higher education for students from underrepresented groups? How should such capacity building measures look like; in your opinion - what (thematic) areas would need to be addressed?

☐ Don't know

[Grant Agreement Number 2016-3686/001-001]

[Project Name and Number: Development and Implementation of Social Dimension Strategies in Armenia and Bosnia and Herzegovina through Cross-Regional Peer-Learning – 574139-EPP-1-2016-1-AM-EPPKA2-CBHE-JP]

28.) Any other comments you would like to share?

[Grant Agreement Number 2016-3686/001-001]

[Project Name and Number: Development and Implementation of Social Dimension Strategies in Armenia and Bosnia and Herzegovina through Cross-Regional Peer-Learning – 574139-EPP-1-2016-1-AM-EPPKA2-CBHE-JP]

2.b.) QUESTIONNAIRE FOR STUDENTS 23

This questionnaire aims **to assess the status, quo, needs and obstacles of students including from underrepresented groups in accessing, participating in and successfully completing HE**. The questionnaire has been designed by University of Roehampton (UoR) with contributions from EU partners and was finalised based on feedback from the entire consortium. The questionnaire targets students from PCUs and also beyond.

The draft questionnaire was shared for feedback with partners and tested on a small sample. PCU staff disseminated the survey among students who filled in the questionnaire (in total 184 responses). Students were expected to fill in the final questionnaire ahead of site visits of the fact-finding teams which were conducted to the respective universities and data provided were verified during these site visits.

Interested HEIs beyond the scope of the consortium may adapt the questionnaire in line with their own needs and context. The student questionnaire as developed within the INCLUSION project can be found on the next pages.

inclusi◯n

[Grant Agreement Number 2016-3686/001-001]

Co-funded by the
Erasmus+ Programme
of the European Union

[Project Name and Number: Development and Implementation of Social Dimension Strategies in Armenia and Bosnia and Herzegovina through Cross-Regional Peer-Learning – 574139-EPP-1-2016-1-AM-EPPKA2-CBHE-JP]

QUESTIONNAIRE FOR STUDENTS:

ASSESMENT OF STATUS, QUO, NEEDS AND OBSTACLES OF STUDENTS INCLUDING FROM UNDERREPRESENTED GROUPS IN ACCESSING, PARTICIPATING IN AND SUCCESSFULLY COMPLETING HIGHER EDUCATION

Part 1

Name of University

Name of person filling in the questionnaire

☐ I understand that individual data from this questionnaire will remain confidential and will not be shared with any third parties. All other data will be fully anonymised before publication, so that an individual university cannot be identified.

Age   18-20 / 21-25 / over 25

Gender: m / f

Subject area: sciences / engineering / arts / humanities / social sciences / languages / education / health sciences & medicine / psychology / music & drama / business & economics / other_____

Year of study: 1 2 3 4

Level of study: non-degree / undergraduate / postgraduate / doctoral

What is the official language of your institution?

1.) What is your understanding of the following terms in relation to higher education:

Diversity:
Accessibility:
Disability:
Inclusion:

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree

[Grant Agreement Number 2016-3686/001-001]

[Project Name and Number: Development and Implementation of Social Dimension Strategies in Armenia and Bosnia and Herzegovina through Cross-Regional Peer-Learning – 574139-EPP-1-2016-1-AM-EPPKA2-CBHE-JP]

Students from economically disadvantaged families				25	
Students with small children					
Single parents					
Students from remote/rural areas					
Students with disabilities (visible or invisible)					
Students from minority groups (such as religious, ethnic, cultural etc.)					

2.) From your experiences, do you believe that any of the following groups are underrepresented at your university?

3.) Can you think of any other groups not being indicated above? If yes, please indicate.

4.) Does your university provide specific support or advice for any of the above groups of students?

5.) Do you know why some of the above groups do not typically attend your university? Can you tell us about any family members or friends who would like to attend university, but are not able to?

Part 2

6.) Please put an x in the column that most closely represents current practice at your university

	Strongly	Agree	Not sure	Disagree	Strongly	Comments

inclusion

[Grant Agreement Number 2016-3686/001-001]

[Project Name and Number: Development and Implementation of Social Dimension Strategies in Armenia and Bosnia and Herzegovina through Cross-Regional Peer-Learning – 574139-EPP-1-2016-1-AM-EPPKA2-CBHE-JP]

Co-funded by the
Erasmus+ Programme
of the European Union

	agree				disagree	
All students at my university have full access to additional learning support or academic advice if required						
The admissions procedure at my University is fair and inclusive.						
Collaborative discussions and activities (pair-work, group-work) as well as whole-group and individual work is used in my classes.						
My classes routinely use a combination of formal, direct teaching (which includes guided practice) and more informal instruction (e.g. problem-based learning).						
Detailed course guides are provided at the start of each year / semester						
Detailed assessment criteria spell out exactly which learning goals (including academic skills) will be assessed.						
Consideration is given to offering a choice of assessment modes for each assessment task e.g. exam, report (written or oral) or online project.						
Students are taught the academic skills or IT skills required for each mode of assessment, so we are very clear about how to achieve a good grade.						
Difficult vocabulary, graphs or symbols are clearly explained for the benefit of learners from non-local backgrounds (and others).						

[Grant Agreement Number 2016-3686/001-001]

[Project Name and Number: Development and Implementation of Social Dimension Strategies in Armenia and Bosnia and Herzegovina through Cross-Regional Peer-Learning – 574139-EPP-1-2016-1-AM-EPPKA2-CBHE-JP]

Students are taught and encouraged to make visual representations of knowledge, for example diagrams, mind-maps, to help them manipulate and structure information					27	
There are clear explanations of how to make the best use of IT / e-learning to help us remember what we have learned.						
We have some classrooms with flat doors and movable furniture, to allow group based and collaborative learning as well as direct teaching of the whole group.						
Class sizes are kept to a minimum for group work / seminars, which makes it easy to contribute to discussions.						
Lectures are made interactive wherever possible, for example, small group exercises can still be included, even in lecture theatres.						
Tutorials are organised regularly so that all students have a chance to discuss their progress with their teachers.						
There is a clear statement on diversity and inclusion in the course guide calling for enrolled students to respect and value contributions from all learners.						
Th curriculum does not really contain any diverse content, so we are not always aware of research from other						

[Grant Agreement Number 2016-3686/001-001]

[Project Name and Number: Development and Implementation of Social Dimension Strategies in Armenia and Bosnia and Herzegovina through Cross-Regional Peer-Learning – 574139-EPP-1-2016-1-AM-EPPKA2-CBHE-JP]

cultures/countries.						28
Teachers sometimes create a negative atmosphere for students.						
Programme and Module handbooks are available in electronic format, and easily accessible to users of assistive technologies (e.g. deaf or blind students).						
Reading lists are provided to students at least 4 weeks prior to the start of teaching, so that we have enough time to buy any books that we need.						
Online or paper copies of handouts or presentations are made available to all students at least 24 hours in advance						
The teaching methods and learning activities are varied to promote and support students from a range of different backgrounds.						
The experiences, contributions and individual needs related to disability, race, socio-economic status, gender, language are always valued in the course/unit content						
There are opportunities for all students to discuss personal learning/ assessment issues i.e assessment/examination arrangements (language background/disability issues)						
We have plenty of						

[Grant Agreement Number 2016-3686/001-001]

[Project Name and Number: Development and Implementation of Social Dimension Strategies in Armenia and Bosnia and Herzegovina through Cross-Regional Peer-Learning – 574139-EPP-1-2016-1-AM-EPPKA2-CBHE-JP]

support staff available to help students with their assignments if required (e.g. administrators, technicians, librarians).				2	
There are food options available for different groups (e.g. vegetarian; kosher; halal)					

Part 3

Do you have any additional comments or suggestions to make that would help us to think about the inclusion of currently underrepresented groups at your university?

[Grant Agreement Number 2016-3686/001-001]

[Project Name and Number: Development and Implementation of Social Dimension Strategies in Armenia and Bosnia and Herzegovina through Cross-Regional Peer-Learning – 574139-EPP-1-2016-1-AM-EPPKA2-CBHE-JP]

2c.) PRESENTATION OF FINDINGS FROM A LITERATURE REVIEW - TOOL TO DETECT KEY CHALLENGES AND ISSUES IN IMPLEMENTING THE SOCIAL DIMENSION

Authors: Louise Sperl & Michaela Handke, WUS Austria based on inputs from Lisa Heschl and Gregor Fischer, University of Graz

Preceding the workshop in June 2017 and in addition to the above outlined questionnaires for students and HEI staff, the INCLUSION Consortium has also decided to conduct a literature review to identify needs and challenges in implementing the Social Dimension in the given local contexts.

The findings from the literature review were presented during the workshop and greatly complemented the information provided through the surveys. Moodle served as a platform for conducting the literature review. The information on moodle followed the below outlined structure which may be also relevant to other initiatives/projects related to the Social Dimension of Higher Education:

Literature Review (outline)

1) General information

A) Description of tasks
Each partner should at least provide 6 relevant articles, reports etc and upload them under the respective section (see below). Additionally, for each uploaded document a short summary of the main findings, arguments etc. of the provided article shall be uploaded. The summaries have the purpose that partners without having to read the whole document will get an idea whether the article, report etc. is of use for their current work. The literature review is aimed that in the end we have a comprehensive collection of relevant materials that all partners have access to. You can also add literature that is in your language (respective summary in English).

B) Interactive Document (table)
List of articles, documents etc which have been reviewed by the respective partner organization. In order to avoid that the same articles, reports etc. are uploaded several times and to guarantee that the literature review is as comprehensive as possible the "first come, first serve" principle will apply. Meaning that as soon as one article, report etc. is put in the list by one partner it cannot be posted another time (see template)

2) Literature Review

A) Social Dimension of the Bologna Process - Definitions

Under this heading general literature on the social dimension of the Bologna process shall be collected. For instance academic papers dealing with questions such as "What is the social dimension of the Bologna process?", "Why is the social dimension of importance?", "How did the Social Dimension Action Line develop in the Bologna Process?", "What is the target for the Social Dimension?", "What measures promote the Social Dimension?"

[Grant Agreement Number 2016-3686/001-001]

[Project Name and Number: Development and Implementation of Social Dimension Strategies in Armenia and Bosnia and Herzegovina through Cross-Regional Peer-Learning – 574139-EPP-1-2016-1-AM-EPPKA2-CBHE-JP]

B) Group Specific Literature

Under this heading relevant general literature related to the groups you identified shall be posted. This includes (non-exhaustive list that can be adapted)

a)   Access to, participation in and successful completion of HE for students with disabilities
b)   Access to, participation in and successful completion of HE for non-traditional students (including e.g. mature students, single parents, working students etc.)
c)   Access to, participation in and successful completion of HE for students coming from lower socio-economic backgrounds
d)   Access to, participation in and successful completion of HE for students coming from rural areas

C) The Social Dimension in the European Higher Education Area – Country Reports

a)   Armenia
b)   BiH

> Already conducted research on the Social Dimension (implementation, national policies, data gathered etc.) shall be provided here .

c)   Best practices / challenges
        How is the Social Dimension implemented in other countries? Are there any best practices?

D) Others/newly emerging topics related to access to, participation in and enjoyment of HE

Under this heading literature related to other topics related to the Social Dimension of higher education shall be posted such as (non-exhaustive list)

a)   Access to, participation in and successful completion of HE for people in prisons
b)   Access to, participation in and successful completion of HE for refugees
c)   Access to, participation in and successful completion of HE for incoming students

3) Discussion Forum
In this section partners will have the possibility to discuss the literature review in general but also specific topics.

[Grant Agreement Number 2016-3686/001-001]

[Project Name and Number: Development and Implementation of Social Dimension Strategies in Armenia and Bosnia and Herzegovina through Cross-Regional Peer-Learning – 574139-EPP-1-2016-1-AM-EPPKA2-CBHE-JP]

2d.) COMMUNALITIES AND DIFFERENCES AT HEIs: SUMMARIZING KEY FINDINGS FROM THE FACT-FINDING PHASE DURING THE WORKSHOP

Authors: Louise Sperl & Michaela Handke, WUS Austria, Bridget Middlemas, University of Roehampton

After providing HEI staff and students with an opportunity to present the detailed results/key findings from the fact-finding phase, it is recommended to summarize key findings and to flesh out main communalities and differences regarding the status quo of implementing the Social Dimension at the respective institutions. For this purpose, the following overview tables may be used:

Underrepresented groups at Partner Country Universities (PCUs)

The following groups are considered underrepresented in higher education:

PCU1	PCU2	PCU3,4,…
Possible examples: Students from economically disadvantaged families including also Students without parents	**Possible examples:** Students from economically disadvantaged families including also Students with small children; - Single parents; - Students from remote/rural areas	…
Students with disabilities	Students with disabilities	…
Non-traditional students	Non-traditional students	…
Etc.	Etc	…
…	…	…

inclusion

[Grant Agreement Number 2016-3686/001-001]

Co-funded by the
Erasmus+ Programme
of the European Union

[Project Name and Number: Development and Implementation of Social Dimension Strategies in Armenia and Bosnia and Herzegovina through Cross-Regional Peer-Learning – 574139-EPP-1-2016-1-AM-EPPKA2-CBHE-JP]

Roles and strategies for the Social Dimension of Higher Education at PCUs

The following findings are made regarding roles and strategies:

PCU1	PCU2	PCU 3,4,..
Possible examples: Strategy in place	**Possible examples:** No strategy	…
Specific department tasked to provide support to (certain) underrepresented groups of students	Informal approach (bilateral consultations as required)	…

Measures to support underrepresented groups at PCUs

The following measures are in place to support underrepresented groups at partner country universities:

PCU1	PCU2	PCU 3,4,..
Possible examples: On an ad hoc basis; largely depend on commitment and good will of staff	**Possible examples:** Systematic measures based on existing strategies/policies	…
Measures may include: PWDs: arrangement of special exam modalities Some (financial) support for students from economically disadvantaged families…	**Measures may include:** Students from economically disadvantaged families: measures concerning payments: payments in installments, working at the university, (government) scholarships…. Consulting mechanisms Mentoring programmes…	…

[Grant Agreement Number 2016-3686/001-001]

[Project Name and Number: Development and Implementation of Social Dimension Strategies in Armenia and Bosnia and Herzegovina through Cross-Regional Peer-Learning – 574139-EPP-1-2016-1-AM-EPPKA2-CBHE-JP]

Entry points for the development of Social Dimension Strategies at PCUs and inclusive learning/teaching

Based on the findings from the fact-finding phase, the following entry points have been identified for the development of Social Dimension strategies and inclusive learning/teaching:

PCU1	PCU2	PCU 3,4,..
Possible examples:	Possible examples:	…
Life-long learning	Life-long learning	
Distance learning	Distance learning	…
Accommodation		…
Innovative/flexible exam modalities (e.g. for students with disabilities, non-traditional students)	Innovative/flexible exam modalities (e.g. for students with disabilities, non-traditional students)	…
Diversity of learning and teaching (e.g. diversity of curricula, resources)		…

2e.) BENCHMARKING – AN ONGOING PROCESS FOR MEASURING PROGRESS

Authors: Liesbeth Spanjers, UCLL, Bridget Middlemas University of Roehampton

It is essential to engage in an ongoing process for measuring progress in implementing Social Dimension strategies. It is therefore proposed that based on data from a fact-finding process, a benchmarking tool is being designed that can be applied on a regular basis. Some inputs for further discussions on benchmarking – including on different steps in the process – can be found below:

BENCHMARKING FOR WHAT?

Allows a comparison of the existing performance against a set of predetermined expectations:

→ Collection of information on different performance areas, using examples to provide evidence.

→ Allows a comparison between what was gathered (examples and evidence) against the expected Performance Measures.

→ Enables an informed judgement about where the performance area stands in the continuum of progress towards achieving 'good practice' (as seen in the Performance Measures).

inclusion

[Grant Agreement Number 2016-3686/001-001]

Co-funded by the
Erasmus+ Programme
of the European Union

[Project Name and Number: Development and Implementation of Social Dimension Strategies in Armenia and Bosnia and Herzegovina through Cross-Regional Peer-Learning – 574139-EPP-1-2016-1-AM-EPPKA2-CBHE-JP]

WHY BENCHMARKING?

- To identify strengths and weaknesses

- To look at ways the institution can facilitate the actions required to make enhancements in these areas where appropriate

FOR WHOM

There are two steps in an institution assessing itself against relevant benchmarks (institutional self-assessment).

1. individual self-assessment

2. team self-assessment

HOW?

Part 1: self-assessment

1. Bring the team members together, those who will be doing the self-assessment, and go through the ground rules with them. It's important they are familiar with the area covered by the benchmark.

2. At the outset, confirm the benchmarking area you will be assessing.

3. As a team, review what would be considered 'good practice' for the chosen Benchmark and associated Performance Indicators. Discuss this so as to come to a common understanding.

4. The team should then go and gather their 'evidence' and make their individual assessments based on what they find out

5. Once the team members have their evidence they should make a judgment of the indicator by providing a 'ranking' on the 5-point scale (0%; 25%; 50%; 75%; 100%)

6. Write a brief 'justification' for the ranking. This doesn't have to be extensive but sufficient to remind you of the key points as to how you arrived at this ranking. This is important for when you come back together

Part 2: team self-assessment

Consult/discuss individual self-assessments with the benchmarking team.

a. Walk through the individual self-assessment - discuss the ranking   and the 'whys' for that ranking, using the examples of evidence.

b. Have a dialogue/debate/discussion.

c. Make a group decision on the individual assessment.

d. Provide a 'final' group ranking.

[Grant Agreement Number 2016-3686/001-001]

[Project Name and Number: Development and Implementation of Social Dimension Strategies in Armenia and Bosnia and Herzegovina through Cross-Regional Peer-Learning – 574139-EPP-1-2016-1-AM-EPPKA2-CBHE-JP]

3.) PRACTICES FROM OTHER UNIVERSITIES/NATIONAL CONTEXTS

Authors: Louise Sperl & Michaela Handke, WUS Austria (3a and 3b); Bridget Middlemas & Marlon Douglin, University of Roehmapton (3c)

In order to provide further ideas for the development of Social Dimension strategies at HEIs and beyond, it is also recommended to identify relevant practices from other universities and national contexts that may provide additional ideas for innovation and replication.

For this purpose, the following databases can be introduced to participants:

3.a)   DATABASE: PEER LEARNING FOR THE SOCIAL DIMENSION (PL4SD)

Source: http://www.pl4sd.eu/

Context:

- As a part of the Bologna Process, the ministers responsible for higher education from all 47 member countries committed to **foster the international exchange of practices and experiences relating to the social dimension of higher education** (Bucharest Communiqué, 2012).

- The **objective of the PL4SD project** is to **address this need for "peer learning" and to provide policy-makers and practitioners with resources to develop effective measures for improving the social dimension of the European Higher Education Area.**

- The database provides **access to more than 300 measures from 33 countries and 165 research papers and reports on various aspects of the social dimension** in higher education as well as **brief country profiles on the social dimension for each EHEA country**. It also offers users the possibility to comment on the measures in the database and thus initiates communication between various stakeholders. Due to lack of funding currently no coordination/moderation of database.

The database contains data collected from four different sources:

- **Data from national ministries in charge of higher education:** The core of the database is based on data collected by the PL4SD project from ministries in charge of higher education (from countries which chose to participate in the data collection). The data was collected based on a questionnaire, which can be found here. In addition to responses within the questionnaire, countries have the opportunity to upload links to additional documents or reports.

- **Data from Eurostat/Eurydice:** The data from ministries is complemented by existing data that is collected by Eurostat and analysed by Eurydice.

[Grant Agreement Number 2016-3686/001-001]

[Project Name and Number: Development and Implementation of Social Dimension Strategies in Armenia and Bosnia and Herzegovina through Cross-Regional Peer-Learning – 574139-EPP-1-2016-1-AM-EPPKA2-CBHE-JP]

- **Data from national stakeholders:** In a second round, national stakeholders were invited to provide measures as well. Therefore, the PL4SD project collects data from national rector conferences, student unions, and other relevant stakeholders at the national or international level.

- **Data on research literature:** The PL4SD consortium continuously screened for publications (books, journal articles, reports, etc.) related to the social dimension of higher education for specific countries and/or specific topics.

The database is structured into **11 types of policy measures**:

- **counselling and support services,**
- **student financial support,**
- **information campaigns,**
- **data collection and research,**
- **teaching and learning,**
- **cooperation with schools,**
- **flexible learning paths,**
- **funding incentives for institutions,**
- **alternative entry routes,**
- **enrolment policies** and others.

Most measures: counselling and support services (25%; 22 of 33 countries), student financial support (21%; 30 of 33 countries) and information campaigns   (11%; 17 of 33 countries).

The database allows the following search options:

inclusion

[Grant Agreement Number 2016-3686/001-001]

Co-funded by the
Erasmus+ Programme
of the European Union

[Project Name and Number: Development and Implementation of Social Dimension Strategies in Armenia and Bosnia and Herzegovina through Cross-Regional Peer-Learning – 574139-EPP-1-2016-1-AM-EPPKA2-CBHE-JP]

Example of measure:

First Generation Students - Peer Mentoring (University of Graz/Austria)

Description of the measure

In Austria, **students with an economically disadvantaged background are still underrepresented in higher education and struggling with higher drop-out rates in the first year of studying**. The University of Graz intended to improve the support for so-called first generation students by developing a peer mentoring programme for future and first year students who are the first ones in their immediate family to attend university.

 The mentees have the **opportunity to attend the programme already in the last school year** when preparing to start studying until the end of the second semester. In the course of this mentoring programme, the **mentees can take part in an individually arranged and guided trial study day, where the mentor takes them around the campus**. They can **visit the university's departments, the library of the different institutes and take part in a regular course to get a realistic insight into the programme** they are interested in. Apart from that, the peer mentors **offer individual guidance in person and via phone on topics such as getting started at university, student life, financial support, learning and writing skills**, etc. As this programme is still a pilot project, it is currently restricted to FGS in programmes of the natural sciences and the humanities because of the higher drop-out rates compared to other programmes.

Impact of the measure

Over the last decades it has become apparent that **face-to-face support, especially peer-support, can increase the feeling of connectedness to the university and can also positively influence the perseverance in following educational goals** and achievements in higher education. **Having the same background, the peer mentors are role models for the students.**

3.b.) IDEAS DATABASE: EFFECTIVE APPROACHES TO ENHANCING THE SOCIAL DIMENSION OF HIGHER EDUCATION

The IDEAS project (2013-2016) aimed to:

- **Create a database of initiatives** (programmes/policies) for **enhancing equity in access, participation and completion of Higher Education** from across Europe and on a global level.

- Screen the database for **evidence of a causal link between the initiatives and improvements in equity for their target groups**.

- Understand the **environmental, social and political enabling factors** which allow successful examples of practices to take root

- Select a number of **good practices based on criteria of success, and disseminate these widely to promote the replication** and dissemination of examples in institutions throughout Europe as well as on a global level.

inclusion

[Grant Agreement Number 2016-3686/001-001]

Co-funded by the
Erasmus+ Programme
of the European Union

[Project Name and Number: Development and Implementation of Social Dimension Strategies in Armenia and Bosnia and Herzegovina through Cross-Regional Peer-Learning – 574139-EPP-1-2016-1-AM-EPPKA2-CBHE-JP]

The database is accessible under http://www.equityideas.eu/case/
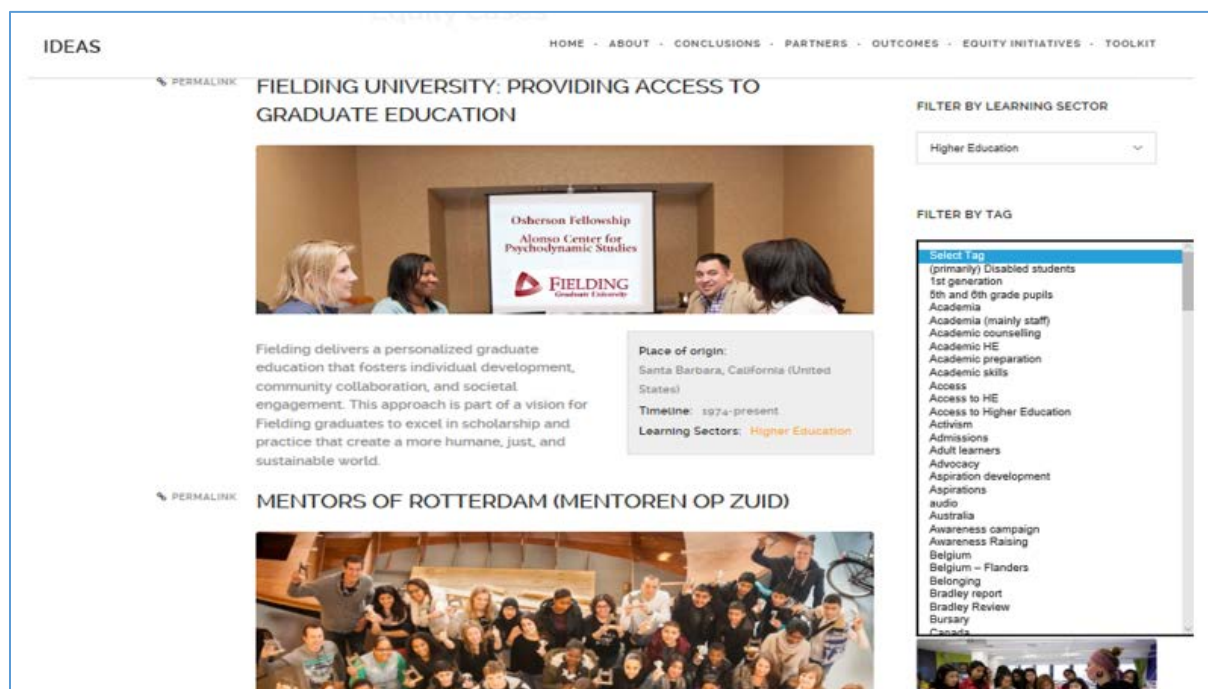
A collection of case studies and main findings from the project can be found also under:

http://www.equityideas.eu/wp-content/uploads/2016/07/IDEAS-Final-Report.pdf

Some findings/good practice examples:

- Successful cases have shown a tradition of providing programmes to **improve awareness of students and faculty** om having implicit biases and becoming aware of stereotypes.

- To develop an effective and inclusive learning environment, **interventions are ideally needed on 4 levels: namely students, staff, management & organization and curriculum.**

- Long term success requires a **combination of national inclusion policies linked to institutional commitment;**

- A large number of successful interventions did not start as a government **initiative** but were **set up in response to needs of students**:

   – First generation students and their parents as enablers (e.g. initiative "**Arbeiterkind**")

   – Students as drivers (e.g. "**Mental Health Counselling for Students in Riga University**")

[Grant Agreement Number 2016-3686/001-001]

[Project Name and Number: Development and Implementation of Social Dimension Strategies in Armenia and Bosnia and Herzegovina through Cross-Regional Peer-Learning – 574139-EPP-1-2016-1-AM-EPPKA2-CBHE-JP]

3.c.) CASE STUDY UK: SUPPORTING STUDENTS FROM UNDER-REPRESENTED GROUPS IN UK UNIVERSITIES

Supporting students from underrepresented groups in UK universities – how is this done?

At the level of Higher Education Institutions:

– Clear expectations for all teaching staff

– Faculty and researcher training courses

– Key staff in all departments

– Good liaison with local schools

– Inclusive practice guidelines

National frameworks:

– Professional standards

– Quality assurance

– Teaching excellence framework

inclusi♦n

[Grant Agreement Number 2016-3686/001-001]

Co-funded by the
Erasmus+ Programme
of the European Union

[Project Name and Number: Development and Implementation of Social Dimension Strategies in Armenia and Bosnia and Herzegovina through Cross-Regional Peer-Learning – 574139-EPP-1-2016-1-AM-EPPKA2-CBHE-JP]

In addition to the above outlined processes and areas of activities at UoR, there is staff with "inclusion" responsibilities in all ten departments of the university:

Staff with "inclusion" responsibilities in all ten departments

- **Disability coordinator in each department**
- **Academic writing support person**
- **Learning and teaching link person**
- **IT and e-learning link person**

The following UK wide professional values are in place for <u>all</u> academic and support staff:

- Respect individual learners and diverse learning communities

- Promote participation in higher education and equality of opportunity for learners

- Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development

- Acknowledge the wider context in which higher education operates recognising the implications for professional practice

A topic of interest for many HEI representatives is the question of how quality relates to inclusive teaching and learning approaches. The below outlined table can serve as a reference point for discussion in small groups or in the plenary.

inclusion

[Grant Agreement Number 2016-3686/001-001]

Co-funded by the
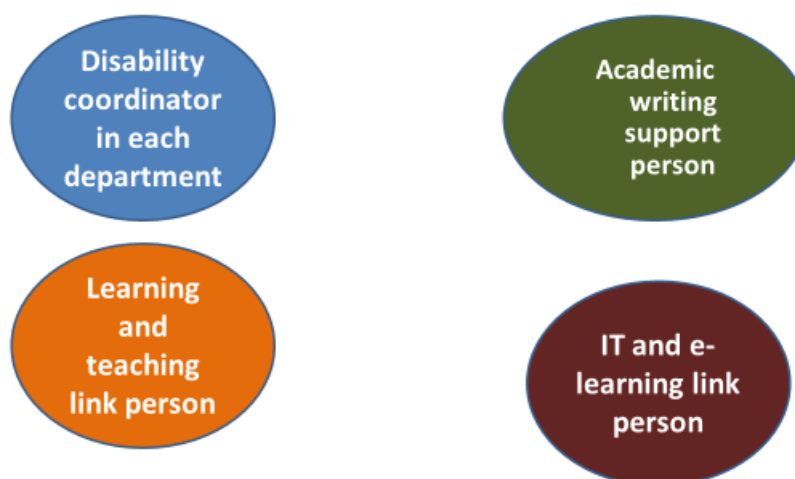Erasmus+ Programme
of the European Union

[Project Name and Number: Development and Implementation of Social Dimension Strategies in Armenia and Bosnia and Herzegovina through Cross-Regional Peer-Learning – 574139-EPP-1-2016-1-AM-EPPKA2-CBHE-JP]

What is meant by "quality"? How does this relate to inclusive learning and teaching approaches?

28. **Figure 3: Defining aspects of quality**

Teaching Quality	Learning Environment	Student Outcomes & Learning Gain
Teaching practices which provide an appropriate level of contact, stimulation and challenge, encourage student effort and engagement, and which are effective in developing the knowledge, skills, attributes and work readiness of students.	The wider context for teaching which includes the effectiveness of resources designed to support learning, maximise completion, and aid the development of independent study and research skills. This may include learning spaces, use of technology, work experience, extra-curricular activities and opportunities for peer-to-peer interaction.	The educational and employment outcomes of graduates and the gains made by students from a range of different backgrounds.

A major **curriculum review** at UK universities takes place every 5 years; smaller reviews are conducted every year:

inclusion

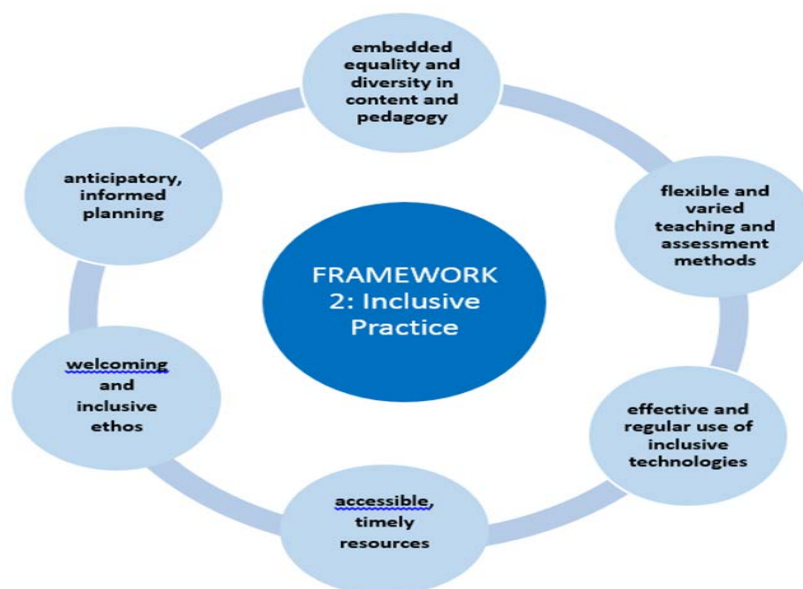[Grant Agreement Number 2016-3686/001-001]

[Project Name and Number: Development and Implementation of Social Dimension Strategies in Armenia and Bosnia and Herzegovina through Cross-Regional Peer-Learning – 574139-EPP-1-2016-1-AM-EPPKA2-CBHE-JP]

Co-funded by the Erasmus+ Programme of the European Union

4.) WORLD CAFÉ – A METHOD TO FURTHER IDENTIFY ENTRY POINTS FOR SOCIAL DIMENSION STRATEGIES AT HEIS AN BEYOND

Author: Michaela Handke & Louise Sperl, WUS Austria, Bridget Middlemas, University of Roehampton

Based on the information available from the fact-finding phase, it is recommended to further discuss concrete entry points for Social Dimension strategies at higher education institutions and where applicable also at the national level. In this context, discussion in the format of a world café have proven highly effective as a platform for generating new perspectives and possible, innovative entry points for future strategies.

4.a) WORLD CAFÉ METHODOLOGY

A world café is a tool to collect information and / or to involve participants directly in a topic. The basic idea works as follows:

Total needed time: ca. 90min.

The basic concept:

- You set up a number of tables with chairs around them, you should have some more chairs then participants (4-6 per table). Each table should be covered completely with paper (flipchart paper or a paper table cloth work fine), so that participants can write directly on the table.
- For each of the tables prepare a question.
- Each of the tables should have a moderator; you will want to ask participants before the event if they are willing to moderate.
- At the beginning of the world café ask everyone to choose a place. Explain the method shortly to them.
- Ask them to discuss the question on the table they are. The moderator should write down all information and arguments which come up.
- After 7-10 minutes ask the participants to change places and to go somewhere else. There is no rule were they should go, they choose their places as they see fit.
- The moderator shortly sums up what was discussed until now and discussion starts again.
- Repeat until the time limit you have set is reached. You can also do more turns as you have tables and ask participants to return the most interesting ones.

At the end photograph all tables or collect the paper.

Notes for table moderators:

- Introduce the question(s) for discussion at your table;
- At the beginning of each new round – summarize what has been said so far;
- Make sure participants use the sticky notes and/or write down their ideas on the flipchart/tablecloth;
- Take down notes;
- Encourage everyone to participate;
- Stick to the time;
- Present the findings from your table when back to the plenary.

[Grant Agreement Number 2016-3686/001-001]

[Project Name and Number: Development and Implementation of Social Dimension Strategies in Armenia and Bosnia and Herzegovina through Cross-Regional Peer-Learning – 574139-EPP-1-2016-1-AM-EPPKA2-CBHE-JP]

4.b) Possible questions for discussion

The below outlined questions are proposed to guide the process of discussing possible entry points for Social Dimension strategies in the context of a World Café:

1. **What can be done to ensure that students' voices are being heard and incorporated into the process of developing a SD strategy at university level?**

   The following graph can be copied to a flipchart where participants/the moderator can add their ideas:

   What can be done to ensure that students' voices are being heard and incorporated into the process of developing a SD strategy at university level?

2. **What could be done at your university to enhance data collection on students from UGs and their needs?**

   The following graph can be copied to a flipchart where participants/the moderator can add their ideas:

   What could be done at your university to enhance data collection on students from underrepresented groups and their needs?

   Data Collection

inclusion

[Grant Agreement Number 2016-3686/001-001]

Co-funded by the
Erasmus+ Programme
of the European Union

[Project Name and Number: Development and Implementation of Social Dimension Strategies in Armenia and Bosnia and Herzegovina through Cross-Regional Peer-Learning – 574139-EPP-1-2016-1-AM-EPPKA2-CBHE-JP]

3. **Think of students that you know who did not feel "included". What could your university do differently?**

> Sub-questions which could be addressed:

- **What can be done to motivate teaching staff (incentives/benefits) to provide support to students from UGs (e.g. providing individual consulting services, mentoring etc.)?**
- **What makes a good mentoring programme to you?**
- **In an ideal case scenario – how should effective and needs based consulting services for students from UGs look like?**

The following graph can be copied to a flipchart where participants/the moderator can add their ideas:

Think of a student that you know who did not feel "included". What could your university do differently?

inclusion

[Grant Agreement Number 2016-3686/001-001]

Co-funded by the
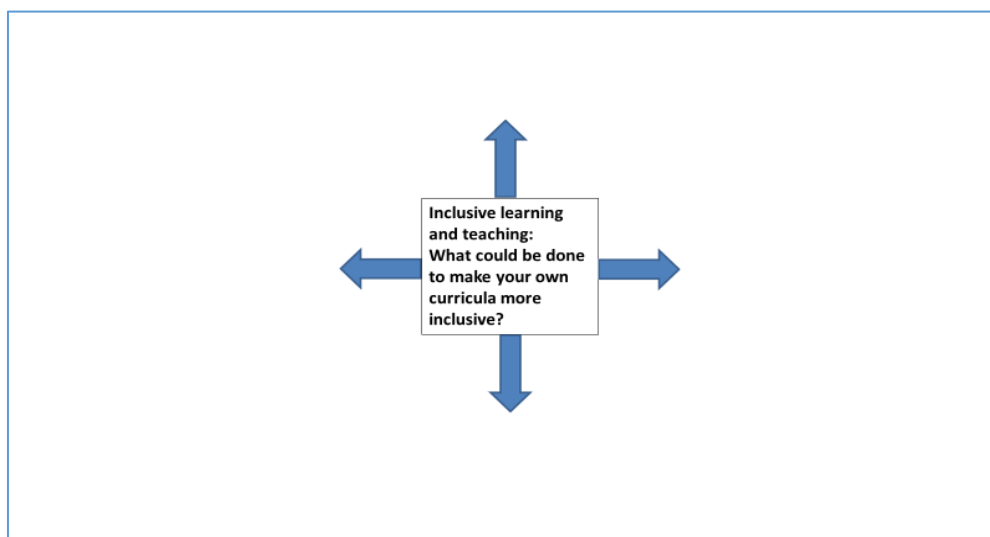Erasmus+ Programme
of the European Union

[Project Name and Number: Development and Implementation of Social Dimension Strategies in Armenia and Bosnia and Herzegovina through Cross-Regional Peer-Learning – 574139-EPP-1-2016-1-AM-EPPKA2-CBHE-JP]

4. **Inclusive learning and teaching: What could be done to make your own curricula more inclusive?**

> Sub-questions which could be addressed:

- **How/through which measures do you think the SD Strategy should address inclusive learning and teaching?**
- **What sort of training is being offered at your university to teaching/mgmt staff? Do any of these trainings relate to students from underrepresented groups? What would be needed in terms of training?**

The following graph can be copied to a flipchart where participants/the moderator can add their ideas:

Inclusive learning and teaching: What could be done to make your own curricula more inclusive?

[Grant Agreement Number 2016-3686/001-001]

Co-funded by the
Erasmus+ Programme
of the European Union

[Project Name and Number: Development and Implementation of Social Dimension Strategies in Armenia and Bosnia and Herzegovina through Cross-Regional Peer-Learning – 574139-EPP-1-2016-1-AM-EPPKA2-CBHE-JP]

5. **How can your university better reach out to potential students from UGs (e.g. at high school level)?**

The following graph can be copied to a flipchart where participants/the moderator can add their ideas:

How can your university better reach out to potential students from UGs (e.g. at high school level)?

Grant Agreement Number 2016-3686/001-001

Project Name and Number: Development and Implementation of Social Dimension Strategies in Armenia and Bosnia and Herzegovina through Cross-Regional Peer-Learning – 574139-EPP-1-2016-1-AM-EPPKA2-CBHE-JP

Co-funded by the Erasmus+ Programme of the European Union
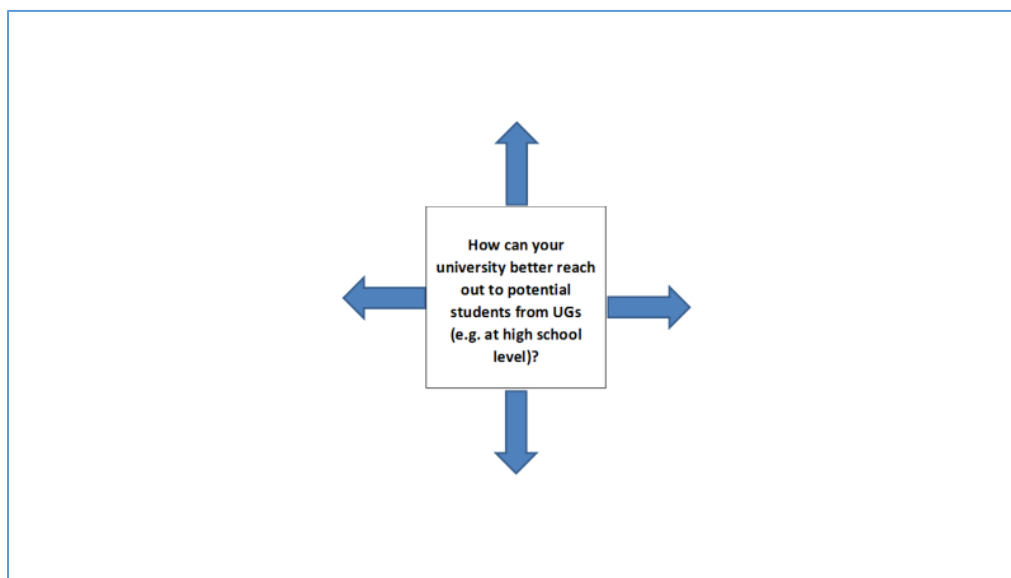
ANNEX I: AGENDA FOR TRAINING OF UNIVERSITY STAFF AND GOVERNMENT REPRESENTATIVES, JUNE 2017

AGENDA

Meeting title: TRAINING FOR UNIVERSITY STAFF AND GOVERNMENT REPRESENTATIVES
Date: JUNE 13-14, 2017
Venue: AMERICAN UNIVERSITY, YEREVAN
Participants: project partners of INCLUSION

Brief Summary:

Topics
  I. *Presentation of results from the fact-finding phase (WP 1)*
  II. *WP 1: Benchmarking as a tool for planning and measuring progress in fostering the SD at PCUs*
  III. *Fostering the Social Dimension in Higher Education: Good practices and additional tools*
  IV. *World Café*
  V. *WP 2: Outlook/next steps*
  VI. *Quality Assurance*
  VII. *Consortium Meeting*

Methodology
  – *Discussion of lessons learned based on real case scenarios from activities conducted under WP1;*
  – *Poster presentations by students on the question "From your perspective as a student – what could/should be done at your university to support students from underrepresented groups?"*
  – *World Café methodology for development of further ideas for action;*
  – *Presentation of good practices from EU and beyond including presentation of available online resources.*

Day 1: (13 June 2017, details of the meeting venue)			
OUTLINE: – *Presentation of results from the fact-finding phase (WP 1)* – *WP 1: Benchmarking as a tool for planning and measuring progress in fostering the SD at PCUs*			
REGISTRATION (11:00 – 11:30)			
Please read: n/a *Please prepare and bring: bring presentations on memory stick*			
SESSION	**TIME**	**TOPIC**	**PRESENTED BY:**
Welcome	11:30 – 12:00	Welcome	Representatives from AUA (host) and YSAFA (coordinator)
		Introduction of participants	WUS Austria
I. Presentation of results from the fact-finding phase (WP 1)	12:00 – 12:15	Brief overview on main activities	Louise Sperl, Michaela Handke (WUS Austria)
a. Main findings from the literature review (KFU)	12:15 – 12:30	Overview and main findings (non-country-specific)	Lisa Heschl, Gregor Fischer (KFU)
	12:30 – 12:45	Main findings regarding BiH	Jana Carkadzic, Dino Mujkic (SMOC)
	12:45 – 13:00	Main findings regarding Armenia	UNISON Representative(s) (tbc)
(13:00 – 13:15) BREAK			
b. Main findings from	13:15 – 13:45	Presentation of survey results –	Bridget Middlemas, Marlon Douglin (UoR)

48

[Project Name and Number: Development and Implementation of Social Dimension Strategies in Armenia and Bosnia and Herzegovina through Cross-Regional Peer-Learning – 574139-EPP-1-2016-1-AM-EPPKA2-CBHE-JP]

surveys and site visits (including poster presentation by students)		overview and institutional good practices	
	13:45 – 14:15	Site visit to UNTZ	Jasmina (UNTZ), student rep. (name tbc by UNTZ), Louise Sperl (WUS Austria)
	14:15 – 14:45	Site visit to UNT	Maya Djuric (UNT), student rep. (name tbc by UNT), Liesbeth Spanjers (UCLL)
(14:45 – 15:30) LUNCH			
b. Main findings from surveys and site visits (including poster presentation by students)	15:30 – 16:00	Site visit to AUA	AUA rep., student rep. (name tbc by AUA), Bridget Middlemas, Marlon Douglin (UoR)
	16:00 – 16:30	Site visit to YSAFA	YSAFA rep., student rep. (name tbc by YSAFA), Bridget Middlemas (UoR)
	16:30 – 16:45	Q/A	
c. Communalities and differences across PCUs	16:45 – 17:00	o Underrepresented groups (UGs) at the 4 PCUs o Roles and strategies at the 4 PCUs o Measures to support UGs at the 4 PCUs o Outreach to highschools o Entry points for the development of Social Dimension Strategies at PCUs (WP2) and inclusive learning/teaching (WP3)	Louise Sperl (WUS Austria), Bridget Middlemas (UoR)
(17:00 – 17:15) BREAK			
II. WP 1: Benchmarking as a tool for planning and measuring progress in fostering the SD at PCUs	17:15 – 18:00	Benchmarking in INCLUSION o General introduction to benchmarking o Presentation of draft tool incl. proposed methodology o Next steps	Liesbeth Spanjers (UCLL), Bridget Middlemas (UoR)
FINAL REMARKS			

[Project Name and Number: Development and Implementation of Social Dimension Strategies in Armenia and Bosnia and Herzegovina through Cross-Regional Peer-Learning – 574139-EPP-1-2016-1-AM-EPPKA2-CBHE-JP]

Day 2: (14 June 2017, details of the meeting venue)			
OUTLINE: *(for the first day)* – *Fostering the Social Dimension in Higher Education: Good practices and additional tools* – *World Café* – *WP 2: Outlook/next steps* – *Quality Assurance* – *Consortium Meeting*			
REGISTRATION (9:00 – 9:30)			
Please read: n/a			
Please prepare and bring: bring presentations on memory stick			

SESSION	TIME	TOPIC	PRESENTED BY:
III. Fostering the Social Dimension in Higher Education: Good practices and additional tools	9:30 – 10:00	Measures to support students from underrepresented groups: Good practice examples from UoR and beyond	Bridget Middlemas, Marlon Douglin (UoR)
	10:00 - 10:15	Presentation of databases providing (good) practice examples on the Social Dimension (PL4SD and other)	Louise Sperl, Michaela Handke (WUS Austria)
(10:15 – 10:30) BREAK			
IV. World Café	10:30 – 12:00	World Café: Topics of discussion will be based on identified communalities/differences during fact-finding phase. Discussions will seek to identify further entry points for the upcoming development WP, in particular WP2.	Moderated by EU Partners
V. WP 2: Outlook/next steps	12:00 - 12:45	Launch of WP2: o Development of SD strategies for PCUs o Workshop at UCLL, Nov. 2017 o Discussion on options for equipment	Bridget Middlemas, Marlon Douglin (UoR)
(12:45 – 13:30) LUNCH			
V. WP 2: Outlook/next steps	13:30 – 14:15	Discussion on options for equipment	Bridget Middlemas, Marlon Douglin (UoR)
VI. Quality Assurance	14:15 – 14:45	o Progress in implementing the INCLUSION WPs: Summary of inputs from WP leaders (based on WP reporting template) o Discussion of updates to risk log	Michaela Handke, Louise Sperl (WUS AT)
(14:45 – 15:00) BREAK			
Coordination Meeting	15:00 – 17:30	o Technical and Operational Management (WP8) o Demonstration of INCLUSION web-site	INCLUSION Management team
		o Reporting of major achievement for the currently running WPs (dates and deadlines)	WP1 – WUS, WP5-WUS, WP6-AUA and UNT
		o Checking dates for events and deadlines for the upcoming WP2	WP2-UoR
		o Financial management : Overall concept for the financial management o Supporting documents: checklist and deadlines	INCLUSION Management team
FINAL REMARKS			

[Grant Agreement Number 2016-368

Co-funded by the
Erasmus+ Programme
of the European Union

[Project Name and Number: Development and Implementation of Social Dimension Strategies in Armenia and Bosnia and Herzegovina through Cross-Regional Peer-Learning – 574139-EPP-1-2016-1-AM-EPPKA2-CBHE-JP]

ANNEX II: GLOSSARY

Author: Bridget Middlemas, University of Roehampton

TERM	DEFINITION
Academic	As well as its general meaning ('relating to education') the term also describes subjects which focus on theory, such as pure science and humanities, in contrast to more career-focused (vocational) courses. It also means a faculty member working in a university. " I am an academic"
Academic year	Usually runs from 1st September to 31st August
Access to education	Typically refers to the ways in which educational institutions and policies ensure—or at least strive to ensure—that students have equal and equitable opportunities to take full advantage of their education. Access to education entails the following principles: a.) Non-discrimination: Education in general must be available to all, especially the most vulnerable groups, in law and fact, without discrimination on any of the prohibited grounds. Higher education must be available to all on the basis of capacity. The "capacity" of individuals should be assessed by reference to all their relevant expertise and experience. b.) Physical accessibility: Education has to be within safe physical reach, either by attendance at some reasonably convenient geographic location (e.g. a neighbourhood school) or via modern technology (e.g. access to a "distance learning" programme); (Example Kosovo - transport) c.) Economic accessibility: Education has to be affordable to all. Whereas primary education shall be available "free to all", States parties are required to progressively introduce free secondary and higher education.

inclusion

[Grant Agreement Number 2016-368

Co-funded by the
Erasmus+ Programme
of the European Union

[Project Name and Number: Development and Implementation of Social Dimension Strategies in Armenia and Bosnia and Herzegovina through Cross-Regional Peer-Learning – 574139-EPP-1-2016-1-AM-EPPKA2-CBHE-JP]

Accessible / accessibility	An umbrella term for all aspects of university provision which influence a student's ability to function effectively and achieve academic success. **Accessibility** is a measure of how easily a student can participate in a learning activity.
Accredited	Describes institutions or courses that have been approved by an official body
Assessment	The way in which students' knowledge is tested, e.g. via an exam, essay, practical test or viva. Assessment can be **formative** (does not count towards the final grade; this includes **anecdotal assessment**) or **summative** (usually at the end of a course)
Assistive technology / assistive software	Technology that supports learning for students with a disability (e.g. a blind student may use text to speech software to access books or papers)
Bachelor's degree	A three- or four-year undergraduate course, where graduates may obtain a BA (Bachelor of Arts), BSc (Bachelor of Science) or BEng (Bachelor of Engineering)
Blended learning	A mixture of face to face and online learning
Campus	The land owned by a university or college on which all or most of its facilities are located
Counselling	Counselling aims at assisting the individual to develop such that he becomes psychologically mature and able to work more independently
Curriculum	The programme of study, e.g. "the physics **curriculum**"
Discipline	A subject or group of subjects studied at university level e.g. "my discipline area is the physical sciences"
Dissertation	A long essay or report produced from your own research. It is often required at the end of a higher education course. Sometimes referred to as a "thesis", in the USA for example.
Diversity	The recognition that each individual is unique. Dimensions of diversity include race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious or political beliefs

[Grant Agreement Number 2016-368

[Project Name and Number: Development and Implementation of Social Dimension Strategies in Armenia and Bosnia and Herzegovina through Cross-Regional Peer-Learning – 574139-EPP-1-2016-1-AM-EPPKA2-CBHE-JP]

e-learning	Study using computers or the internet as the main method of delivery
Evaluation	The way in which your programmes are assessed by your students, either formally (at the end of a course / unit) or in class
Graduate attributes	The attributes that we would like our graduates to have achieved after they have been on one of our taught programmes (e.g. international awareness; global knowledge of the subject area)
Higher education (HE)	All education at university level, including both undergraduate and postgraduate qualifications. A university may be referred to as a higher education institution or HEI.
Humanities	The group of subjects concerned with human thought and culture, such as philosophy, literature, archaeology, languages and art.
Inclusion / inclusive	**Aims at improving the terms on which persons from underrepresented groups take part in higher education, reducing exclusion, discrimination, barriers to learning and participation**. **Inclusion** in the learning process is a core element for successfully achieving diversity. An i**nclusive** learning environment fosters belonging and respect for all and encourages engagement throughout the institution and local community
Institution	A general term used to describe an education provider, such as a university or college
Joint degree or **joint honours**	A degree programme covering more than one subject, such as a bachelor's degree in English and History, or Philosophy and Politics. You can often choose how much time you would like to spend on each subject.
Learning support	Support and advice provided to students to enable them to achieve their full potential
Lecture	A formal university lesson, usually with a presentation
Master's degree	A higher education degree undertaken after the completion of a bachelor's degree. Some courses lead directly to a master's degree (e.g. M.Eng; M.Plan)
Mentor / mentoring	Mentoring is a supportive, long-term relationship between an experienced mentor and their less experienced mentee. The idea is that the more senior mentor passes on knowledge and guidance as the mentee finds their feet in a new role.

inclusi✶n

[Grant Agreement Number 2016-368   Co-funded by the Erasmus+ Programme of the European Union

[Project Name and Number: Development and Implementation of Social Dimension Strategies in Armenia and Bosnia and Herzegovina through Cross-Regional Peer-Learning – 574139-EPP-1-2016-1-AM-EPPKA2-CBHE-JP]

Postgraduate	Courses of study taken after completing an undergraduate degree.
Programme	A programme of study that typically lasts 3-4 years (undergraduate) or 1-2 years (masters) or 3-7 years (doctoral study)
Retention	There are several meanings for this term: A) when a student has to repeat an academic year of school. B) retention in school is also called grade retention, being held back, or repeating a year's work C) retention can also refer to how well a university retains its enrolled students, e.g. "that programme has very good retention rates".
Research degree	At postgraduate level, a research degree is a programme of original study, where you gather and analyse information to draw your own conclusions (e.g. MRes)
Semester	There are usually two semesters in an academic year, September to January, and February to June. A semester may run over two terms (see below, "term")
Seminar	A class at university or college in which a small group of students is encouraged to engage in a discussion or debate, often after a lecture on the same subject.
Senate	The most senior committee at a university. Some universities have a "Senate House" where senior staff are based.
Social media	Media for fast and effective social communication, such as Twitter, FaceBook etc
Social dimension	The **social dimension** of higher education is a concept which was introduced by the Bologna Process. It aims to remove inequalities that limit access/participation/completion in higher education under the European Area of Higher Education. The ultimate goal of the Social Dimension is to ensure that the student body entering, participating in and completing higher education at all levels should reflect the diversity of the populations.
STEM subjects	**S**cience, **t**echnology, **e**ngineering and **m**athematics
Students' Union /	An independent body that represents and campaigns for student welfare within your university, and organises a variety of clubs and societies

[Grant Agreement Number 2016-368

[Project Name and Number: Development and Implementation of Social Dimension Strategies in Armenia and Bosnia and Herzegovina through Cross-Regional Peer-Learning – 574139-EPP-1-2016-1-AM-EPPKA2-CBHE-JP]

Students' Guild	
Taught programme	The element of study that is formally taught by staff, as opposed to students' own research activities
Term	A full academic year in most European countries is usually divided into three terms – autumn term, spring term and summer term
Thesis	A long dissertation, produced at doctoral level. Typically, 75,000-100,000 words. Sometimes referred to as a "dissertation", in USA for example.
Under-represented	We use the term "underrepresented" to indicate situations where certain groups of students (e.g. students with disabilities / minority religious groups) are present in lower numbers than expected, given their presence in the general population of a country