EDI Strategy Implementation Plan

This Implementation Plan sets out how we will move ahead with and track our progress against our Equality, Diversity, and Inclusion Strategy for 2025-30. While the plan includes goals for the next five years, it specifically highlights our activities for the 2025/26 academic year within this document.

RAG Rating Key:
- **Red**: No progress made or significant delays; immediate intervention required.

- **Amber**: Progress is ongoing but facing minor obstacles; monitoring and minor adjustments necessary.

- **Green**: On track.

- **Blue**: Completed successfully, no further action required.

Objective 1: Champion and Advance Equality and Equity

Objective: Deliver equitable access to opportunities and resources for all colleagues and students by eliminating structural inequities and barriers, fostering an inclusive and fair environment, respecting academic freedom and embedding diversity, equity and inclusion in our culture, decision-making and partnerships.

Objectives	Activities (Inputs)	Timescales	Responsible Lead	Outputs	Outcomes / Impact	Rag Rating
1.1 Embed equity, mental health equity, diversity and inclusion throughout institutional decision-making, utilising our Equality Impact Assessment (EIA) process.	Lead a review on our current EIA Tool to ensure it is fit for purpose. Produce guidance on why and how to complete an assessment.	February 2026	Equality, Diversity and Inclusion (EDI) Manager	EIA Tool to facilitate embedding of inclusion in decision-making across the University. Updated EIA Tool and guidance documents include a mental health impact assessment dimension.	Students and colleagues feel a greater sense of belonging and inclusion improving lived experiences and outcomes at each stage of student and colleague lifecycle.	**Amber**
1.2 Pursue recognised external accreditation frameworks aligned to our strategic priorities and resources.	Athena Swan Silver submission	Final application – July 2026	Equality, Diversity and Inclusion (EDI) Accreditations Lead, Athena Swan Self-Assessment Team	• Silver Athena Swan Accreditation award. • Athena Swan Action Plan • Policy Review Report with recommendations	Improved gender and intersectional outcomes.	**Green**

Objectives	Activities (Inputs)	Timescales	Responsible Lead	Outputs	Outcomes / Impact	Rag Rating
				• Good-practice compendium.		Green
	Scoping evidence and identifying gaps against University Mental Health Charter	Review evidence December 2025	Student Support Development Lead	University Mental Health Charter	Improved mental health outcomes for students and colleagues.	**Green**
	Identify business awards to nominate the University for, aligned to our values.	July 2026	Business Engagement and Graduate Futures Senior Leadership Team	Achieve award	Enhanced and expand the University's reputation as an exemplar in the EDI space.	**Green**
1.3 Support colleagues and students to enhance their knowledge, awareness, and competence to enact inclusivity within their own practice.	Creation and maintenance of an Equality, Diversity and Inclusion (EDI) Share Point site. Add mental health equity and wellbeing resources to the EDI Share Point site.	August 2025	Equality, Diversity and Inclusion (EDI) Officer Equality, Diversity and Inclusion Manager	Share Point site providing a single source of information for EDI and an accessible repository of wellbeing guidance.	Colleagues able to find information more easily and have greater wealth of resource to educate self and others. Colleagues demonstrate increased confidence in supporting mental health and wellbeing within inclusive practice.	**Amber**

Objectives	Activities (Inputs)	Timescales	Responsible Lead	Outputs	Outcomes / Impact	Rag Rating
	Workshops, Guided Discussions and other development sessions delivered in the Open Programme and tailored for individual teams.	Ongoing	Equality, Diversity and Inclusion Team	Increased awareness and understanding of equality, equity, diversity and inclusion; behavioural change; actionable strategies.	Systemic changes and greater equity for colleagues and students. Enhanced sense of belonging.	**Green**
	Implement a programme of individual development and learning to support personal and professional development.	July 2026	Senior Leadership Teams (Finance, Commercial Services & RSC)	Development needs and opportunities identified via PDR process will be embedded.	Every member of the team feels valued and understands how they contribute to delivery of the University strategy.	**Green**
	Provide opportunities for continuous learning and development through regular discussion and the PDR process across the College of Liberal Arts and Sciences.	Ongoing	Head of College	Increased engagement and improved scores in the colleague Wellbeing and Engagement Survey.	Improved colleague wellbeing, sense of belonging, empowerment and inclusion within the College.	**Amber**

Objectives	Activities (Inputs)	Timescales	Responsible Lead	Outputs	Outcomes / Impact	Rag Rating
	Ensure the University's commitment to inclusion remains central to global engagement activities.	September 2026	SW-Int Partnerships Team	Positive feedback from students.	Partnerships with partners who share and embody our values.	**Green**
1.4 Work to close outcome and experience gaps between different groups of students through our Access and Participation Plan.	Creation and dissemination of an EDI-Informed and data-supported Teaching policy (Social Sciences). Ask Course and Module Leaders to revise and update modules with consistent awarding and continuation gaps via Check-in	November 2025	Equality, Diversity, and Inclusion Education Steering Group (EDIE) EDI School Lead (Social Sciences) Course Leaders/Module Leaders/Quality and Standards	Teaching Policy Check-in process that requires Course Leaders/Module Leaders to reflect on gaps	Narrowing of disparities in awarding and continuation between student groups	**Amber**
1.5 Recognise and respond to the different needs of our students through inclusive teaching practices	Centre for Education, Transformation and Innovation (CETI) existing and bespoke workshops	Ongoing Part of the CETI EDI Action Plan	CETI – academic professional development CETI Open Programme	CETI Toolkits on: Anti-racists pedagogy Authentic Assessments	Improved inclusive teaching practices of academics across the university	**Green**

Objectives	Activities (Inputs)	Timescales	Responsible Lead	Outputs	Outcomes / Impact	Rag Rating
and assessments, and policies designed to support them.	for colleagues across schools. Dissemination of Equality, Diversity and Inclusion-Informed Teaching policy.			Embedding Wellbeing in the Curriculum CETI Teaching & Learning SharePoint		
1.6 Secure equity for our students by embedding opportunities for employability and enterprise skill development within the curriculum.	Embedded workshops in level 6		Employability Directors	Workshops on Linked in, career options (subject-specific and general), alumni support offer at Westminster and Graduate Outcomes Survey.	Closing gaps in progression between student groups	**Green**
	Ensure a high-quality portfolio across the College of Design, Creative and Digital Industries that is future facing and employment focused.	Ongoing	Course Leaders; Associate Heads of School	Improved students experience metrics, including National Student Survey; improved graduate outcomes, and increased take up of placement and study abroad opportunities.	All courses have at least one gold level authentic module at each level.	**Amber**

Objectives	Activities (Inputs)	Timescales	Responsible Lead	Outputs	Outcomes / Impact	Rag Rating
1.7 Investigate, challenge and drive change through our research and knowledge exchange work.	Establish a centrally delivered research mentoring scheme for academics and researchers.	June 2026	Associate Head of Colleges (AHoC) for Research Culture & Research Development; Head of Organisational Development.	Development needs and targeted mentoring.	Improved scores in CEDARs Survey 2027. Improved scores in Colleague Wellbeing and Engagement Survey in sections on development needed to progress career by those from under-represented groups.	**Green**
	Establish research leadership training	April 2026	Associate Head of Colleges (AHoC) for Research Culture & Research Development; Head of Organisational Development.	Improved leadership of both research projects and research teams.	Improved scores in CEDARs Survey 2027. Improved scores in Colleague Wellbeing and Engagement Survey in sections on development needed to progress career by those from under-represented groups.	**Green**

Objectives	Activities (Inputs)	Timescales	Responsible Lead	Outputs	Outcomes / Impact	Rag Rating
	Strengthen governance structures to ensure we sustain our commitment to the Researcher Development Concordat.	October 2026	Research Culture and Equality, Diversity and Inclusion Committee	Reportable data, activities and feedback	Measurable change in sentiment in CEDARs including those groups traditionally under-represented in research.	**Green**
	Create a representative steering group with responsibilities for delivering on Researcher Development Concordat Action Plan.	August 2025	Deputy Vice Chancellor) (Research Knowledge Exchange), AHoCs for Research Culture and Researcher Development Head of Research Knowledge Exchange Office, Researcher Development Manager	Establishment or renewal of a committee/group with a clear mission statement and terms of reference. Group involves all relevant stakeholders – clear mapping of responsibilities in future action plans.	Deliver on commitment in Researcher Development action plan.	**Green**

Objectives	Activities (Inputs)	Timescales	Responsible Lead	Outputs	Outcomes / Impact	Rag Rating
	Increased numbers of academic colleagues undertaking researcher development activities.	Ongoing	AHoC for Researcher Development, Researcher Development Manager, Organisational Development Manager	Assist Academic Managers of Researchers to upskill on Researcher Development needs. Roll out training programme for Line Managers from DCDI to other colleges.	Improvement in section on 'feeling supported by line managers' in the CEDARS Survey in 2027. EDI analysis of those registering for and attending internal training programmes.	Green
	Fostering a more inclusive research culture.	March 2026	Associate Head of College) AHoC for Research Culture	Finalise research culture action plan following listening campaign.	Improvement in 'Section 4 - Environment and Culture' CEDARS Survey 2027.	Green
		July 2026	AHoC for Research Culture	Feedback to Colleague Networks actions prioritised.		Green
		April 2026	AHoC for Research Culture	Launch Research Culture Survey ensuring questions included are those relevant to colleagues from marginalised groups in research.	Baseline data that will allow priority setting and impact evaluation in the future.	Green
1.8 Ensure that the physical and digital	Creation of an accessible and	Ongoing	Head of Digital Transformation;		Fully accessible digital ecosystem,	Amber

Objectives	Activities (Inputs)	Timescales	Responsible Lead	Outputs	Outcomes / Impact	Rag Rating
environments are designed, developed and adapted to be accessible for all colleagues, students and visitors.	inclusive digital ecosystem. Integrate wellbeing and sustainability principles into digital and estates design, including access to quiet spaces, green areas and digital wellbeing tools.		Head of IT Developments; Head of Customer Service		delivering universal engagement.	
1.9 Integrate objectives that address inequity and inclusivity within the conversations that are part of the annual Professional Development Review (PDR) process.	Continue to incorporate and review relevant and appropriate objectives to address equity and inclusion within the PDR process.	Report on progress annually to Equality, Diversity and Inclusion Committee (July)	Head of Organisational Development	Every colleague to have an Equality, Diversity or Inclusion objective aligned to our EDI Strategy 2025-30.	Enhance the lived experiences of colleagues and students reducing any inequities and differentials in outcomes.	**Green**

Objective 2: Value, Celebrate, and Enhance the Diversity of our Community

Objective: Deliver equitable access to opportunities and resources for all colleagues and students by eliminating structural inequities and barriers, fostering an inclusive and fair environment, respecting academic freedom and embedding diversity, equity and inclusion in our culture, decision-making and partnerships.

Objectives	Activities (Inputs)	Timescales	Responsible Lead	Outputs	Outcomes / Impact	Rag Rating
2.1 Design recruitment and selection processes for colleagues and students that are free from bias, attracting applicants from the widest pool by implementing efficient, inclusive approaches and targeted Positive Action initiatives.	Implement new Recruitment & Selection System	Expected to go live by December 2025.	Recruitment Manager and Head of Strategic Resourcing, Reward and Insight	Smoother more efficient recruitment process for all, including students and Part Time Visiting Lecturers (PTVLs) Enhanced reporting capabilities, including insight into how and when different demographic groups are applying for roles, and at what point they may be successful/unsuccessful e.g. are large	Greater understanding of whether we are successfully attracting diverse communities to our roles, and how and when they might be proceeding through the recruitment process, so action or initiatives can be put in place if required. Removal of admin heavy processes will free up the Recruitment team to focus more time on inclusive recruitment practices and rolling these out across the university e.g. different approaches to interviews, providing	**Green**

Objectives	Activities (Inputs)	Timescales	Responsible Lead	Outputs	Outcomes / Impact	Rag Rating
				numbers not being shortlisted etc. Ability to introduce anonymised recruitment, subject to further discussions and agreement on approach Ability to have internal and external talent pools to help nurture talent	interview questions in advance etc. Recruitment team will also have more capacity to support hiring managers in using more diverse range of advertising and attraction methods, as well as supporting the nurturing of internal talent to make roles accessible to different groups. More accessible recruitment system should lead to an increase in applications from diverse groups. Talent pools will allow further nurturing and development support of diverse groups already within the University. Recruitment practices that reflect inclusive,	

Objectives	Activities (Inputs)	Timescales	Responsible Lead	Outputs	Outcomes / Impact	Rag Rating
					psychologically safe practices and enhanced applicant experience and reduced stress across diverse candidate groups.	█
2.2 Develop learning environments that are inclusive, welcoming and which positively embrace the diversity of our communities, recognising and building upon the knowledge that students bring to the curriculum.	Subject to regular updating.					
2.3 Support and champion our student societies, colleague networks and any group or committee that supports the implementation of our EDI Strategy, ensuring they have the resources they need to thrive.	UWSU will ensure society EDI activity is supported and funded where possible.	June 2026	Director of Membership Services	Higher student engagement in delivery of key EDI events throughout the calendar.	Increase in student attendance at EDI events from society members.	
	Colleague Networks will continue to be resourced and supported to	Ongoing	Equality, Diversity and Inclusion Manager	Opportunities for shared learning and mutual support are regularly	Enhancing our inclusive culture, providing supporting spaces, empowering colleagues	**Green**

Objectives	Activities (Inputs)	Timescales	Responsible Lead	Outputs	Outcomes / Impact	Rag Rating
	grow, contributing to progression of our EDI Strategy.			facilitated; equitable distribution of resources and collaborative relationships are strengthened through joint events.	and facilitating diverse voices to be heard.	Green
2.4 Welcome our students, colleagues, vibrant local communities and visitors from around the world to our events, conferences and initiatives.	Design and deliver a series of World in Westminster cafes to educate on and celebrate the cultural diversity of our Westminster community.	July 2026	Equality, Diversity and Inclusion (EDI) Officer/ EDI Programme Manager & International Student Engagement Officer	Deliver a minimum of 10 events	Our whole student community has a greater sense of belonging supporting them to realising their potential	Green
2.5 Assess and enhance mental health and wellbeing training and services for colleagues and students to be culturally appropriate, trauma-informed, and	Subject to regular updating.					

Objectives	Activities (Inputs)	Timescales	Responsible Lead	Outputs	Outcomes / Impact	Rag Rating
responsive to the diverse needs of our community.						
2.6 Foster, maintain and champion a diverse and inclusive research culture where researchers at every stage of their career can thrive and succeed, including through equitable access to researcher development opportunities.	Hold a series of workshops with doctoral researchers and supervisors to address issues of inclusion as it pertains to research and supervision	August 2026	Doctoral Researcher Development Manager; Head of the Graduate School	Enhanced awareness of issues of inclusion in relation to the application and interview process and supervision	Improved experience and sense of belonging for doctoral researchers, measured via PRES.	**Red**
2.7 Monitor and take positive action in all schools to increase the number of Postgraduate Researchers from backgrounds traditionally underrepresented in research and knowledge exchange.	Subject to regular updating.					

Objectives	Activities (Inputs)	Timescales	Responsible Lead	Outputs	Outcomes / Impact	Rag Rating
2.8 Build sustainable relationships with diverse suppliers and collaborate with those who share the university's commitment to equality, equity, diversity, and inclusivity.	Subject to regular updating.					

Objective 3: Foster a Culture of Inclusion and Belonging

Objective: Deliver equitable access to opportunities and resources for all colleagues and students by eliminating structural inequities and barriers, fostering an inclusive and fair environment, respecting academic freedom and embedding diversity, equity and inclusion in our culture, decision-making and partnerships.

Objectives	Activities (Inputs)	Timescales	Responsible Lead	Outputs	Outcomes / Impact	Rag Rating
3.1 Strengthen safe, supportive, and inclusive environments where students and colleagues feel they belong and are encouraged to bring their authentic selves to work and study.	Scope and review relevant HR policies to identify how and where they intersect with disclosing a disability to enhance provision of reasonable adjustments and support for colleagues. Provide manager training on reasonable adjustments.	July 2026	EDI Manager; Deputy Director of People, Culture and Wellbeing and Head of Safety, Health and Wellbeing.	Clear processes and more seamless provision of reasonable adjustments.	Improved lived experiences of colleagues with disabilities, and more confident managers.	Green
	Embed justice and responsibility into all aspects of College of Design, Creative and Digital Industries life and course offerings.	July 2026	Associate Heads of School, Heads of School, Sustainable Development	EDI is embedded in all assessment design and processes; all research and knowledge exchange activities	First sit pass rates are maximised, and Access and Participation Plan (APP) actions are met or exceeded	Amber

Objectives	Activities (Inputs)	Timescales	Responsible Lead	Outputs	Outcomes / Impact	Rag Rating
			Goal /Education for Sustainable Development Leads	have the United Nation Sustainable Development Goals and EDI foregrounded.		
	Additional focus on fostering an inclusive culture across Student and Academic Services during a time of change and transition.	July 2026	Business Operations Manager	Minimum of two events delivered	This inclusive culture will contribute to improved well-being, higher engagement, reflected in the colleague Engagement and Wellbeing Survey	**Green**
3.2 Offer personalised and authentic education underpinned by an inclusive curriculum, giving all students the opportunity of transformative learning, helping them to succeed in their studies and professional lives.	CETI Ongoing workshops for academics on inclusive pedagogies		CETI academic professional development

DTLQs across schools | | | |
| | Position Westminster Business School as a thought leader in inclusive business education. | July 2026 | Head of College | Host regular knowledge exchange events and case study showcases; collaborate with I-Bee Network, contributing to | Colleagues feel greater sense of inclusion measured via the colleague Engagement and Wellbeing Survey; increased colleague engagement with | **Green** |

Objectives	Activities (Inputs)	Timescales	Responsible Lead	Outputs	Outcomes / Impact	Rag Rating
				national conversations and publications; continue to embed compassionate pedagogical principles into policies and documents related to teaching, learning and student support.	compassionate pedagogical practices.	
3.3 Champion a culture where students and colleagues can raise concerns through robust and effective reporting and supportive procedures.	Regularly promote all reporting mechanisms for students. Investigate concerns effectively and efficiently.	Ongoing	Head of Student Support & Residential Life		Enhanced levels of trust and confidence in reporting mechanisms and appropriate action taken.	**Amber**
	Regularly promote all reporting mechanisms for colleagues. Investigate concerns effectively and efficiently.	Ongoing	Deputy Director – People, Culture and Wellbeing (PCW)	Increased numbers of colleagues use channels to report concerns.	Colleagues feel more confident to raise concerns, measured via our Engagement and Well Being Survey and qualitative feedback.	**Amber**

Objectives	Activities (Inputs)	Timescales	Responsible Lead	Outputs	Outcomes / Impact	Rag Rating
3.4 Prioritise inclusive and accessible environments - physical and digital - which put students and colleagues' experience at the heart of design, delivery and investment decisions.	Incorporate colleague engagement through EDI, the Accessibility Committee and Student Voice across all delivery and planned capital investment.	July 2026	Campus Services Managers (CSMs) Estates Soft Services Managers Director of Estates		Inclusive environments for all building users, with a sense of belonging.	**Amber**
	Expand access to digital development resources, with a focus on the use of generative AI, for under-represented students	June 2026	Director Digital Capability Development & AI Leadership		Narrow digital access and capability gaps.	**Amber**
3.5 Promote a culture of openness, inclusivity, and continuous improvement in mental health strategy and service provision.	Ensure Equality Impact Assessments (EIAs) incorporate a section on mental health and wellbeing impacts, including mitigation for adverse effects.	July 2026	Equality, Diversity and Inclusion (EDI) Manager	Updated EIA Tool and guidance documents include a mental health impact assessment dimension.	Decisions across the university demonstrate consideration of mental health equity, contributing to improved wellbeing and sense of belonging.	**Amber**
	Build and review our portfolio for our	August 2026	Student Support	Submission to the UMHC	Fostering a culture that values mental	**Amber**

Objectives	Activities (Inputs)	Timescales	Responsible Lead	Outputs	Outcomes / Impact	Rag Rating
	submission to the University Mental Health Charter (UMHC)		Development Lead		health as a university wide priority.	
3.6 Initiate opportunities and upskill colleagues for constructive and, on occasion, difficult conversations and ways to build understanding and empathy.	Create space through World in Westminster Conversations and other development opportunities for colleagues and students.	August 2026	EDI Team/EDI Programme Manager/People Partners	A minimum of 3 events to be created and delivered.	Enhance the quality of communication, strengthen relationships, increase accountability, trust and collaboration.	**Amber**
3.7 Create clear, inclusive, and accessible career paths with transparent promotion processes, offering leadership development opportunities, including those targeted to help underrepresented	Review and revise criteria for the process for promotion to Reader or Professor	Report and recommendations to PRAC October 2025- Any agreed actions to be rolled out across 2025-26	Professors and Readers Awarding Committee (PRAC) (Chair of PRAC) Head of Strategic Resourcing, Reward and Insight	Clear, transparent and relevant criteria that are recognisable to colleagues and reflective of our diverse community.	Clear and accessible career pathways improving diversity at all stages of the process.	**Green**

Objectives	Activities (Inputs)	Timescales	Responsible Lead	Outputs	Outcomes / Impact	Rag Rating
groups advance into senior roles.	Review the development provided for those looking to secure promotion to Reader or Professor	Report and recommendations to PRAC October 2025. Any agreed actions to be rolled out across 2025-26	Professors and Readers Awarding Committee (PRAC) (Chair of PRAC) Head of Strategic Resourcing, Reward and Insight	Consistent, clear development pathways and support processes for all colleagues applying to be Reader or Professor, regardless of what College they are within.	Fair and consistent support and development for successful and unsuccessful applicants Clear expectations of what it means to be a Reader or Professor On-going support once the title is awarded to help colleagues succeed in the role.	Green
	Review application process for those applying for promotion to Reader or Professor.	Report and recommendations to PRAC October 2025. Any agreed actions to be rolled out across 2025-26	Professors and Readers Awarding Committee (PRAC) (Chair of PRAC) Head of Strategic Resourcing,	Transparent, accessible and clear process. Application form that is designed to help colleagues display the best of themselves. Clearer process for the capturing of	Transparent and accessible application process.	Green

Objectives	Activities (Inputs)	Timescales	Responsible Lead	Outputs	Outcomes / Impact	Rag Rating
			Reward and Insight	external assessments to ensure the best assessments are being received to support applications. Clearer timeline of stages of the process for both applicants and their line managers. Clearer process for interviews (Professors only)		Green
	Review and revise criteria for the process for progression from Lecturer to Senior Lecturer	On-going consultation taking place with UCU colleagues and other key stakeholders including Heads of College.	Deputy Vice Chancellor Student Experience Director of People, Culture and Wellbeing.	Clear, transparent and relevant criteria that are recognisable to colleagues and reflective of our diverse community. Criteria and career pathways more	Clear and accessible career pathways improving diversity at all stages of the process. Transparent and accessible application process.	Green

Objectives	Activities (Inputs)	Timescales	Responsible Lead	Outputs	Outcomes / Impact	Rag Rating
	Review application process for those applying for progression from Lecturer to Senior Lecturer.	May be ready to roll out for September 2025 but will depend on consultation (if not it will be rolled out for September 2026 in line with annual cycle).		aligned to Readers and Professors to allow for clearer career pathways going forward. Transparent, accessible and clear process. Application form that is designed to help colleagues display the best of themselves.		
	Develop and implement an action plan to enable and ensure equity of opportunity for progression and promotion within the College of Liberal Arts and Sciences.	September 2028	Head of College		More equitable distribution of intersectional demographic across the College at the different academic role profiles.	**Amber**
3.8 Work in partnership with our student body through the	Deliver events through the Advice team in	June 2026	Director of Membership Service	Students engaging in EDI specific activity. Increase sense of	Inclusive environments created and celebrated.	

Objectives	Activities (Inputs)	Timescales	Responsible Lead	Outputs	Outcomes / Impact	Rag Rating
University of Westminster's Students' Union (UWSU) to create an inclusive environment where everyone feels welcome, respected, and represented.	collaboration with EDI team.			community and decreased loneliness.		
	Work in collaboration with student groups each year to run events for key history months (Black History Month, Disability History Month, Women's History Month, LGBTQ+ History Month).	June 2026	Director of Membership Service	Students feeling part of the Westminster community increases.	Inclusive environments created and celebrated.	
	UWSU to continue to review feedback mechanisms and ensure Forums for students are current and representative for students to engage in.	June 2028	Director of Membership Service	Higher quantity of students engaging in Forum feedback activity. Greater understanding of student experience.	Enhanced representation for different student groups.	
3.9 Broaden peer-support networks and student-led mental health initiatives, ensuring they are adequately	Audit existing provision as part of our University Mental Health Charter work	Review of current provision completed Jan 2026	Student Support Development Lead	Understanding of current provision and identification of potential gaps.	Fostering a culture that values mental health as a university wide priority.	**Green**

Objectives	Activities (Inputs)	Timescales	Responsible Lead	Outputs	Outcomes / Impact	Rag Rating
resourced and supported.						Green
3.10 Expand our bespoke empowerment programmes for at-risk student groups identified by the Westminster Risk Register.	Review & consider the selection process and project outcomes and link them to APP	First Semester - September 2025 to December 2025	Equality, Diversity, and Inclusion (EDI) Officer Equality, Diversity, and Inclusion (EDI) Programme Manager	Planning, delivery and deployment of the 5 programmes (which cater for different marginalised groups) and Student Progress	Reduce gaps identified within our Access and Participation Plan	Green
	Evaluate the programmes and outcomes	January 2026 to June 2026	EDI Officer EDI Programme Manager	Survey	Enhanced sense of belonging, employability, and engagement.	Green
3.11 Design and deliver services that meet the needs of home and international students to nurture a sense of belonging for all.	Deliver inductions and refresher workshops across all colleges on events and available services for both new and returning Home and international students.	January 2026 – June 2026	Director of Transnational Education & Senior Academic Co-ordinator. International Student Engagement Officer	Deliver a minimum of 4 inductions in each college, a total of 12.	Home and international students are reminded of available services and events that can act as a bridge for a wider Westminster community.	Green