

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 priorities for the 2026/28 academic years 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.	Roll out new EIA tool with briefings and training. Host tool, guidance and completed EIAs on the EDI Share Point page. on the	Across academic year 2026/27	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.	See separate Athena Swan action plan				Improved gender and intersectional outcomes.	Green
	University Mental Health Charter Domain Working Groups and Steering continue to draft application.	Submission date is 17 th February 2027.	Student Support Development Lead	Achievement of the University Mental Health Charter	Improved mental health outcomes for students and colleagues.	Green

Objectives	Activities (Inputs)	Timescales	Responsible Lead	Outputs	Outcomes / Impact	Rag Rating
	Identify business awards to nominate the University for, aligned to our values.	Academic year 2026/27	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
	Make submission to Times Higher Sustainability Impact Ratings	November 2026	Sustainable Development Adviser	Continue to improve our ranking, and ratings in all SDG's including SDG 5 & SDG 10	Increased visibility and recognition of the University's sustainability initiatives and impact through inclusion in a globally recognised sustainability assessment.	Green
	Investigate requirements to sign up to the government's employer Disability Confident Scheme	January 2028	EDI Manager	Achieve recognition as Disability Confident	Strengthened commitment to inclusive recruitment practices.	Amber

Objectives	Activities (Inputs)	Timescales	Responsible Lead	Outputs	Outcomes / Impact	Rag Rating
1.3 Support colleagues and students to enhance their knowledge, awareness, and competence to enact inclusivity within their own practice.	Workshops, Guided Discussions and other development sessions delivered through The Academy 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. 5 sessions delivered.	Systemic changes and greater equity for colleagues and students. Enhanced sense of belonging.	Green
	With support of EDI Team, managers develop relevant equality objectives within the PDR process.	Set as part of 2026/27 PDR process - December 2026	Senior Leadership Teams (Finance, Commercial Services & RSC)	All managers to have a tailored equality objective embedded within 2026/27 PDR process.	Tailored objective ensures equality, diversity and inclusion responsibilities are clearly aligned to role, accountable at line management level, and consistently reflected in performance discussions and development planning.	Amber
	Provide ongoing support to the Menopause Group	Academic years 2026/27	EDI Team & WoW	Sustained support provided to the Menopause Group	Improved awareness, understanding and	Green

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	and to WoW's work on improving awareness and support around women's menstrual health.			and WoW's menstrual health initiatives, including regular engagement, resources and visibility for their activities.	support for menopause and menstrual-health issues across the university, contributing to a more inclusive and informed working environment for women and colleagues experiencing these health needs	
	Track the numbers of managers completing the Menopause e-learning module.	October 2026 - July 2028	Organisational Development Team	Annual reports produced showing the number and proportion of managers who have completed the Menopause e-learning. Set target of 15% by July 2028	Increased manager awareness and understanding of menopause-related issues, leading to more informed, supportive and inclusive management practices across the university.	Amber
	Islamophobia Awareness Training	Dec 2026 (further activities)	Interfaith Adviser, EDI Programme Co-	Pilot workshop completed with initial target audience from EDI Committee	First stage to developed programme /package intended	Amber

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		possible Jan-Jul 2027)	ordinator, Snr Lecturer (Psych)	members. Includes new definition of 'Anti-Muslim Hostility'.	as best practice resource and method for sharing across UK universities.	
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	Blue
1.5 Strengthen our culture of equality and equity to enhance the lived experiences of colleagues.	Extend our inclusive recruitment practices; track and analyse applicants at each stage of the	Take recommended actions to EDI Committee, September 2026.	EDI Manager & Head of Strategic Resourcing, Reward and Insight.	Pay gap actions implemented and communicated. Regular pay gap monitoring and reporting approach established.	Improved pay equity across the university. Reduction in identified gender, ethnicity, disability	Green

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	recruitment process; use inclusive, gender neutral language in job adverts and job descriptions; monitor and report on the composition of interview panels and evaluate the feasibility and potential impact of anonymised recruitment practices. With limited evidence of effective actions to close ethnicity pay gaps, undertake further investigation into impactful action(s) to reduce our ethnicity pay gap.	Annual reporting to EDI Committee Achievement of targets by April 2029		Interventions introduced to support equitable recruitment, progression and retention. Gender: Reduce Mean gap by 2% to 6.8%. Ethnicity: Reduce Mean gap by 2% to 14.5% Disability: Reduce Mean gap from 4.3% to statistically insignificant.	and other relevant pay gaps. Increased representation of under-represented groups in senior leadership levels. Greater colleague confidence in fairness and transparency of pay and progression processes.	

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	Implement and monitor interventions for effectiveness.	March 31 st 2027		Report ethnicity and disability pay gaps and actions to close them		
	Conduct annual Equal Pay Audits and report into EDI Committee	July 2027 Annually	EDI Manager & Head of Strategic Resourcing, Reward and Insight.	Audits produced annually and reported to EDI Committee. Recommendations implemented and reported through governance processes.	Improved pay equity across the university. Reduced risk of non-compliance with equal pay legislation.	Green
	Develop an approach to capture feedback when colleagues leave the university.	August 2027	Head of Strategic Resourcing, Reward and Insight	Implementation of a structured process. Collection and analysis of data from across the University to identify potential patterns and trends.	Improved understanding of factors influencing colleague retention and turnover; evidence-based interventions to improve colleague experience; increased ability to identify and address barriers to progression, inclusion and	Amber

Objectives	Activities (Inputs)	Timescales	Responsible Lead	Outputs	Outcomes / Impact	Rag Rating
					colleague engagement.	
	Improve disclosures of protected characteristics – colleagues and students	Monitor impact of activity August 2027 & then annually.	EDI Manager/ Management Information Systems Adviser	Deliver targeted communications and awareness campaigns explaining why demographic data is collected and how it is used. Generate more comprehensive data across all protected characteristics to strengthen reporting.	Increased colleague disclosure particularly in relation to Religion/Belief and Sexual Orientation. Improve understanding of experiences and outcomes of under-represented colleague groups.	Green
1.6 Recognise and respond to the different needs of our students through inclusive teaching practices and assessments, and policies designed to support them	CETI Open Programme sessions on Inclusive Teaching, Inclusive Assessments, Flexible Assessments, Competence Standards and Reasonable	Throughout 2026, 2027 and 2028.	Head of CETI	CETI Annual report showing the number of academic colleagues engaged with the CETI Open Programme and Bespoke/Targeted sessions.	Increased understanding and embedding of inclusive teaching, assessment and feedback practices. Improved NSS scores on teaching practices, assessments and feedback; narrowing the Awarding Gaps.	Green

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	Adjustments; Bespoke/ targeted CETI sessions for each school on Inclusive Teaching, Assessment and Feedback. Bespoke CETI sessions on Inclusive teaching and assessment practice for academics on Apprenticeship courses, in line with the Ofsted 2025 framework where inclusion is a standalone category and considering the different needs of					

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	those learners and context.					
1.7 Secure equity for our students by embedding opportunities for employability and enterprise skill development within the curriculum.	Embedded workshops in level 6	Across academic year 2026/27	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
1.8 Investigate, challenge and drive change through our research and knowledge exchange work.	Establish a centrally delivered research mentoring scheme for academics and researchers.	June 2027	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.	Amber
	Establish research leadership training	April 2027	Associate Head of Colleges (AHoC) for Research	Improved leadership of both research projects and research teams.	Improved scores in CEDARs Survey 2027. Improved scores in Colleague	Amber

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			Culture & Researcher Development; Head of Organisational Development.		Wellbeing and Engagement Survey in sections on development needed to progress career by those from under-represented groups.	
	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.	Blue
	Feedback to colleague networks and all other researchers the actions we have prioritised following the listening campaign.	July 2027	AHoC for Research Culture, Researcher Development Manager	Researcher understanding of development opportunities, higher levels of engagement with activities, higher priority given to research in PDRs.	Improvement in "Section 4 - Environment and Culture" CEDARS Survey 2027. Coordination with Corporate Comms. Wide distribution of Concordat report and Action Plan for Res Dev	Green

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	Promotion of our commitment to 10 Days of Professional Development:	July 2027	Researcher Development Manager	Clarifying what comes under the umbrella of CPD (Researcher Development Manager) Providing more information and online resources for Researchers on CPD opportunities in areas relevant to their discipline (RDM) Create a communications plan for a sustained campaign to promote this through various channels and action it group	Increased awareness and uptake of 10 Days of Continuous Professional Development in CEDARS 2027.	Green
	All Researchers to include Researcher Development Discussions in their Professional	November 2026	RDM - OD - AHoSs	Promote discussion of research and training needs through PDR process by researchers.	All Researchers with significant responsibility for research (SRR) to include discussion on their Researcher	Green

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	Development Review (PDR): This is expected during the PDR cycles. Researcher Development Training needs to be discussed as part of the PDR. Increase communications of this via relevant networks.			Collection of training priorities and understanding of local and wider training needs (annual cycle, 18 months behind) compared with CEDARS	Development and Output Objective in their PDR. Provide briefing on this for AHoS and HoS.	
	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 College of Creative Arts and Technologies Communications (CAT) 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

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		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.	Blue
1.9 Ensure that the physical and digital environments are designed, developed and adapted to be accessible for all colleagues, students and visitors.	Creation of an accessible and inclusive digital ecosystem. Integrate wellbeing and sustainability principles into digital and estates design, including access to quiet spaces, green areas and digital wellbeing tools.	Ongoing	Head of Digital Transformation; Head of IT Developments; Head of Customer Service	Quiet spaces in development; Garden workshops in green spaces in planning.	Fully accessible digital ecosystem, delivering universal engagement.	Amber
1.10 Integrate objectives that address inequity and inclusivity	Continue to incorporate and review relevant and appropriate	Report on progress annually to Equality,	Head of Organisational Development	Every colleague to have an Equality, Diversity or Inclusion objective aligned to	Enhance the lived experiences of colleagues and students reducing	Green

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within the conversations that are part of the annual Professional Development Review (PDR) process.	objectives to address equity and inclusion within the PDR process.	Diversity and Inclusion Committee (July)		our EDI Strategy 2025-30.	any inequities and differentials in outcomes.	

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

Objective: Embrace and celebrate the diverse backgrounds and perspectives of students, colleagues, governors and stakeholders, making diversity core strength of the university

Objectives	Activities (Inputs)	Timescale	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	Track and monitor applicants, including the combination of protected characteristics across each	April 2027 (12 months from launch)	Recruitment Manager and Head of Strategic Resourcing, Reward and Insight	Establish baseline data to set targets and interventions. Enhanced reporting capabilities, including insight into how and when	Greater understanding of whether we are successfully attracting diverse communities to our roles, and identification of potential barriers.	Green

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implementing efficient, inclusive approaches and targeted Positive Action.	stage of our recruitment and selection process. Monitor the recruitment experience of candidates. Review and update interview guidance and training. Monitor the composition of interview panels.			different demographic groups are applying for roles, and at what point they may be successful/unsuccessful Ability to have internal and external talent pools to help nurture talent Updated interview guidance and refreshed training materials produced and disseminated to all hiring managers, incorporating best-practice principles and clear expectations for	Recruitment team will 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. Talent pools will allow further nurturing and development support for existing colleagues. Hiring managers consistently apply inclusive and equitable interview practices, resulting in improved candidate experience and greater fairness across recruitment decisions.	

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		May 2027		inclusive, bias-aware recruitment. Set targets once baseline established.		
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.	Identifying potential prayer spaces at Harrow;	July 2027	Director of Estates	Provision of a prayer space.	Provision of an appropriate environment for reflection and prayer for students and colleagues, contributing to wellbeing, inclusion and greater sense of belonging.	Green
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	University of Westminster Student Union will ensure society EDI activity is supported and funded where possible.	June 2027	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.	Green

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resources they need to thrive.	Create opportunities for Network co-chairs to come together and collaborate; maintain funding to support Network activities.	Ongoing	Equality, Diversity and Inclusion Manager	Opportunities for shared learning and mutual support are regularly facilitated; equitable distribution of resources and collaborative relationships are strengthened through joint events.	Enhancing our inclusive culture, providing supporting spaces, empowering colleagues 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. Embed into	July 2027	Equality, Diversity and Inclusion (EDI) Officer/ Events & Student Empowerment Programmes Manager & International Student Engagement Officer	Minimum of 20 events delivered; students have an increased sense of belonging and connection to the University community; enhanced student perception of inclusion and respect on campus.	Our whole student community has a greater sense of belonging supporting them to realising their potential. Students and colleagues have a greater appreciation and understanding of different cultures.	Green

Objectives	Activities (Inputs)	Timescale	Responsible Lead	Outputs	Outcomes / Impact	Rag Rating
	everyday practise.					
2.5 Assess and enhance mental health and wellbeing training and services for colleagues and students to be culturally appropriate, trauma-informed, and responsive to the diverse needs of our community.	Strengthen the collection and use of equality and student demographic data within student support services to identify disparities in access, experience and outcomes, and to inform service development and evaluation.	July 2027	Director of Student and Academic Services (SAS).	Strengthened framework, improved data collection processes, reporting mechanisms and analysis. Regular monitoring and evaluation reports are produced with findings used to inform service planning, improvements and targeted initiatives.	Student support services have a robust evidence base for identifying and addressing potential inequalities in access, experience and outcomes.	Green
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	Hold a series of workshops with doctoral researchers and supervisors to address issues of inclusion as it pertains to	August 2027	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.	Amber

Objectives	Activities (Inputs)	Timescale	Responsible Lead	Outputs	Outcomes / Impact	Rag Rating
through equitable access to researcher development opportunities.	research and supervision					
2.7 Monitor participation and progression in all Schools and take positive action to identify and remove barriers that may affect Postgraduate Researchers from backgrounds traditionally underrepresented in research and knowledge exchange.	Subject to regular updating.					
2.8 Build sustainable relationships with diverse suppliers and collaborate with those who share the university's commitment to equality, equity,	Subject to regular updating.					

Objectives	Activities (Inputs)	Timescale	Responsible Lead	Outputs	Outcomes / Impact	Rag Rating
diversity, and inclusivity.						

Objective 3: Foster a Culture of Inclusion and Belonging

Objective: Create an inclusive culture where all members of the university community feel valued, respected, motivated and able to contribute fully.

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	July 2027	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

Objectives	Activities (Inputs)	Timescales	Responsible Lead	Outputs	Outcomes / Impact	Rag Rating
	reasonable adjustments.					
	Embed justice and responsibility into all aspects of College of Creative Arts and Technologies Communications life and course offerings.	July 2027	Associate Heads of School, Heads of School, Sustainable Development Goal /Education for Sustainable Development Leads	EDI is embedded in all assessment design and processes; all research and knowledge exchange activities have the United Nation Sustainable Development Goals and EDI foregrounded.	First sit pass rates are maximised, and Access and Participation Plan (APP) actions are met or exceeded	Amber
	Additional focus on fostering an inclusive culture across Student and Academic Services during a time of change and transition.	July 2027	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
	“Male Students Solving Their Own Problems” project. ‘Modern Masculinity Conference.	Conference to be held on September 2026	Professor Social Sciences Research 3	Conference; Mentoring for up to 200 male students, research.	Empowering male students, providing a more inclusive student experience and positive male narratives.	Green

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	Male students co-designing 'solve a Problem' initiative based on Single Session Therapy (SST)	Single Session Therapy set up in June 2026 to run across academic year 2026/27.				
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	Ongoing across academic year 2026/27	CETI academic professional development DTLQs across schools			Green
	Position Westminster Business School as a thought leader in inclusive business education.	July 2027	Head of College	Host regular knowledge exchange events and case study showcases; collaborate with I-Bee Network, contributing to national conversations and publications; continue to embed compassionate	Colleagues feel greater sense of inclusion measured via the colleague Engagement and Wellbeing Survey; increased colleague engagement with compassionate pedagogical practices.	Green

Objectives	Activities (Inputs)	Timescales	Responsible Lead	Outputs	Outcomes / Impact	Rag Rating
				pedagogical principles into policies and documents related to teaching, learning and student support.		
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
3.4 Prioritise inclusive and accessible environments -	Incorporate colleague engagement through EDI, the	Ongoing Review annually	Campus Services Managers (CSMs)	Increase engagement with Student body and Colleague networks	Inclusive environments for all building users, with a sense of belonging.	Amber

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physical and digital - which put students and colleagues' experience at the heart of design, delivery and investment decisions.	Accessibility Committee and Student Voice across all delivery and planned capital investment.		Head of Estate Business & Sustainability; Deputy Director Estates; Director of Estates	to understand needs; Continue development of Physical Accessibility Plan		
	Expand access to digital development resources, with a focus on the use of generative AI, for under-represented students	June 2027	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.	Developing and implementing a needs-led, stepped care model, supported by a consistent triage and assessment process to improve equitable access to student support	July 2027	Director of Student and Academic Services	Clear referral pathways, defined levels of intervention, colleague guidance and training and consistent processes for identifying, assessing and signposting students to the most appropriate	Students experience more equitable, timely, and appropriate access to support services, with interventions matched to their assessed level of need. The model enhances student wellbeing and outcomes, and ensures resources are targeted effectively.	Green

Objectives	Activities (Inputs)	Timescales	Responsible Lead	Outputs	Outcomes / Impact	Rag Rating
				support at the right time.		
	Embedding student co-production within design, delivery and evaluation of student support services, including implementation of recommendations arising from student voice initiatives, including Student Mental Health and Wellbeing Advocates programme.	Ongoing during academic year 2026/27	Director of Student and Academic Services	Student co-production is embedded within the design, delivery and evaluation of student support services through engagement mechanisms, governance structures and feedback processes.	Student support services are more responsive, inclusive, and reflective of the lived experiences and needs of diverse student groups. Student voice directly informs service development, contributes towards continuous improvement, and enhances student wellbeing and outcomes.	Green
3.6 Initiate opportunities and upskill colleagues for constructive and, on occasion, difficult conversations and ways to build	Create space through World in Westminster Conversations and other development opportunities for colleagues and students.	August 2027	EDI Team/ Events & Student Empowerment Programmes Manager/People Partners	Minimum of 5 events delivered. Increased participation in University activities by students and colleagues from a	Enhance the quality of communication, strengthen relationships, increase accountability, trust and collaboration. Development of an inclusive campus	Green

Objectives	Activities (Inputs)	Timescales	Responsible Lead	Outputs	Outcomes / Impact	Rag Rating
				5% within the Professoriate.	outcomes and strategic priorities.	
	Implement Induction programme and development for new Professors and Readers.	January 2027	PRAC Head of Strategic Resourcing, Reward and Insight.	A structured induction and professional development programme for newly appointed Professors and Readers, including a comprehensive onboarding package, mentoring opportunities, leadership development, and access to relevant	New Professors and Readers are effectively supported to transition into their roles, with a clear understanding of institutional priorities, leadership expectations, and opportunities for impact	Green

Objectives	Activities (Inputs)	Timescales	Responsible Lead	Outputs	Outcomes / Impact	Rag Rating
				institutional networks and resources		
	Review and revise criteria for the process for progression from Lecturer to Senior Lecturer Review application process for those applying for progression from Lecturer to Senior Lecturer.	On-going consultation taking place with UCU colleagues and other key stakeholders including Heads of College. May be ready to roll out for September 2025 but will depend on consultation	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 aligned to Readers and Professors to allow for clearer career pathways going forward.	Clear and accessible career pathways improving diversity at all stages of the process. Transparent and accessible application process.	Green

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		(if not it will be rolled out for September 2026 in line with annual cycle).		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
	Continue to participate in London Higher Global Majority Mentoring Programme.	Academic year 2026/27	Equality, Diversity, and Inclusion Officer	Improved career progression, greater visibility and access to networks for Global Majority colleagues. More inclusive culture	The mentoring programme improves participants' confidence, capability, and progression by strengthening skills, networks, and	Green

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				and innovation for the University.	development planning.	
	Continue to support women to participate in Advance HE's women's leadership development programme Aurora. Position Aurora as a core component of the emerging Leadership and Management Development Framework and the developing talent management and succession planning approach.	Annual cohorts December 2026	Equality, Diversity and Inclusion Manager Organisational Development Manager	Enable women to fully engage with Aurora, ensuring equitable access to leadership development, increased representation of women in senior roles, and a more inclusive, coherent and structured leadership pipeline. Aurora is formally aligned to the organisation's talent management and succession planning approach. Clear pathways, nomination processes, and development opportunities are established, positioning Aurora	For participants: Increased leadership confidence, stronger professional networks across the sector and readiness for progression. For the university: More diverse leadership pipeline, improved retention of talent, reinforcing a strong leadership culture.	Green

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				as a key intervention for identifying and developing emerging leadership talent.		
	Establish a sustainable women's leadership community in partnership with WoW and aligned to Athena Swan activity.	April 2027	Organisational Development Manager/EDI Manager	A network that reduces isolation, enhances sense of belonging and supports intersectional experiences. Improved retention & career progression.	Larger pool of women with skills, confidence and networks needed for leadership. Reduction in ethnicity and gender pay gaps; reduced over-representation of women and global majority women in lower-level roles. Evidence base for Athena Swan	Green
3.8 Work in partnership with our student body through the University of Westminster's Students' Union	Deliver inclusive events in collaboration with EDI team.	June 2027	Director of Membership Service	Students engaging in EDI specific activity. Increase sense of community and decreased loneliness.	Inclusive environments created and celebrated.	Green

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(UWSU) to create an inclusive environment where everyone feels welcome, respected, and represented.	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 2027	Director of Membership Service	Students feeling part of the Westminster community increases.	Inclusive environments created and celebrated.	Green
	UWSU to continue to review feedback mechanisms and ensure Forums for students are current and representative for students to engage in.	June 2027	Director of Membership Service	Higher quantity of students engaging in Forum feedback activity. Greater understanding of student experience.	Enhanced representation for different student groups.	Green
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. August 2027	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.	Review and implement actions from student –led report.					
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 Access and Participation Programme (APP).	First Semester - September 2025 to December 2025	Equality, Diversity, and Inclusion (EDI) Officer Student Empowerment Programmes 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	Annually on completion of the Programmes .	EDI Officer Student Empowerment Programmes 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.	Academic year 2026/27.	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

Glossary

EDI	Equality, Diversity and Inclusion
EIA	Equality Impact Assessment
CETI	Centre for Education and Teaching Innovation
CEDARs	Culture, Employment and Development of Academic Researchers
PRAC	Professors and Readers Awarding Committee
WoW	Women of Westminster
EDIE	Equality, Diversity, and Inclusion Education Steering Group
AHoC	Associate Head of College
AHoS	Assistant Heads of School
RDM	Research Development Manager
OD	Organisational Development
PDR	Performance and Development Review
CAT	College of Creative Arts and Technologies Communications
APP	Access and Participation Plan
CSM	Campus Service Manager
PCW	People, Culture and Wellbeing