

# SUSTAINABLE DEVELOPMENT GOALS

REPORT | 2023 – 2024



UNIVERSITY OF  
WESTMINSTER 

# SUSTAINABLE DEVELOPMENT GOALS REPORT

## CONTENTS

### HOW TO USE THIS REPORT

We have included case studies under each of the 17 Sustainable Development Goals (SDGs), grouped into four categories: teaching, research and knowledge exchange, operations, and community. Each of the case studies has been included under the SDG it primarily contributes to. However, most of the case studies cross over or link with more than one SDG. To outline where this happens, we have indicated which other SDGs each case study links to by including the relevant SDG icons beneath the title. There are several case studies that contribute to all SDGs, and these have been included in their own category at the end of the report.

Under each of the SDGs, some of our activities have contributed significantly towards Westminster's activity within that SDG, and often these activities have crossed over between more than one of the categories of teaching, research, community, and operations, sometimes reaching into all four areas. You will see these case studies highlighted in standalone boxes under their key SDGs. Where available, links to further information have been included in the case study title.

### FUNDING SUSTAINABLE DEVELOPMENT AT WESTMINSTER

As Westminster's sustainable development activity has progressed, funding demands have increased. While much of the operational activity we carry out is covered by existing financial streams, some of the new and innovative projects and research have required further funding. At Westminster, we currently have two key programmes to support these activities.

The Quintin Hogg Trust and Memorial Fund (QHT) were set up in 1903. They were created in memoriam of Quintin Hogg, who founded Regent Street Polytechnic, which is now the University of Westminster. The QHT was developed to take over ownership of the Regent Street building and now charges Westminster an annual rent, which is repaid to the university as grants and funding for a variety of projects annually. Since 2015, the QHT has awarded almost £40 million to the University of Westminster, and projects are now required to demonstrate how they contribute towards the SDGs as a condition of funding.

You will see references to the QHT throughout this report, and we have highlighted where any projects are partially or fully funded by the QHT.

The Sustainability Fund was first introduced to Westminster in academic year 2021-22. For its first two years, it was known as the Green Fund and was fully funded via the QHT. In 2023-24 it was renamed to the Sustainability Fund and was jointly funded by QHT and a private donor, with further funding received to continue the Sustainability Fund for three years.

The Sustainability Fund is organised as a joint project between the Sustainability Team and the Centre for Education and Teaching Innovation (CETI). Each year, grants of up to £5,000 are awarded to student teams to co-create, design and implement a project that innovatively addresses the UN SDGs, in partnership with academic colleagues. The Fund is open to any student, regardless of subject, degree-level, background or social status.

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# UNIVERSITY OF WESTMINSTER INTRODUCTION



I hope you enjoy and feel inspired by the very significant work, energy, creativity, and diversity of our endeavours across our University community to further our positive impacts towards the United Nations Sustainable Development Goals (SDGs). It is so encouraging to see how our activities have grown. Some of the activities described are small and niche, while others have engaged many from around the world. All activities count.

**Professor Peter Bonfield OBE FREng FIET**  
Vice-Chancellor and President

Our Being Westminster Strategy sets out our overarching priorities of wellbeing and inclusion, which can also be encapsulated within our third priority of sustainable development. This of course also broadens our focus on issues of around more equitable and fair society, reduced environmental damage, more equitable distribution of prosperity, and peace, all in partnership with stakeholders who need to act in concert to make significant and sustained positive change. And there is so much that needs to be made better in the world that is experiencing considerable challenges around climate change and other environmental impacts, increased conflict, inequalities, and fracturing of relationships between different countries.

I would like to highlight many of the works described in this report, all of which I commend, instead though I will draw your attention to some very significant case studies within that have high impact.

The first is our commitment to SDG4: Quality Education, target 4.7, which will result in all our many students learning about the Sustainable Development Goals, and then having key elements of work including assessment on how their work relates to the goals. This means that every graduate from our University in the future will be prepared for and we hope motivated to put some of their talent into playing their part on creating a more sustainable future. This is such a powerful objective for us all, and embraces so well the diversity and inclusion

that we live and breathe at Westminster by enabling each of our students to apply their talents and interests towards goals that matter to them as individuals in a tailored way that works best for each of them.

The second relates to two international conferences we held. The first was our hosting of the Global Public Health Nutrition Congress in the early summer. The Congress, which was four years in planning, brought over 600 delegates from more than 60 countries to work in alleviating food poverty and poor nutrition. The Congress brought together senior delegates from the United Nations, the World Health Organisation, politicians, officials, workers, researchers, companies, and activists. This powerful combination will now take forward concerted actions to help address food and nutrition needs and issues.

We also hosted the International Social Prescribing Conference, which brought delegates together from some 30 counties to work together on how to improve the mental and physical health of societies around the world. This is very much part of the future needs for countries all around the world and of course aligns with many UNSDGs, particularly SDG3: Good Health and Wellbeing.

Collectively, the case studies presented in this report demonstrate our systematic commitment to and actions towards the Sustainable Development Goals. Our positive impacts will continue to grow, and I thank and commend everyone who is playing a part.





**SDG 1**  
**NO POVERTY**  
END POVERTY IN ALL ITS FORMS EVERYWHERE



**£2.16**  
**MILLION**  
NET SPEND ON  
SCHOLARSHIPS AND  
BURSARIES (INCLUDING  
HARDSHIP FUNDS)  
FOR 2023-2024



**TEACHING**

**Media, Campaigning and Social Change MA**

4 8 17

Westminster offers this innovative Master's degree, unique within the UK, for both full-time and part-time students. The course aims to equip students with the skills, knowledge and strategic approach to develop and analyse social change campaigns and activism, with a particular focus on the role of communications and the media. An advisory panel including members from Amnesty UK, Friends of the Earth, Save the Children, Advocacy Hub, Tearfund, FairSay and The National Council of Voluntary Organisations ensures we reflect the skills required for work in this field.



Ignite Fund 2024

**RESEARCH AND KNOWLEDGE EXCHANGE**

**Fuel Poverty Research**

3 7 9 11 13 17

Following publication of research conducted by colleagues from Westminster, a warning was issued relating to the way fuel poverty is measured nationally and locally. The research found that the measures used currently fail to adequately take health and socio-economic inequalities into consideration. Produced in partnership with Citizens UK, the University of Westminster report, titled Tackling Fuel Poverty in London Homes, insists that data on energy efficient homes should be cross-checked with socio-economic data to identify fuel poor households more accurately. Taking into consideration geographical location, building typology, socio-economic and demographic data would



Fuel Poverty in London Homes

ensure help reaches all those in need. The research took place following increases in energy costs and a promise from the Mayor of London to retrofit 100,000 properties by April 2024.

**OPERATIONS**

**Support with the cost-of-living crisis**

2 3 4 10

Westminster has introduced several schemes to support students and colleagues with the cost-of-living crisis. The Cost-of-Living Support Scheme, co-created with University of Westminster Students' Union (UWSU) in 2022, offers financial aid to all students facing hardship due to rising living expenses. The Scheme helps students from any background and level of study to stay enrolled at the University. The Living Expenses Support Scheme and its various strands help undergraduate and postgraduate students who are suffering financial difficulty which may otherwise impact studies and possibly lead to course withdrawal. The Ignite Fund, which has been running since 2016, opened for another round in 2023-24. This fund offers grants of between £150 and £1,500 to help support students with costs of exploring opportunities they may not otherwise be able to pursue. The grants fund equipment, additional courses, website development, and new business support, among other options. The Ignite Fund is supported by alumni, donors, and the QHT. The fund has benefited over 800 students since

2016. UWSU have made all non-competitive sports free to students to join, and have eliminated all membership fees, which could previously cost up to £400 per year. This scheme has also granted free gym access to all sports societies' members. To support colleagues, the Foundation in Financial Wellbeing was introduced. This was a series of financial events taking place throughout the year to support colleagues' financial wellbeing. The Foundation events were designed to explore participants' money mindset and help to build good habits and improve money management skills.

**COMMUNITY**

**Local School Visits Westminster to Combat Network Poverty**

4 8 10 17

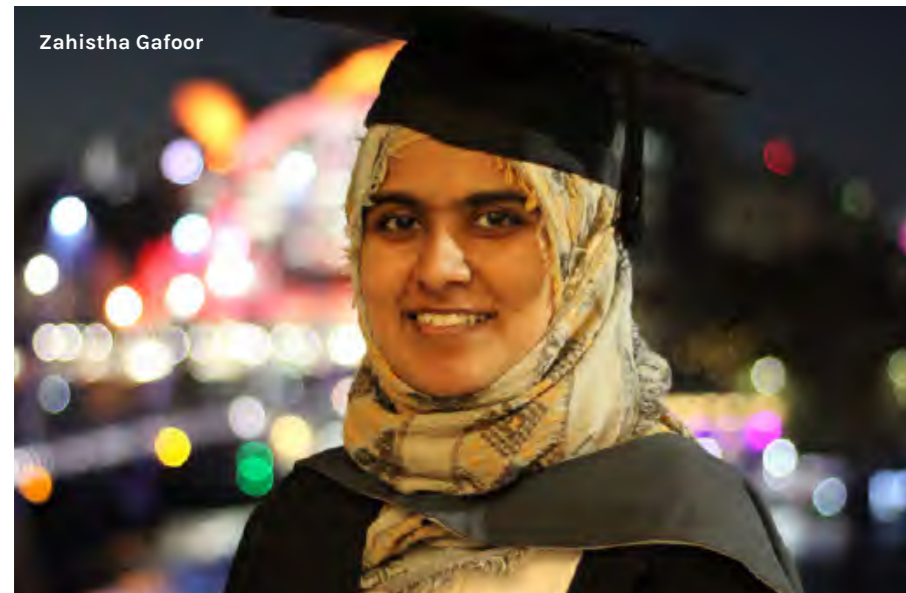
King Solomon Academy visited the University of Westminster as part of the Local Village Network's Amplify Me programme, supported by construction company Morgan Sindall, who are the team appointed to complete Westminster's new 29 Marylebone Road centre for employability and enterprise. During the visits over four weeks, 17 students participated in workshops and networking sessions, with the final event taking place at Morgan Sindall's offices and the University of Westminster. The programme focused on increasing opportunities, networking knowledge and aspiration, with participants self-reporting an 87% improvement on key metrics.





## SDG 2 ZERO HUNGER

END HUNGER, ACHIEVE FOOD SECURITY AND IMPROVED NUTRITION AND PROMOTE SUSTAINABLE AGRICULTURE



and the people in it, and key solutions for sustainable and regenerative living. A visit to the centre was co-organised by Dr. Pooja Basnett and Dr. Justin Haroun, along with the Cavendish Living Lab team. During the visit, our students (many of whom participate in Cavendish Living Lab) took part in courses focusing on earth care, sustainable living and regenerative farming. The participating students found they were able to apply learning from their courses in real-world situations during the visit.

### OPERATIONS

#### Kitchen and Catering Certifications

8 10 14 15

Our catering partners, Aramark, have worked with the support of internal teams to successfully participate in three food sustainability award programmes. This year, our cafes have received a Food For Life Bronze certification, MSC certification for hot food served in our cafes, and a Red Tractor certification. Food For Life allows caterers to demonstrate their commitment to climate, nature, and health, by focusing on food that is fresh, local and sustainable. MSC (Marine Stewardship Council) certifies sustainable seafood. Red Tractor certification means that food and drink can be traced back to its source at the British farm it came from. Similarly, UWSU's on-campus shops have ensured that their food providers are Red Tractor approved and that their products are Fair Trade certified.



Chris Van Tulleken and Dr Carlos Monteiro at the World Public Health Nutrition Congress 2024

on potential solutions to the hunger crisis. Over 600 delegates from 66 countries attended, including experts from the fields of nutrition, health, human rights, agriculture, trade, climate change and governance. Participants included community leaders, members from civil society organisations and NGOs, as well as government ministers, public sector bodies, academics and researchers. Workshops and sessions hosted throughout the week included 'The food environment toolbox: assessing food environments in low- and middle-income countries'; 'Innovative Methods and Metrics for Climate Change, Food Systems and Nutrition: Overcoming the data deficit'; and 'Plastics: A crisis of and for the food system'. The congress marked one year before the end of the UN Decade of Action on Nutrition – a commitment by UN member states to implement policies, programmes and investment over ten

years to eliminate malnutrition across the globe. With this period ending, the congress aimed to ensure that nutrition targets become political priorities and that marginalised groups are given a voice to find solutions.

#### Greener Futures Fund Award

8 12 13 15

Cavendish Living Lab was awarded £40,000 from the Greener Futures Fund, administered by The London Community Foundation. This funding will allow Westminster to deliver interactive workshops to approximately 780 young students in six secondary schools over a two-year period, focusing on food sustainability. The workshops will include the whole food journey, exploring the origins of food to school canteens, worker conditions in raising food, carbon footprint, food storage and preservation and

responsible production and consumption. They will also help to train school staff to run similar projects with future students.

#### Global Hunger and Malnutrition Policy Roundtables

3 17

Westminster hosted two roundtable discussions in the lead-up to the World Public Health Nutrition Congress 2024. The roundtables focused on hunger and the health system in line with achieving the SDGs. At the roundtables, experts and policymakers discussed Hunger and the Health System in line with achieving the SDGs, and the barriers to achieving the Global Nutrition Goals. The roundtables brought together colleagues from Asia, Africa, Latin America and Europe and as well as discussions around health and nutrition, supported planning for the World Public Health Nutrition Congress.

### TEACHING

#### Global Public Health Nutrition MSc

3 4 8 10

Westminster's Global Public Health Nutrition MSc gives its students the specialist scientific knowledge and practical skills to take an active role in global public health nutrition in a range of different settings. The course examines links between diet and disease, nutrition interventions and programmes, and public policy and governance for public health nutrition. This year, one of our students on the Global Public Health Nutrition course was shortlisted by Find a University for the Master's Student of the Year Award 2024. Zahistha Gafoor is a Registered Associate Nutritionist at the Association for Nutrition and a Member of the Royal Society for Public Health and Certified Diabetes Educator. She is currently working as a Diabetes Prevention Practitioner at Thrive Tribe as well as volunteering with Food Foundation as Food Ambassador.

best practice in nutrition and food security in emergencies. It provides participants with the knowledge and skills to improve their practice and help them prepare for the complexity and the reality of working in an emergency context, and is aimed at professionals in UN agencies, NGOs and national ministries of health in countries that are regularly affected by emergencies. Second, the Essentials of Nutrition short course, offered as an online course, introduces participants to the fundamental aspects of the subject, such as essentials of diet, food intake and control, digestion and absorption, macronutrients, micronutrients, dietary requirements and nutrition in health and disease. This is a preparatory course for students who are looking to study further in the field of nutrition.

### RESEARCH AND KNOWLEDGE EXCHANGE

#### La Loma Viva Visit

3 11 12 13 15

The QHT funded a trip for students to visit La Loma Viva in May and June 2024. La Loma Viva is a permaculture design centre located on the coast of Granada in the south of Spain. The centre offers courses that explore how to care for the environment

#### Nutrition short courses

3 4 8 10

Westminster offers two short courses in nutrition. First, the Nutrition in Emergencies short course is a week-long intensive course that gives an overview of current





**SDG 3**  
**GOOD HEALTH AND WELLBEING**  
ENSURE HEALTHY LIVES AND PROMOTE WELL-BEING FOR ALL AT ALL AGES



**TEACHING**

**Public Health BSc Honours**

4 8 13 14 15 16 17

Westminster offers a new BSc in Public Health. This course equips students with a range of practical skills and knowledge that could be applied to a range of careers, particularly those in public health, aiming to improve and protect the health of individuals, communities and populations. The course was created with input from key public health industry stakeholders. During the course, students examine Environment, Health and Sustainable Development; Evidence-Based Public Health Practice; Psychology and Sociology of Health and Wellbeing; Principles of Human Nutrition; and Global Public Health Priorities, among other topics.

**Health Psychology MSc**

1 2 4 5 8 16 17

Westminster's Health Psychology MSc was one of the first Master's in Health Psychology and has been accredited by the British Psychological Society (BPS) since 1999. Students participating in the course benefit from collaborative links to health institutions in London and beyond, and successful students at stage 1 and 2 will become health psychologists registered with the Health and Care Professions Council. During the course, students examine Theories and Perspectives in Health Psychology; Individual Differences, Health, Stress, and Illness; and Theories and Perspectives in Health Psychology, among several other core and optional topics.

**Blending Co-creation and Lived Experience for an Authentic Module Design (QHT funded project)**

4 10 17

This project aimed to co-create neuropsychology teaching and learning with acquired brain injury survivors, charities, clinicians, students and interns. It involved focus groups, lived experience recordings and an event on patient and public engagement in higher education curriculum.



**RESEARCH AND KNOWLEDGE EXCHANGE**

**Student Health and Nutrition Conference 2024**

2 4 10 17

Westminster's Centre for Nutraceuticals hosted the Student Health and Nutrition Conference 2024 on 1st March. The conference was organised by Dr Sinead Roberts and Professor Mohammed Gulrez Zariwala, alongside an organising committee comprising of academics and students across all levels and was funded by QHT. The conference brought together students from across the School of Life Sciences. Undergraduates, postgraduates and doctoral researchers all presented their research, discussed novel findings with their peers, and participated in a research challenge with the aim of providing innovative solutions to tackle childhood obesity. The conference was organised in partnership with Gencor Pacific, The Physiology Society, and Optimum Nutrition. At the end of the conference, doctoral candidates Katie Bonnar, Marta Gamez Fernandes and Ruchitha Venkatesh and Master's student Emily Stokes were awarded prizes for their presentations.

**Use Of Chatbots by Ethnic Minorities for Sexual Health Advice**

10 17

An event took place on 20 September 2023, during which researchers from the Centre for Psychological Sciences

presented their findings from the AUDITED project. AUDITED stands for assessing acceptability, utilisation and disclosure of health information to an automated chatbot for advice about sexually transmitted infections in minoritised ethnic populations. Westminster's researchers partnered with HIV charity Positive East charity, and have co-designed and piloted an automated chatbot, called Pat, to improve knowledge of STIs/HIV and promote online screening services. The project now seeks to make the chatbot culturally appropriate, acceptable and easy to use for ethnic minorities. Next steps will focus on community engagement, stakeholder consultation, and a simulation study to further optimise the chatbot.

**Westminster Students Discuss Groundbreaking Cancer Research**

4 16

Gene Editors of the Future members from the University of Westminster have participated in a televised roundtable discussion on a recent breakthrough in cancer treatment. Applied Biotechnology MSc students and Gene Editors of the Future members Harshana Chaurasia and Nadine Benyahia spoke on the show Roundtable on TNT World, alongside experts as part of the panel, about mRNA-based vaccines that work similarly to COVID-19 vaccines that can be tailored for cancer treatment. Harshana and fellow students from the gene editors programme Aya Hijazi and Magdalena Ruiz Perez have been offered summer internships by MedixBiochemica, a global leader in diagnostics, to continue their work in this area.

**Low Power, Motorized, Automated Microscope Scanning Stage for Pathological Image Analysis (Sustainability Fund project)**

4 8 9

The project aimed to develop a low-power, automated, slide positioning unit for microscopes to facilitate the detection, identification and analysis of pathogens. Microscopic examinations are the 'gold standard' for parasite diagnosis; however, they are time consuming and laborious. They also lack standardisation in high volume laboratories and can take up to two weeks to complete, while a shortage of experts can lead to delays in diagnosis and treatment, increasing mortality rates in endemic regions. This project proposes an automated microscope platform with a motorised slide-scanning stage. This automation aims to speed up the scanning process, reducing the time taken for diagnosis and ultimately improving health and mortality outcomes.

**OPERATIONS**

**Health and Wellbeing support for students and colleagues**

4 10 11 15 17

Several wellbeing support schemes have been introduced to ensure our students are well-supported throughout their time at Westminster. The Peer Support Programme is designed to provide every student with a supportive and friendly connection through a peer-to-peer check-in phone call made by fellow students. The aim of this programme is to build a sense of community, offer guidance, and ensure that all students at Westminster feel supported as they embark on or continue their academic journey. Introduced by the Student Support Development Team in 2023-24, the Samaritans Time To Talk, Time to Listen Workshop sessions covered the importance of listening when offering support, advice around how participants might be able to approach individuals who may be experiencing distress, and how to understand boundaries and put these in place to look after ourselves. Our Connected Community - Working Together for Wellbeing (a QHT funded project), co-led with UWSU, advanced wellbeing as a strategic priority for the University, in



Illustration from Sad Book

line with the Being Westminster Strategy 2022-29. It was first introduced in 2022-23 and this year, built on last year's work while enhancing organisational competence by expanding the personal tutor CPD programme and implementing the Student Wellbeing Framework and the University Mental Health Charter. For University Mental Health Day on 14 March, the University of Westminster invited students to take part in a variety of events that held wellbeing at their core, including clay-making, yoga and boxing. University Mental Health Day is a chance to raise awareness of student mental health and encourage students to work together to make mental health a priority across their campus. On 8 August, a Green Therapy Day was hosted at the University of Westminster's Marylebone Campus. The event, co-hosted by the Sustainability and Equality, Diversity and Inclusion (EDI) teams, along with the Cavendish Living Lab, introduced mindfulness, sustainability and environmental connection. The event gave people the chance to be mindful, learn from others and connect with nature.

**COMMUNITY**

**Westminster Business School Fundraiser**

4 8 10 12 17

In December 2023, students from Westminster Business School raised

£5,058.18 for a variety of charities including Great Ormond Street Hospital Children's Charity, Save the Children and Cancer Research through a range of fundraising events. Students from the Postgraduate Entrepreneurial Mindset and Opportunities Creation module formed groups and held an array of events to raise funds for their chosen charities. A total of seven groups competed to raise the most funds for their chosen charities, with the highest-earning team raising a total of £1,662.48 for Great Ormond Street Hospital. The campaigns included social media and poster campaigns, as well as sales of second-hand items and competitions.

**Sad Film**

10 17

Westminster Animation BA Honours alumnus Finn Woodruff worked with author Michael Rosen for his graduate project to turn his 2004 work, Sad Book, into an animated film. The film brought the original illustrations by Quentin Blake to life. Sad Book portrays Rosen's personal account of grief after the death of his son, Eddie. With help with the University, Finn got in touch with Michael and together they set off to adapt the book into an animated film for his graduation piece, titled Sad Film. The film went on to be nominated in the Royal Television Society Student Awards for both the Best Animation and Best Sound categories.





**SDG 4**

**QUALITY EDUCATION**

ENSURE INCLUSIVE AND EQUITABLE QUALITY EDUCATION AND PROMOTE LIFELONG LEARNING OPPORTUNITIES FOR ALL



**Digital Media BA**

The course leader has introduced the following points to consider for embedding ESD into all modules:

- 1 Does your course use the SDGs to teach students holistic sustainability, i.e. the three pillars of sustainability (social, environmental, and economic) and the connections between these pillars?
- 2 Does your course do the above in at least one core module?
- 3 Does your course do the above in at every level of study?
- 4 Is the learning reinforced through authentic assessment in the relevant modules?

**Designing a Sustainable World Module**

This module explores the environmental, social and economic foundations of sustainability and the influence of policy, governance and design on those foundations. It is a core module for Biological Sciences BSc and optional for Biochemistry BSc. In the module, students identify innovative biological solutions that can be used to mitigate challenges to sustainable development and design their own solutions via a grant proposal and business pitch. The module actively combines subject-specific knowledge and skills, the SDGs, and key competencies for sustainable development.

**Teaching English to Speakers of Other Languages (TESOL) MA**

8 10 16

Westminster's TESOL MA enables students to develop skills in argument, synthesis and critical expression of TESOL issues, and to apply them in different teaching contexts. Students also focus on advancing their skills in research, presentation and analysis within TESOL contexts. The course is open to anyone interested in TESOL, whether they are already a teacher or have never taught. In addition to the TESOL MA, students have the option of enrolling on a separate external Certificate in Teaching English to Speakers of Other Languages course.

**Explore Teaching Scheme Continues**

8 10 16

The Explore Teaching scheme opened for applications in September 2023. The scheme offers students and recent graduates the opportunity to complete a 15-day placement within a school or college setting, enabling them to explore a career in teaching. Upon successful completion of the scheme, the Explore Teaching team provides students with a letter of reference, which can be used to support future applications to Teacher Training courses or employment within the education sector. The scheme is open to all undergraduate and postgraduate students, as well as recent graduates of the last three years. Placements in 2023-24 took place between February and July 2024, with 26 students successfully completing the programme.

**CETI's Open Programme**

5 8 10 16

CETI's Open Programme has hosted various events throughout the past academic year focusing on authentic learning and inclusive curriculum design. With the move away from traditional paper-based assessments being a recent focal point in Higher Education, a presentation titled Preserving Academic Integrity Through Authentic Assessment Design argued that the move to authentic assessments is necessary to preserve academic integrity. The presentation outlined how using authentic means of assessing students could minimise opportunities for students to cheat and would also improve employability skills.



Group listening at Teaching and Research Day

An Inclusive Curriculum event aimed to help participants understand the wider sector context for inclusive curriculum design, review and enhancement. It identified different approaches and interventions being used to enhance or embed inclusion and equity into curricula and explored common challenges in developing or reviewing curriculum with an inclusion and equity lens. The event helped participants to critically reflect on their own curriculum design, delivery or practice.

accessibility to research and education presented throughout the day, participants shared and discussed best-practice Westminster projects and processes already leading the way in this area. Key topics included equality, diversity and inclusion (EDI), student well-being and mental health, digital accessibility, sustainability, employability, interdisciplinarity, academic confidence and motivation.

**Students as Co-Creators: AI in higher education**

8 9 17

This project, led by Dr. Gustavo Espinoza Ramos, brought together students as co-creators to focus on use of AI in higher education. An article titled Students' values regarding the use of AI in higher education: A co-creation project that explores challenges and opportunities was published on SEDA - Education Developments (Issue 25.1 - March 2024). The article was co-authored by academic colleagues Rachel Lander, Kamala Balu and three MBA students: Zarah Mohmed, Maharshi-Tejas Vyas and Harpreet Singh Mann. This project is an example of how partnerships with students can create outputs to show employability and research skills.

**TEACHING**

**Commitment to Education for Sustainable Development (ESD)**

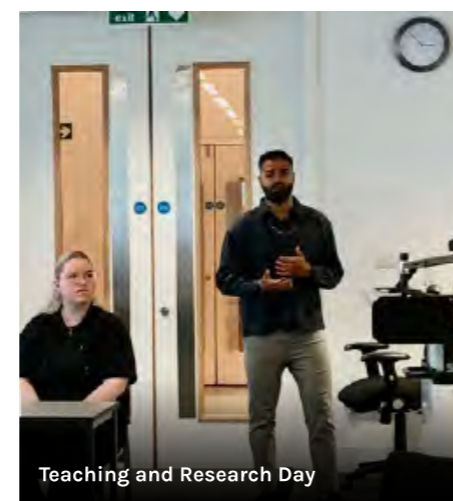
8 16 17

Westminster has begun the process of embedding sustainable development across our entire undergraduate and postgraduate curricula. The Sustainability Team and the Centre for Education and Training Innovation (CETI) are driving our progress on this work and have been engaging with academic colleagues across all schools to ensure that they receive the support and guidance they need. As of September 2024, all final year undergraduate courses will be assessed against at least one aspect of sustainable development. Some examples of ESD within our teaching to date include:

**International Relations and Development BA**

Within the module, students learn about:

- 1 How partnership between state-market-NGOs has evolved in the delivery of SDGs.
- 2 Students learn about the politics of designing practical and actionable programmes to deliver the SDGs
- 3 Students engage in workshops with NGOs, aid workers, and diplomats who work with refugees and internally displaced persons
- 4 The assessment is a professional report, where students produce a report similar to what NGOs and development organisations bring out.



Teaching and Research Day





University of Westminster students with Sadiq Khan at London Citizens Mayoral Assembly

**Quintin Hogg Trust-funded projects**

8 9 10 13 14 15 16

In 2023-24, several projects funded by the Quintin Hogg Trust contributed to research that in turn focused on education. Learning Sign Language as a foreign language using VR technology (LearnSLVR) is a scalable VR-based educational resource that teaches sign language through scaffolded instruction, gamification, and multimodal technologies. It enables teachers to create content and learners to interact with immersive learning environments, while integrating biometric UX and data analytics to enhance user experience and learning outcomes. The Work-Based Learning project gave Data Science students a chance to apply their skills to a real industry problem. They analysed global environmental data through four lenses and presented their findings and recommendations to Koru Impact Solutions, a UK FinTech firm that specialises in environmentally beneficial investments.

Co-creating and presenting an innovative app-based solution to solve the problem of 'invisibility of the Global South Brands' was a cross-disciplinary project, in which students from MSc IBM and IIT computer sciences co-created a B2B app prototype to boost the branding of organic honey from Rwanda. The project involved virtual and in-person workshops, app design and testing, and real-world problem solving.

**OPERATIONS**

**Being Ready Programme**

10 16 17

The AELD Team delivered the 'Being Ready: a strong start to study and belonging' pre-enrolment programme for a fourth time in January 2024. The programme, developed by Daniela de Silva and led by Anastasiya Trayanova, brought professional and academic colleagues together with returning students to support the development of confidence and a sense of belonging in

new starters. According to student surveys conducted at each stage of the programme 100% of new starters felt that the programme helped them prepare for university.

**Students as Co-Creators: Beyond Blended Learning**

17

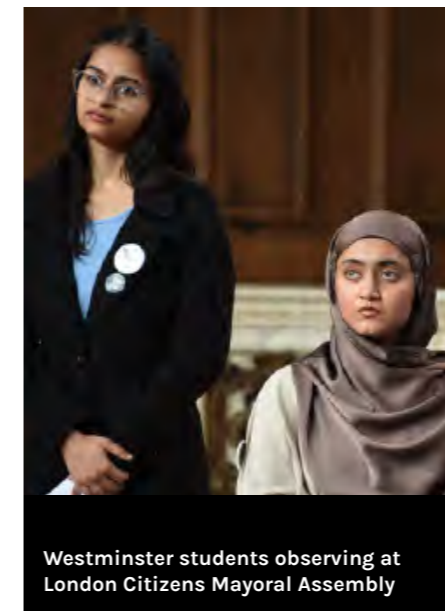
Another Students as Co-Creators programme led by Dr. Gustavo Espinoza Ramos took place in July 2024. In this project, Dr. Setenay Dilek Fidler and three level-5 students, Drilena Ukperaj, Mahima Singh and Diya Chhillar, conducted a research project titled 'Beyond Blended Learning'. The researchers carried out a survey questionnaire and semi-structured interviews with Westminster Business School undergraduate and postgraduate students. The purpose was to understand students' preferences in blended learning activities that could help to guide module leaders in curriculum design. The research outcomes are due to be published in a blog post for Times Higher Education.

**COMMUNITY**

**Westminster Students Take On Community Engagement Roles**

11 17

Throughout the 2023-24 academic year, students from the University of Westminster's School of Life Sciences studying Biomedical Sciences BSc Honours and Applied Biotechnology MSc made significant contributions to several high-profile community engagement events. These events supported the London Mayoral Assembly and Members of Parliament. Students in the University's Gene Editors of the Future programme have played roles ranging from logistical support to leadership, which helped to showcase their diverse skills and dedication to community engagement and service. At the events, students have helped with floor setup for the London Mayoral Assembly, managed strategic arrangement of the venue, and chaired a citizens' general election assembly.



Westminster students observing at London Citizens Mayoral Assembly

**Stronger Communities through Education**

8 10 11 16 17

The Westminster Business School Student Engagement in Building Stronger Communities through PRME and KE project has provided business students with opportunities to develop specialised skills with significant societal impact. Following a successful pilot, the project scaled up across two schools (SOES, SFA) and collaborated with three local charities (Marylebone Project, Westminster Council, and Paddington

Development Trust). Undergraduate students in levels 5 and 6 received training in Excel, personal finance, AI in business, CV writing, and LinkedIn. These skills were then shared with participants through a structured knowledge exchange programme. The partnership enriches student learning through practical application and enhances community engagement and civic responsibility. The charity participants gained invaluable access to academic resources, essential business skills training, and expanded networks.

**Soho Poly: Sustainable Foundations (QHT funded project)**

11

In the past year, the Soho Poly has hosted over 70 events for a diverse and

enthusiastic audience of 1,000-1,500 people. From music and poetry to theatre and workshops, these events have celebrated the rich and vibrant culture of our community.

**Ludic Pedagogy: Making Learning Fun**

11 17

In February 2024, Dr. Gustavo Espinoza Ramos published a blog titled "Ludic Pedagogy: Making Learning Fun", and was the host of the LTHEChat 285. This is a space where educators in higher education can discuss learning and teaching. In the LTHEChat #285, Gustavo shared six questions with participants on how some practices related to ludic pedagogy can help HE institutions.



Westminster students at London Citizens Mayoral Assembly





**SDG 5**  
**GENDER EQUALITY**  
 ACHIEVE GENDER EQUALITY AND EMPOWER ALL WOMEN AND GIRLS



**TEACHING**

**Current Issues in International Development Module**

1 3 4 8 9 11 14 15

Professor Lillian Miles runs this module, which identifies and explores contemporary topics of concern in the international development landscape. While these issues may appear to have primarily economic, financial, social, environmental, cultural or political dimensions, by their nature they are often multi-faceted, complex and contested. Current issues of concern include gender equality, poverty & wellbeing, ICT and development, environmental sustainability, global governance, the impact of the financial crisis among others.



change in employment practices, implement gender equality policies and gender-sensitive occupational health and safety priorities, ensure gender equality is mainstreamed to change Human Resources practices, and address gender imbalances in education, training, and work-life balance. The toolkit was published in the European Federation of Building and Woodworkers in December 2023.

**Understanding Menopause at Westminster report**

3 8 10

Westminster released its Understanding Menopause at Westminster report, by Dr Anna Cheshire, Dr Tina Cartwright, and Dr Penny Clark, at an inclusive event hosted by the Women of Westminster Colleagues Network. At the event, attendees heard about experiences and support needs around menopause at Westminster and what actions the University plans to take going forward. During a presentation, Dr Cartwright emphasised the importance of considering menopause in the workplace, as research has found that 59% of working women between the ages of 45 and 55 with menopause symptoms are negatively impacted at work, with many reluctant to disclose symptoms for fear of discrimination. Several changes for Westminster were suggested to ensure appropriate support is in place for colleagues experiencing menopause, including training

for managers, easily available information, and developing a new Menopause Policy.

**OPERATIONS**

**Aurora Women Leadership Development**

4 8 10

Aurora is part of an internal leadership development programme available for aspiring women committed to enhancing their career. It is a distinguished leadership development programme in the realm of higher education, tailored exclusively for women, with the primary aim of tackling the gender equality and career advancement hurdles observed within university settings. Participants in the programme explored self-discovery, influence, and expression; fundamental leadership principles; navigating politics and building influence; and adaptive leadership proficiency. The Aurora initiative is widely known throughout the higher education sector and is offered in collaboration with AdvanceHE.

**First Responder Training**

3 4 16

Several workshops were made available in 2023-24 to support colleagues with disclosures and incidents of sexual misconduct and abuse. Responding to Disclosures of Sexual Misconduct training was developed by colleagues in specialist

roles specifically to support colleagues so they can gain confidence in receiving disclosures of sexual misconduct. The training covered types and methods of disclosure, how to manage, record, and signpost disclosures, and how to look after yourself if you receive a disclosure. Green Dot Active Bystander training was available to colleagues in 2023-24. Green Dot is a training programme focusing on sexual abuse, domestic abuse and harassment. The programme aims to change the culture of the institutions it works within, providing knowledge and confidence to challenge inappropriate behaviour in the community. The training provides knowledge of how to identify warning signs and intervene safely, confidence to provide support, development of intervention techniques, understanding of barriers, and knowledge of how to challenge norms.

**WHEN: Opportunity for Women in Higher Education Sector**

4 8 9 10 16

WHEN is a social enterprise that aims to propel women to achieve their ambitions and enables HE to accelerate and dismantle barriers. This event, hosted by the Women of Westminster Colleagues Network, took place in June 2024 and included an inspirational talk from WHEN speakers that provided insight to drive equity of opportunity for women in higher education.

**COMMUNITY**

**Women of Westminster Network**

4 8 10 16 17

The Women of Westminster Colleagues Network (WOW) is a women's network which lobbies for gender equity, diversity, and inclusion. Members include all women and allies. It is a 245+ strong community and features members across the University at all levels. The network promotes intersectionality, fair and equitable treatment, inclusive decision-making, and reflects the diversity of the community it serves. It aims to see women have further opportunities for career development and progression, hold more senior and leadership roles, and improved recognition for their living and lived work

experiences. WOW hosts and attends events and talks throughout the academic year, with several of these featured throughout this SDGs Report.

**16 Days of Activism**

3 8 10 16

Westminster's Centre for Social Justice Research (CSJR) held a roundtable to mark the 16 Days of Activism against Gender-Based Violence in December 2023. The 16 Days of Activism is an annual international campaign that starts on 25 November, the International Day for the Elimination of Violence against Women, and runs until Human Rights Day on 10 December. In 2023, the theme of the campaign was Invest to Prevent Violence Against Women and Girls. The roundtable was chaired by Dr Michaela Bruckmayer, who is a Visiting Research Fellow at the CSJR and the Research Lead at Refuge. During the event, Dr Bruckmayer highlighted the need for increased investment to protect women and girls

following years of austerity leading to increased pressure on public services in the UK.

**Women in Revolt Tate Exhibition**

4 8 16

Professor Roshini Kempadoo and Dr Lucy Reynolds, researchers at the Centre for Research and Education in Arts and Media (CREAM), School of Arts at the University of Westminster, are part of an exhibition at the Tate Britain called Women in Revolt: Art and Activism in the UK 1970-1990. This is the first major survey of feminist art in a major national gallery, exhibiting the art of over 100 women artists and collectives working in the UK. The exhibit took place until April 2024 and featured work by artists who both contributed to and were shaped by the women's liberation movement of the late 1960s onwards in the UK. Visitors were able to view art relating to activism, inequality against women, and optimism and hope for a more just society.



Women in Revolt Tate Exhibition

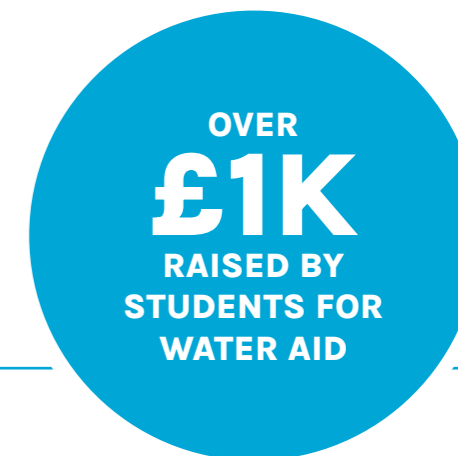




SDG 6

# CLEAN WATER AND SANITATION

ENSURE AVAILABILITY AND SUSTAINABLE MANAGEMENT OF WATER AND SANITATION FOR ALL



Belu Water Business Visit

## TEACHING

**Belu Water visits Westminster Business Management course**

4 8 14 15 16

During the 2023 autumn semester Jan Roberts, Commercial Director at Belu Water, delivered a guest lecture for University of Westminster Business Management students. Belu Water is a social enterprise that invests 100% of its profit into supporting water stewardship and biodiversity, reducing carbon emissions, championing circular economy and donating to WaterAid. Roberts delivered an engaging lecture during which students were able to discover more about Belu's purpose, products, environmental initiatives and overall strategy as a social enterprise aiming to decrease water waste. Natalie Campbell, Westminster's Chancellor, is Co-CEO of Belu.

## RESEARCH AND KNOWLEDGE EXCHANGE

**Water desalination using 3D-printed biofilms in microbial desalination cells**

8 9 15

A research paper titled "Water desalination using 3D-printed biofilms in microbial desalination cells" by Clement Nyadroh, Professor Taj Keshavarz, and Professor Godfrey Kyazze was published in July 2024. This research addresses the scarcity of fresh water, which makes up only about 3% of water on Earth. The paper offers insights for optimising microbial desalination cells' performance by addressing membrane biofouling and enhancing desalination efficiency. The project is focused on contributing to provision of affordable and

sustainable water as the microbial cells are more cost-effective and eco-friendlier than traditional methods of desalination such as reverse osmosis, which are energy intensive and can lead to environmental pollution.

**Water insecurity is associated with gender-based violence**

1 5 8 10 16

Dr Stroma Cole, Paula Tallman, Gabriela Salmon Mulanovich, and Binahayati Rusyidi published this study examining the link between water insecurity and gender-based violence (GBV) in December 2023. Surveys, interviews, focus groups, and a stakeholder meeting were conducted to measure household water insecurity (HWI) and women's experiences of GBV in the last year. The research explored experiences, attitudes and risk factors associated with HWI and GBV. Analysis showed that women

in water insecure households were more than twice as likely to report experiencing GBV in the last year. Examining household water insecurity scores as a continuous variable revealed an increased odds of reporting GBV with each increase in the HWISE score. Qualitative data indicates that the intersection between HWI, a patriarchal social organisation, and a caste system produced water-related conflicts between intimate partners, between daughters-in-law and their in-laws, and between masters and enslaved women. These results were presented using an integrated theoretical framework - a Feminist Political Ecology of Health (FPEH) - to illustrate the many ways women encounter and experience multi-dimensional forms of violence across scales in connection to water insecurity. The combination of robust qualitative and quantitative data presented in this study suggests that HWI may be causally related to GBV in this context. Following publication of this study, Dr Stroma Cole, Paula Tallman, Gabriela Salmon Mulanovich and

Binahayati Rusyidi, and Yesaya Sandang contributed a chapter to the Routledge Handbook of Gender and Water Governance in 2024. The chapter contends that inadequate governance resulting from legal gaps, inadequate enforcement, overlapping mandates, and a lack of incentives and oversight facilitates the abuse of the human right to water. Women as household water managers bear the brunt of water governance that reinforces inequalities as they struggle to navigate a water insecure environment. The chapter closes by providing examples of ways women's voices can be better included in water governance in Indonesia.

**The Washing Machine Project**

3 4 5 8 16

Dr. Erendira Leon Bravo ran this project to allow postgraduate students to analyse a real-world NGO case study, as part of a collaborative project with 'The Washing Machine Project (TWMP)'. The case study examined a recently developed framework for a Ugandan refugee settlement and contributes to sanitation with use of the washing machines. They found that this contributes to sanitation and reduces health problems. It also reduces inequalities in the communities as it allows children to attend elementary education and allows women to be trained in other productive activities.



Reusable sanitary product workshop

## OPERATIONS

**Sanitary Products Sustainability Workshop**

3 5 12 17

The Sew Your Own Period Product workshop took place in November 2023 and aimed to tackle stigmas surrounding menstrual health and spread awareness of reusable period products to combat waste. Participants learned to sew reusable period pads that can be washed and used for several years, reducing the volume of plastic going to incineration. Reusable pads were also given out for free at the event with the aim of spreading sustainable awareness. The event was run by the Sustainability Team, the UK-registered charity Freedom4Girls, and the UWSU in collaboration with the Fashion School during Sexual Health Awareness and Guidance Week

## COMMUNITY

**Community engagement on water and health in Cambridgeshire**

3 12 14 15 16

Led by Dr. Ripin Kalra, Dr. Stroma Cole, and Dr. Pooja Basnett, researchers from the University of Westminster conducted research-discussion sessions with community groups in Cambridge and Cottenham in June 2024. The discussions focussed on how the community group's health could be impacted from increasing risk of drought and pollution of waterbodies from planned major developments in Cambridgeshire. Key outcomes of the discussions are to better appreciate water related health issues that are of interest to communities and how a collaborative project can be developed to raise the profile of these concerns and find out more about healthier alternatives to the proposed developments. Cavendish Living Lab students were actively involved in outreach and data collection in Cambridgeshire.

**Community-led water and wastewater networks**

11 12 14

Water scarcity in cities and the role of urban waterbodies and other nature-based solutions is a critical area for sustainable planning research. Despite being backed by several UN Sustainable Development Goals, much research and implementation work remains to be done on the ground. At the same time, the limitations of centralised utility-led models for delivering water and wastewater services are coming under scrutiny with a push to explore more sustainable, decentralised models of community-led delivery of such services. One topic of investigation has been the water and wastewater practices within urban areas. Ripin Kalra was invited to participate in a panel discussion at the World Water Forum 2024 in Indonesia on alternatives to utility models for the provision of water and wastewater more sustainably, particularly how utilities could be incentivised to enhance the capture and reuse of greywater in collaboration with communities.

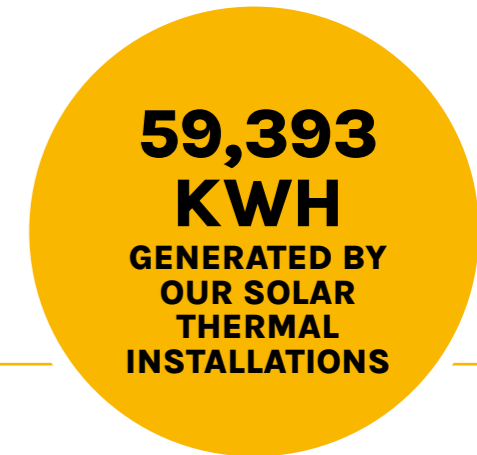




SDG 7

# AFFORDABLE AND CLEAN ENERGY

ENSURE ACCESS TO AFFORDABLE, RELIABLE, SUSTAINABLE AND MODERN ENERGY FOR ALL



## TEACHING

### Energy and Environmental Design Postgraduate Certificate

4 8 9 11 13

This postgraduate certificate, aimed at building professionals, allows students to examine the global environmental and energy challenge facing current and future generations of architects and building professionals. The challenges in this area call for a deeper understanding of the principles of environmental design, and their effective application into architectural practice worldwide. This course allows building professionals to update their knowledge and skills, to learn about energy

and carbon counting methods and tools, and to make informed design decisions based on post-occupancy feedback and performance analysis.

## RESEARCH AND KNOWLEDGE EXCHANGE

### Sustainability, Social Impact and Equity in the Built Environment

4 9 10 11 13

The Centre for the Study of the Production of the Built Environment (ProBE) hosted its Annual Research Symposium on 9th July 2024. The symposium presented information



about ProBE's current and recently completed research and discussed priorities for future research on the production of the built environment, in particular the issues that most urgently need addressing, such as combatting climate change, improving vocational education and training (VET), and addressing sectoral equality, diversity and inclusion challenges in the UK, Europe and across the globe.

## OPERATIONS

### Renewable Energy on Campus

9 11 13

Over the past year, our solar PV installations at Harrow have generated 3,020 kWh of electricity for the Halls of Residence - this amount of electricity would allow an average-sized electric vehicle to drive 9,437.5 miles, which is about the same distance as driving in a straight line from London to Cairns, Australia. Additionally, our solar thermal installations, also at Harrow, have generated 59,393 kWh. This is enough to offset the full amount of gas used at our Alexander Fleming Halls, block A, B & C, for 180 student's heating in December 2023. In July and August 2024, additional solar panels were installed on rooftops at Harrow and Marylebone campuses, along with further solar thermal at Harrow. The Marylebone installation is expected to generate 78,330 kWh electricity per annum which is 3.5% of our total electricity usage. The PVs could save 15.2 tones co2 annually which is equivalent to 696 trees planted annually. Actual annual generation figures for the new installations will be included in future reports.



Harrow solar PV installation







**SDG 8**  
**DECENT WORK AND ECONOMIC GROWTH**  
 PROMOTE SUSTAINED, INCLUSIVE AND SUSTAINABLE ECONOMIC GROWTH, FULL AND PRODUCTIVE EMPLOYMENT AND DECENT WORK FOR ALL



**£70K**  
 AWARDED BY THE IGNITE FUND TO 122 STUDENTS TO SUPPORT THEIR PERSONAL AND PROFESSIONAL DEVELOPMENT



**TEACHING**  
**Economic Policy and Analysis MSc**  
 1 4 5 7 10

This MSc has been designed in a highly practical manner to prepare its students to assess business problems, interpret public policy and effectively communicate the insights that economic analysis can provide. The course is taught by specialist staff who have published research and work with the UK Government. The course is aimed at those with a genuine interest in the application of economics to real-world situations, this course aims to provide you with an in-depth knowledge of the latest theories, practices and key concepts in economics that underpin public sector policy and business decision making. Students will study economic appraisal and evaluation; macro- and micro-economic analysis and policy; sustainable energy policy, and various optional modules.

**New forms of authentic learning for the 21st Century (QHT funded project)**  
 4 14 17

The aim of this project was to transform learning and assessment by engaging students with real world problems and

external partners. It aimed to foster collaboration, creativity and consultation skills, and enabled academic colleagues to design and facilitate authentic learning experiences.

**RESEARCH AND KNOWLEDGE EXCHANGE**  
**Entrepreneurship Research Group**  
 14 17

In December 2023, the University of Westminster launched a new Entrepreneurship Research Group and held its first event with a presentation from Professor Christos Kalantaridis, Dean of Westminster Business School (WBS). The Entrepreneurship Research Group aims to present current and cutting-edge research from both Westminster's own academics and from other universities and organisations, strengthening Westminster's profile and presence in research-led teaching, knowledge exchange and funding. The group is led by Dr Spinder Dhaliwal, Reader in Entrepreneurship, and will hold regular research seminars to help academics develop their work in line with the Research Excellence Framework.

**How can employee representation and employee voice contribute to progress towards achieving the SDGs?**  
 5 10 16 17

Dr Anastasia Alexeeva led this research, which explores the impact of global corporate strategies on national industrial relations systems and their alignment with SDGs 8 (Decent Work & Economic Growth) and 5 (Gender Equality). It highlights the need for a global labour strategy to counterbalance the reach of global capital and ensure decent work and gender equality. The study proposes the creation of global worker bodies, such as Global Trade Union Networks, World Union Councils, and World Works Councils, as a viable approach. These bodies can improve worker standards, resolve rights violations, and facilitate social dialogue. However, their effectiveness depends on their ability to develop close relationships with other regulatory actors such as Global Union Federations and European Works Councils. While European Works Councils have gained traction, global worker bodies remain relatively limited in number. This research contributes to building a more balanced and voice-driven framework for employee relations in a globalised economy.

**OPERATIONS**  
**Work placements**  
 14 17

Westminster supports its students in accessing work placements every year. These are available as short-term or long-term placements. Short-term ranges from 35 hours up to 12 weeks, and long-term placements last for one year.

In 2023-24, Westminster saw:

- Long term placements: 214 students on placement, across 292 roles
- Short term placements: 727 students on placement, across 752 roles

**UWSU wins Excellence in Student Training Program 2024 award**  
 4 11

UWSU has won the international award for Excellence in Student Training Programme for their Student Staff Development Programme. This award is given by the



Association of College Unions International (ACUI) and acknowledges universities around the world who have implemented creative and educational programmes for their students as they prepare for their future careers. The Student Staff Development Programme included a two-day orientation, a career development week and a week to practice with recruiters and specialists to assist in reflection. During the programme students were also offered the opportunity to become qualified mental health first aiders and receive an accreditation for development through the Institute of Leadership and Management. Participants in the programme reported high satisfaction with the outcomes and an improved sense of belonging.

**Elevate Business Support Programme**  
 4 9

WeNetwork, the University of Westminster's Enterprise and Entrepreneurship Hub, announced the launch of the second edition of Elevate Business Support Programme in October 2023. This transformative initiative is exclusively designed for Westminster alumni who are entrepreneurs with businesses registered and operating within the UK. A standout feature of Elevate is the provision of up to £10,000 in equity-free programme funding for the selected businesses, alongside mentoring, access to subject experts, workshops, and access to skilled students and graduates.

**Enhancing the impact of our employability (QHT funded project)**  
 4 9 10 17

A QHT funded project titled 'Enhancing the impact of our employability activities' took place in 2023-24. The project aimed to boost the employability and entrepreneurship of our students by providing them with more opportunities to access high-skilled jobs and start-ups. It also trialed innovative ways of engaging with businesses and students in cross-disciplinary activities, before launching a new Centre for Employability and Enterprise at 29 Marylebone Road.

**COMMUNITY**  
**National Enterprise Educator Awards**  
 4 10 16

The University of Westminster took home awards for Enterprise Catalyst, Inclusive Enterprise Education, and People's Choice at the 2023 National Enterprise Educator Awards. This recognition is a result of successful collaborations across the Business Engagement Directorate between the WeNetwork and Alumni Relations teams, who worked together to make enterprise accessible to the whole Westminster community. The National Enterprise Educator Awards recognise outstanding achievements in the world of

enterprise and entrepreneurship education in the UK and celebrate those who have gone above and beyond to support students and graduates.

**University of Westminster in top 25 for producing company founders**  
 4 9 10 16

Cash flow finance specialist Novuna Business Cash Flow studied 121 UK universities and 9.7 million alumni profiles on LinkedIn between 2003-2022, in a study that revealed that Westminster has the number 11 spot in the UK for producing company founders. This highlights the University's success at supporting influential business leaders. Across Westminster, employability is a key value, with academics and colleagues helping students pursue their career goals.

**Westminster Supports Students and Local Residents With Job Fair**  
 14 17

The University of Westminster collaborated with the Department for Work and Pensions (DWP) to host a job fair on 17 July at the Westminster Business School to help students and local residents network with employers hiring for roles. Employers from 19 companies across a wide variety of industries came to set up hiring stalls. In total, 325 people attended the event, comprising of 284 applicants and 41 University students. There were 267 expected outcomes, 118 of which were job offers or follow-ups, 100 CLU (a hiring platform) follow-ups and 49 provisions.

**Social Media Ambassador Scheme (QHT funded project)**  
 4 9

This scheme led students to work with Westminster as Social Media Ambassadors, allowing them to showcase their university experience through authentic video content for our social channels. This paid scheme enriched our digital platforms, and also enhanced our students' skills and creativity in digital content creation. This was the programme's second year, with TikTok videos produced in the first year reaching as many as 1.8 million views.





**SDG 9**

# INDUSTRY, INNOVATION AND INFRASTRUCTURE

BUILD RESILIENT INFRASTRUCTURE, PROMOTE INCLUSIVE AND SUSTAINABLE INDUSTRIALISATION AND FOSTER INNOVATION



Breaking the Ground Ceremony for Zone 29

## TEACHING

### Entrepreneurship, Innovation and Enterprise Development MSc

4 8 11 12 17

This MSc allows students to experience first-hand what it's like to innovate, solving real-life problems and coming up with smart solutions. It allows students to begin in the pre-start up phase, forming new ideas and potentially developing them to the stage of pitching to investors or seeking crowdfunding. Students will learn about creativity and innovation management; enterprise development; marketing; entrepreneurial mindset; and innovation and digital strategies.

### Emerging Technologies and Advanced Technological Literacies for Creative Disciplines (QHT funded project)

4 8 17

This project aimed to develop Advanced Technological Literacy skills in arts and media disciplines through short, engaging learning units and a public talk series. It also supported the CreaTech initiative, a conference and exhibition about technology

for the design, creative, and digital industries and the Emerging Media Space at Harrow, fostering innovation, industry engagement and curriculum enhancement in creative technologies.

## RESEARCH AND KNOWLEDGE EXCHANGE

### Gene Editors of the Future

3 4 8 9 16

The University of Westminster has celebrated students taking part in the Gene Editors of the Future initiative, which gives students from the School of Life Sciences the chance to work with the Nobel Prize-winning technology CRISPR. Gene Editors of the Future is the longest-running and largest extracurricular initiative that focuses on CRISPR. The technology can be used to selectively modify the DNA of living organisms and has forever changed the landscape of genetic engineering across organisms. This year, 98 students qualified for the CRISPR/Cas9 basic training in genome engineering certificate.

## OPERATIONS

### 29 Marylebone Road (Zone 29)

4 8 11 12 13 16

On 27th March 2024, the University of Westminster welcomed colleagues, supporters and industry professionals to mark the start of construction at 29 Marylebone Road. Professor Lynne Berry CBE, the Chair of Westminster's Court of Governors, explained the Court's vision for the future of 29 Marylebone Road, emphasising the new opportunities the building will bring to students, including greater collaboration with industry, providing a better connection between educators and employers, enhancing students' skills, and supporting new enterprise. The site, made up of two adjoining buildings, will be redeveloped and retrofitted, avoiding the carbon impact of a new build and reflecting the University's strategic commitment to sustainability. The nine-storey building is set to become the UK's most inclusive centre for employability and enterprise, with accessibility, inclusivity and sustainability at its heart, bridging the gap between education and the business world. It is located a short walk from the

existing Marylebone campus and will be open to Westminster students, alumni, and the wider community. It will feature creative spaces to support collaboration and engagement with local businesses as well as event and exhibition spaces to showcase student enterprise and achievements.

### Knowledge Exchange Framework

4 8 9 11 17

The 2023 Knowledge Exchange Framework (KEF3) results show Westminster's strength areas as supporting Graduate Start-Ups and Continuing Professional Development (CPD); our contribution to local growth and regeneration; and working with business. Our overall score in the Graduate Start-Ups and CPD perspective is 4 out of 5. This is reflective of our continued commitment to enhancing our engagement with industry and supporting employability opportunities and outcomes for our students through programmes like the WeNetwork. We are also performing well for local growth and regeneration and working with business, scoring 3 out of 5 in both areas.

## COMMUNITY

### Working Cultures visits

4 8 10 17

In June, 47 Westminster students had the chance to explore the professional environments of Barcelona, Berlin and Washington DC as part of the Westminster Working Cultures (WWC) programme. Three separate groups of students visited Barcelona, Berlin and Washington DC, where they met almost 40 Westminster alumni and partners. Across 27 sessions, they heard from alumni and partner organisations about various professional journeys unique to the local working environment and explored different sectors such as Communications, Journalism, Law Entrepreneurship, Media, Consulting and Tech. Participating students said they found the programme invaluable, and it provided significant insights into the power of networking. WWC has hosted 28 trips worldwide since it first launched in 2017, with over 500 Westminster students participating.

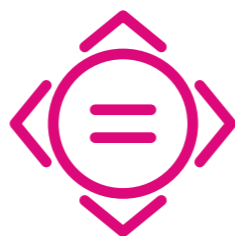


Westminster Working Cultures - Barcelona





**SDG 10**  
**REDUCED INEQUALITIES**  
 REDUCE INEQUALITY WITHIN AND AMONG COUNTRIES



Black Music Symposium

**TEACHING**

**International and Languages courses**

4 8 16 17

Westminster's courses relating to international communication and relationships, such as International Communication, International Business, International Relations, English Language, Linguistics, and Translation promote cross-cultural understanding by equipping students with the skills to communicate effectively across diverse languages and cultures, breaking down social and cultural barriers. By integrating language proficiency with a deep understanding of global issues, these interdisciplinary programs empower graduates to address

inequalities and advocate for inclusive, equitable societies. This holistic education will foster a generation of professionals who are linguistically adept and committed to creating a more just and equitable world.

**BHY Create (QHT funded project)**

4 8 16 17

The BHYC programme is a decolonised career development course for Black undergraduates at Westminster, covering topics such as personal branding, tokenism and storytelling. The course includes workshops, mentoring, bursaries and opportunities to join the BHY steering group and other Equality, Diversity, and Inclusion (EDI) events.

**Introduction to Race Equity E-Learning**

4 8 16 17

The "Introduction to Race Equity" module was introduced in the 2023-24 academic year for all colleagues. The course is designed to equip our colleagues with a comprehensive understanding of race, racism, and inequity in the context of Higher Education. This course delves into both overt and covert forms of racism and goes a step further by examining concepts such as whiteness, privilege, and belonging. It includes real-life accounts and experiences shared by Black, Asian, and Minority Ethnic colleagues and students from UK universities. All colleagues will be required to complete this training as a mandatory component of their training at Westminster.

**Screen Futures (Sustainability Fund project)**

1 5 8 16 17

Screen Futures seeks to improve access to quality education and to reduce inequalities by encouraging a more diverse student cohort studying filmmaking at Westminster and other universities. The aim of the project is to diversify the student body in UK screen-arts higher education, which will in turn lead to a more inclusive, equitable and fair industry where people from all backgrounds can thrive. Through a series of online resources, Screen Futures supports students aspiring to careers in film or television production to proceed with a successful application to a Higher Education Institute.

**An Bhabóg Bheo wins Best Editing award**

4 5 16

The short documentary An Bhabóg Bheo (The Living Doll) was created by a team of undergraduate students on the Film BA Honours course, including Katie Ryan, Sydney Waldman, Catherine Burr, Tara McNamee, Eva Bell and Sam Papapetrou. An Bhabóg Bheo is an experimental documentary following the story of Danielle James, an Irish trans drag performer. The film explores personal journey with her trans identity and drag persona and delves into her experience growing up in secular

Ireland. The film was accepted by Eat Our Shorts, the National Association for Higher Education in the Moving Image's (NAHEMI) annual student film short film festival. In addition to its public screening and recognition, Sydney Waldman won an award for Best Editing for the film.

**Migrants in Transit: A transdisciplinary writing programme for emerging scholars of migration in Tunisia**

4 8 16 17

This workshop writing programme was first proposed in 2022, received grant funding in 2023 and continues to run to date. The programme supports Tunisian Early Career Researchers (ECRs) in building research capacity. The programme was supported via grant funding from The British Academy. To achieve this, the programme developed ongoing, inclusive connections between Tunisian ECRs from the humanities and social sciences and senior UK and Tunisian academics. The integrated program included publications, funding applications, mentoring, and networking opportunities with established scholars and journal editors.

**RESEARCH AND KNOWLEDGE EXCHANGE**

**Long COVID Support Tool with Insights On Ethnic Minorities**

3 16

Dr Nina Smyth and Professor Damien Ridge, along with fellow academics, have launched a website for long COVID support to help those living with the condition. The website was launched on Long COVID Awareness Day. It aims to encourage people who are experiencing symptoms of long COVID to seek support from the NHS or other services. It covers topics of self-doubt, stigma and effects on mental health as well as offering resources, tips and advice on next steps.

**MA Research Project in International Journal Exploring Museum Accessibility**

4 11 16 17

Museums, Galleries and Contemporary Culture MA alumnus Raúl Leiva Olmo's

research project was published in The International Journal of the Inclusive Museum in September 2023. The project explored the accessibility of digital screens in museums. To address accessibility barriers, Raúl developed a toolkit which can help detect the most common access challenges. By identifying these barriers, the toolkit encourages museum professionals to empathise with visitors who may be struggling to access certain parts of the venue. The toolkit will help museum professionals and designers to audit their current exhibitions and spaces to detect potential obstacles.

**Motability Foundation awards Westminster student scholarship to undertake research into accessible transport**

4 9 11 13

Katie Pennick, a doctoral candidate at the University of Westminster who has lived experience of disability, was accepted on the PhD Scholarship Grant Programme from the Motability Foundation in June 2024. The grant will support research into accessible active travel spaces, drawing on the experiences of disabled individuals. The Motability Foundation offers funding, support, research and innovation to help disabled people make the journeys they choose. Pennick's project aims to develop a design practice for accessible active travel spaces, drawing on the experiences of disabled individuals and analysing how disabled people navigate urban areas related to active travel.

**HOMELandS Research, Knowledge Exchange and Networking Day**

4 16 17

The one-day event hosted by HOMELandS (Hub on Migration, Exiles, Languages, and Spaces) at the University of Westminster took place in May 2024. The event fostered inclusive dialogue and collaboration on migration and diaspora issues. Bringing together colleagues, doctoral researchers, migrant experts, and community members, the event promoted equality, diversity, and inclusion. It also explored innovative interdisciplinary research and knowledge exchange, contributing to the development of more just and inclusive societies.

**OPERATIONS**

**The HOMELandS (Hub on Migration, Exiles, Languages, and Spaces) Centre**

16 17

The HOMELandS Centre at the University of Westminster supports interdisciplinary research and community engagement to HOMELandS address the challenges faced by migrants, refugees, and diasporic communities. The Centre contributes to the reduction of social, cultural, and economic inequalities. By fostering dialogue between academics, policymakers, and migrant communities, the centre promotes inclusive practices and policies that support the rights and well-being of marginalised groups.

**Equality, Diversity, and Inclusion Workshops for Colleagues**

3 16

Westminster organised several workshops in 2023-24 for colleagues. The 'Neurodiversity: Learn, Be Aware, Engage and Action' workshop aimed to raise awareness and understanding around Neurodiversity to help colleagues to identify what needs to change to enable and create a more inclusive environment at Westminster. It helped participants to explore and develop their understanding of "neurodiversity", to discuss neurodiversity and intersectionality, and to identify behaviours and actions that promote and create a more neuro-inclusive environment and culture at Westminster. The 'Challenging Micro-Aggressions and Being an Active Bystander' workshop enabled delegates to understand what micro-aggressions are and how to become an active bystander. The course was designed to enable participants to increase their confidence to act in an allyship role, including challenging micro-aggressions and other forms of inappropriate behaviour in the workplace.

**Events and Programmes at Westminster**

3 4 8 16 17

The World in Westminster festival hosted an event titled 'Is the university still a White space?'. During the event, Samir Pandya facilitated a conversation between Helen Knowler and Ben Pitcher, followed by a Q&A session. The event addressed questions of





Coming out, Staying out event

Race, cultural politics, and exclusion. The event was created to address unwritten and unspoken norms and expectations experienced by Black and minority ethnic students and staff that can shape their experience of university life, and that can sometimes be hard to see, and therefore understand. Black History Year welcomed Dr Shantella Sherman to speak at the University's event Screening Eugenics: How Theories of 'Racial Fitness' Shape Our Views. The event explored the idea that in previous years, eugenics, the science of better breeding, relied heavily on public health and public education platforms to disseminate information, whereas it now thrives strongly through popular television, film, music, advertising, and social media. The second Black History Year Create programme was a six-month-long programme, taking place from January to June 2024, tailored to

Black students consisting of mentoring and targeted workshops delivered by an external facilitator. The programme focused on three key areas: building confidence, visibility, and individuality. The approach to this programme was firmly rooted in decolonisation and addressed tokenism, microaggressions and systemic racism. Black History Year Create offered a bursary of up to £1,000 upon completion of the programme, funded by the QHT. This was to help support participants in their ongoing professional development.

**Well Settled exhibition**

4 11 16 17

In 2023, Lecturer in Film and Television Dr George Clark participated in the new exhibition Well Settled. The exhibition ran from 4 November to 16 December 2023 and

explored how archives and shared heritage can be activated and made accessible. The works in the Well Settled exhibition explore questions of cultural heritage, archival care and inter-local exchange with a focus on the newly constituted An Việt Archives, the largest known British-Vietnamese community archive in the UK. The exhibition featured work by work by Dr Clark, Nhà Sàn Collective, Moi Tran, Lưu Chử, Cường Minh Bá Phạm, Trà My Hickin, Stefan Khánh Nielsen, Thierry Phung, Nic Annette Miller and Koa Pham. The Well Settled exhibition was supported by the British Council, Hackney Archives, LUX, An Việt Archives, and the Centre for Research and Education in Arts and Media (CREAM) at the University of Westminster.

**Coming Out, Staying Out**

5 16

The Westminster LGBT+ Forum and University of Westminster held the first Coming Out, Staying Out event. This evening of testimony, film, music and joy was presented by Professor Pippa Catterall and Chris Barlow, Westminster LGBT+ Forum Co-chairs. This inaugural public event celebrated queer experience and acknowledged the courage it takes to come out and the sustained action and inclusion needed to stay out.

**Annual Black Music Symposium**

4 8 11 16

In October 2023, Westminster hosted the annual Black Music Symposium at the British Library. The symposium explored the history of Black British music and its cultural significance. Speakers included Dr Pinar Uysal Onganer, Dr Jasmine Taylor, Professor Andrew Groves, and Dr Danielle Sprecher. The event was part of Westminster's Black History Year. Dr Taylor said: "The symposium clearly showed that there exist individuals committed to carrying out research in this area and it is to be hoped that this symposium is just the beginning; that it can be an event that takes place annually or even bi-annually".

**COMMUNITY**

**Westminster academics present at inaugural Queer Minds Festival**

4 5 11 16

In September 2023, Westminster colleagues Professor Pippa Catterall and Dr Kate M Graham presented at London's inaugural Queer Minds festival, participating in a panel about London's queer history. The festival's focus this year was on history, politics and literature. It was held in the



Latin American Culture Expo 2024

historic Royal Vauxhall Tavern, the first LGBTQ+ site in the UK to receive a heritage listing. The festival featured Professor Catterall and Dr Graham talking on a panel alongside activist and author Dan Glass about London's queer history.

**Westminster Opens its Doors for the Third Annual World in Westminster Festival**

4 11 16 17

Westminster welcomed students, colleagues and members of the public to the World in Westminster Festival, a celebration of cultural diversity, dialogue and community engagement. Each day focused on a different strand from the University's Equality Diversity and Inclusion (EDI) strategy: culture, communication, expression, vision, and belonging. Events taking place throughout the week included Race in Anime, Is the University Still a White Space?, and the Westminster Business School Celebration, which recognised the strength of

multilingualism, and an All Genres music event, among other activities throughout the week. Professor Dibyesh Anand said: "While celebrating our diversity as a global University, we are also pleased to welcome families and friends of our students, members of public, students and colleagues from universities across London and beyond. This is the first time we are opening up most of the events of our Annual WIW Festival to all."

**Third Challenging Racisms Conference**

4 16 17

In May 2024, Westminster held its third annual Challenging Racisms Conference. The conference was led by Dr Deborah Husbands, Chartered Psychologist and Reader in Psychology. The event was part of the Equality, Diversity and Inclusion (EDI) programme named Community and Communities: Supporting and Celebrating Diversity at the University of Westminster that is led by Professor Dibyesh Anand, Deputy Vice-Chancellor of Global

Engagement and Employability, and was funded by the QHT. Various presentations highlighting issues around race and identity took place during the conference, including a panel titled The Intersections of Faith, Belief and Race; a Gendered Racism panel; a discussion around the impact of visible and hidden disabilities; and a session on Navigating Sexuality and Racial Identity.

**Westminster holds UK's first Neurodiversity Pride Day**

3 4 16 17

Westminster hosted the first Neurodiversity Pride Day, funded as part of the QHT Live Performance Project, in June 2024. The event was hosted in collaboration with the Neurodiversity Foundation and looked at three key themes throughout the day: understanding neurodiversity in and through art; inclusive practices; and future directions, where the group explored the next actionable steps towards creating inclusive spaces and events.





**SDG 11**

# SUSTAINABLE CITIES AND COMMUNITIES

MAKE CITIES AND HUMAN SETTLEMENTS INCLUSIVE, SAFE, RESILIENT AND SUSTAINABLE



Dr Bike Event

and Rachel Lander, and supported by Dr Gustavo Espinoza-Ramos. During the trip, students and colleagues participated in a cycling tour and visits to the Copenhill Centre, Tivoli Gardens and various other local sites. Students learned about the city's sustainability and green spaces. Student Pamindu Thehan Gallehewa said: "From awe-inspiring bike bridges to innovative solar installations, green roofs, and energy-efficient buildings, every stop showcased Copenhagen's dedication to sustainability." Student Eleni Efsthathiou said: "Not only did I deepen my understanding of sustainability strategies, but I also had the opportunity to connect with inspiring individuals who share a passion for creating positive change... It's clear that sustainability is not just a concept but a shared responsibility we all have in shaping a better future." Dr Gustavo Espinoza-Ramos said: "The trip to Copenhagen was a hands-on experience beyond the classroom and represented a great opportunity for students to have a practical understanding of an eco-friendly city. Students enjoyed and learned from the sustainable practices, architecture, historical places, and sustainable citizenship of Copenhagen."

government officials, and explored the city and countryside to develop a context-sensitive and sustainable vision.

## RESEARCH AND KNOWLEDGE EXCHANGE

### Mainstreaming Net Positive Hospitality Summit

5 10 13 14 15 16

In November 2023, the Sustainable Hospitality Alliance hosted the Mainstreaming Net Positive Hospitality Summit. The Sustainable Hospitality Alliance has recently launched a five-year strategy to support their goal of bringing the hospitality industry together to tackle worldwide environmental and social challenges. Dr Stroma Cole, Reader in the School of Architecture and Cities, spoke about driving sustainability in tourism through equality and inclusion. Dr Cole's talk was titled Breaking Barriers, Building Bridges: Driving Sustainability in Tourism through Equality and Inclusion, and examined gender equality in the workplace and how to embed gender equality in company policy.

### Westminster researchers co-author major report on mapping 15-minute cities

9 12 13 14 15

Two Westminster colleagues, Reader in Architecture and Cities Dr Enrica Papa and Senior Lecturer Dr Mengqiu Cao, have co-authored a report titled Mapping of 15-Minute City Practices. The report was launched in a webinar organised by Driving Urban Transitions (DUT) in March 2024. The 15-minute city is an urban planning concept focused on creating environments where residents need to travel no more than 15 minutes on foot, bike or public transit to access key amenities and services. DUT commissioned experts to collect data and analyse this concept. The resulting publication highlights over 100 cities and their practices connected to 15-minute policies from personal mobility to urban planning, logistics and urban governance. Dr Papa led the research team and specifically the activity on the deep dive analysis on six cases studies, while Dr Cao conducted interviews and analysed the data collected for two case studies in the UK.

### Symposium on Olympic Urbanism

9 12 13 14 15 17

A symposium titled Olympic Urbanism: Past, Present and Future symposium took place in May 2024 at the Queen Elizabeth Olympic Park at the new University College of London East Campus. During the symposium, Professor of Urban Experiences Andrew Smith introduced and launched a special issue of the journal Planning Perspectives on Olympic Urbanism to coincide with the then-upcoming Paris Olympics. This symposium explored the implications of staging the Olympic Games for host cities, with a focus on planning histories and long-term legacies.

## OPERATIONS

### Greening the Campus (Sustainability Fund project)

3 4 13 15

This student-led project's team curated an exhibition in front of the Marylebone campus. The purpose was to create awareness and present ideas to transform the public realm and increase biodiversity. They featured this exhibition as a part of the Sustainability Fund project, the OPEN24 School of Architecture exhibition, and the London Festival of Architecture. The team worked at the front of the exhibition to gather ideas and feedback from students, passerby and residents, resulting in several ideas to make the building's frontage more biodiverse and safer, with the aim of including these ideas in future development plans.

### Dr Bike sessions

3 13 15

On-site Dr Bike sessions were offered to carry out simple bike repairs and servicing, as well as providing advice on more complex repairs that can't be completed on the spot. The University of Westminster's Sustainability Team organised six of these sessions in the 2023-24 academic year to support colleagues and students in cycling in and around London to encourage use of active travel options.

## TEACHING

### Architecture and Environmental Design BSc Honours

4 8 9 12 13

Westminster's Architecture and Environmental Design BSc brings together the artistic and the scientific to create a new generation of architects who are architecturally competent, environmentally aware, and can explore the spatial poetics with an evidence-informed approach. Students taking this course will examine Design Skills and Practice; History of Architecture, Environmental Design and Building Physics; Climatic Conditions; Zero-Plus Energy Buildings; and develop their own design projects. The course is prescribed by the Architects Registration Board (ARB) and validated by the Royal Institute of British Architects (RIBA), providing exemption from RIBA Part 1. The validation came with commendations including: the creativity and resilience of staff; the implementation of cross-disciplinary working and the complementary nature of the course ethos and identity within the school; the attitude and proactive approach of the students evident in their work.

### Sustainable Urbanism Walking Tour

3 4 11 15 17

Westminster has launched a sustainable urbanism-themed walking tour in association with Open-City. This tour was co-produced by staff and students as part of a QHT-funded project and aims to promote experiential learning and a better understanding of sustainable urbanism amongst our students. It also helps showcase the research expertise of Sustainable Cities and the Urban Environment Research Community members. The route links our Marylebone and Regent Street campuses, turning the walk between these sites into a learning experience.

### Westminster Business School students visit Copenhagen for sustainability tour

4 8 9 12 13 14 15

In April 2024, the QHT funded a four-day trip to Copenhagen for 25 students studying Business Management BA Honours. Copenhagen has ambitious environmental targets, including aiming to become the first carbon neutral capital city in 2025 and the most sustainable destination by 2030. The trip was led by Beverley Marsland

### Social Value of inclusive innovation and stakeholder engagement (QHT funded project)

4 8 10 17

This project explored how inclusive innovation and stakeholder engagement can enhance the social value and sustainability of built environment projects. It created a learning laboratory where Construction Studies students, academic staff, a non-academic partner and external industry professionals collaborated on stakeholder engagement, inclusive innovation, and user-centric design.

### Land Development Rwanda (QHT funded project)

4 8 10 12 13 14 15 17

The project brought six students and two tutors from different Architecture and Cities courses to Rwanda, where they collaborated with local stakeholders to design a masterplan for a rural site with historical and environmental significance. They visited the site, met the community, learned from



Greening the Campus: Towards a more biodiverse Marylebone" Sustainability Fund 2023-24 project team



## COMMUNITY

### Sustainable City Economies students win PRME writing competition

4 8 9

Sustainable City Economies (SCE) is a level 5 module at the School of Management and Marketing with more than 340 students. In April 2024, two SCE students won a joint second place in the Alternative Media category for Principles for Responsible Management Education's (PRME) Responsible Business and Management Student Writing Competition. The competition saw 104 entries from 20 institutions. Both students submitted a poster they created as part of their SCE module assessment. The project tasked them to explore the SDGs and use this information to analyse two sustainability issues that negatively impact a city's sustainability performance, raising awareness of these problems and their causes. The winners explored two different cities. Drilena Ukperaj, a Business Management BA Honours student, focused on Istanbul, while Jasmin Lubbers, an exchange student from Australia, explored Cape Town.

### Westminster celebrates and supports innovation at Smart Cities Challenge final

4 9 17

In July 2024, Westminster hosted the final of Netcompany's Smart Cities Challenge, which invited Year 8 students from schools across London compete to create the best city of the future. The Smart Cities Challenge was established by Netcompany in 2023 with the Ahead Partnership, a social enterprise which tackles social disadvantage and connects young people to opportunity. The Smart Cities Challenge was a nine-week programme that encouraged students from across London to explore how technology is used around the city and how smart technology such as AI can be used in the future. Each student presented their idea to a panel of judges, and the winning team from each school was selected to compete in the final at the University of Westminster.

### Diverse Solutions to Diverse Challenges within Built Environments

4 5 8 9 10

In February 2024, Westminster hosted an event titled Diverse Solutions to Diverse Challenges within Built Environments. This event explored some of the key challenges faced by different areas, from real estate investment advisory to property development and sustainable design consulting. Participants were able to speak about their own experiences as students and focused on the impact that innovative company approaches can have on attracting talent and productivity.

### Sustainable Planet Exhibition

12 14 15

Westminster students' artwork was displayed at the second annual Sustainable Planet Exhibition in King's Cross, a project funded by the Quintin Hogg Trust. Ten pieces of work reflecting on 2024's Earth Day were selected. The competition was organised by Pippa Catterall, Professor of History and Policy at the University of Westminster. The student contributors from across disciplines and genres focused on Earth Day's theme of Power v Plastic.

### Performance at the University of Westminster (QHT funded project)

4 8 16 17

This project aimed to enhance our venues as centres for culturally rich live performance spaces by hosting a diverse array of events and productions. It provided valuable employability opportunities for students and served as a platform to showcase our internal talent to the broader community. Additionally, the project developed key partnerships with arts organisations and charities, enriching the cultural landscape and fostering a deeper connection between our institution and the public.



Sustainable Planet Exhibition in Kings Cross





**SDG 12**

# REDUCED CONSUMPTION AND PRODUCTION

ENSURE SUSTAINABLE CONSUMPTION AND PRODUCTION PATTERNS



Cody Dock Sustainability Workshop

## TEACHING

### Sustainable Fashion in the Westminster Menswear Archive

4 13 14 15

British outdoor clothing company Craghoppers hosted an event at Westminster's Harrow Campus to celebrate their new sustainable CO2Renu fleece range being added to the permanent collection of the Westminster Menswear Archive. Their most recent innovation is CO2Renu, made in collaboration with LanzaTech. This is a Bio3 carbon smart polyester that catches carbon emissions before they are emitted into the atmosphere and are transformed into yarns which are mixed with recycled polyester and used to create new fabrics. Craghopper have donated two examples to Westminster's Menswear Archive, based at our Harrow campus, and will support students in learning about how the technology works.

### Cody Dock Sustainability Workshop

2 3 4 13 14 15

In October 2023, Westminster Architecture students and colleagues attended a sustainability workshop at The Growing Space. The Growing Space is a community hub within Cody Dock which was co-designed and co-constructed by Westminster Master Design Studio 20 students from the previous year. The group, along with Vice-Chancellor and President

Professor Peter Bonfield, took a walk along the River Lea and then headed to Cody Dock's Growing Space for a workshop on local plants and how they can be used for food, medicine and as potential building materials.

### Transforming Textiles Event (QHT funded project)

4 9 13

To explore the effects of textile waste, organisers of this project arranged a visit for 20 students to the Salvation Army Depot in Kettering, where they witnessed the large amount of waste and the UK's first polyester recycling machine. The next day, organisers held a full-day workshop where students brainstormed creative and sustainable solutions for textile waste.

## RESEARCH AND KNOWLEDGE EXCHANGE

### Transformation Workshop II – Prototype Structure (Sustainability Fund project)

4 8 9 11 13

Transformation Workshop II was a Sustainability Fund project, which saw the construction of a full-scale Prototype Structure using bamboo alongside recycled plastic from the Transformation Workshop. The Prototype Structure construction was a tangible representation of

sustainable design principles. It promoted environmental consciousness within the campus community and aimed to raise awareness about innovative construction methods and materials.

### MaSt+ (Sustainability Fund project)

4 9 11 13 15

MaSt+ was a Sustainability Fund project consisting of a physical and digital materials library to support and promote ecologically conscious art and design practices. It was designed to be the first connection point for Architecture and Interior students who want to investigate sustainable construction materials, sources and makers. As an online library, MaSt+ showcases sustainable, traditional, innovative, recycled and low carbon building materials. It is the first independent and non-profitable physical and digital material database created by students for students.

### Sustainable Photobook (Sustainability Fund project)

4 13 15

The Sustainable Photobook project team created a book that shares research and best practice on sustainable photobook publishing, which is set to be published in 2024. The book aims to test sustainable production and alternative distribution methods as a proof of concept, and shares tools, resources and practical steps to grow the conversation about sustainable practices both within and beyond the University.

## OPERATIONS

### Student-led sustainable fashion hub opens on Harrow Campus

4 13 14 15

For the start of the 2023-24 academic year, a space used by the Fashion Department at the University of Westminster was repurposed to create a sustainable fashion area on Harrow Campus, now called the Conscious Fashion Space. This space was supported by the University's Green Fund, now renamed to the Sustainability Fund, in 2022-23. It now acts as a generator for ideas and action, bringing together students and colleagues in an informal, creative space focused on sustainable fashion to encourage the move towards a circular, renewable system.



Repair Fair Event

### University of Westminster encourages sustainability at Repair Fair

4 8 13 15

Westminster's first Repair Fair, held in March 2024 at the Marylebone campus, was dedicated to reducing waste and improving environmental awareness by encouraging students to reuse and repair old items instead of disposing them. A range of stalls and workshops promoted waste reduction, including a sewing workshop with The Seam, a Dr Bike session with Bikeworks, a 'How Bad Are Bananas' stall for participants to learn

more about their carbon footprint, and a Sustainability at UoW stall. Westminster has a strong focus on waste reduction, with a landfill diversion target of 100% and a recycling rate of approximately 50% achieved in 2023-24.

### Fashion Reimagined Screening and Roundtable

4 13 14 15

This event took place in March 2024 and outlined the sustainability issues in modern-day fashion, as well as highlighting new developments in the industry. A screening

of the award-winning documentary Fashion Reimagined took place, followed by a roundtable discussion moderated by Bel Jacobs, a journalist who has championed fashion sustainability. Students were encouraged to participate in a Q&A session, and the roundtable was filmed for use in future teaching material at Westminster.

## COMMUNITY

### Ethical Consumption and Sustainable Living workshop

4 15

This workshop was created to promote inclusive and responsible consumption through ethical consumer literacy among Westminster students. The workshop was co-organised by academic colleagues Dr Nattida Srisaracam and Dr Koko Kondo alongside with Student Partners as Co-Creators. A focus group took place as part of the workshop for our academic colleagues to research the understanding of ethical consumer literacy from Westminster students.

### (Re)imagine or (Re)use (QHT funded project)

4 9 11 13 15 16

This project was a joint venture between a second-year architecture student and YesMake, a community organisation that builds public spaces with low-carbon and circular methods. The project involved designing and constructing structures for the Paper Garden, a site that connects local people with the Canada Water masterplan.

### Westminster students win sustainability focused Cork Innovation Challenge

4 8 9 13 15

Westminster City Council, in partnership with Cavendish Living Lab, challenged Westminster students to come up with innovative ideas to repurpose used wine corks in the Cork Innovation Challenge. The challenge gave students the chance to explore creative and sustainable waste solutions. The winning students were Assia Ibrahim, Holly Crawford, Andreia Andre, and Nadezda Zelve. They presented innovative ideas including using wine corks in hydroponic units for plant growth, in agriculture for seed improvement, and as hotel room accessories.





## SDG 13 CLIMATE ACTION

TAKE URGENT ACTION TO COMBAT CLIMATE CHANGE AND ITS IMPACT



### TEACHING

Westminster students gain insight into climate at book launch

4 8 12

In October 2023 Westminster hosted the launch of 'Climate Capitalism', a book published by Senior Reporter of Bloomberg Green, Dr Akshat Rathi. The launch was hosted by Dr Anastasia Denisova, Senior Lecturer in Journalism in the Communication and Media Research Institute (CAMRI). Dr Denisova's research empowers climate communication,

mirroring Dr Rathi's book. Students attending the launch were able to hear about innovation, government incentives, and individual action towards fighting climate change

**CETI's Open Programme: effective city climate actions**

4 8 9 11 12

This discussion was titled 'localising and reimagining climate knowledge for effective city climate actions: a contribution to decolonise knowledge in the urban field' and was led by CETI. The event acknowledged

the limits of the current system of urban knowledge production in respect to climate change, and its applicability to different local contexts, particularly the Global South. The aim was to investigate whether and how the development of climate knowledge in academia takes effectively into considerations local contexts and if it fosters meaningful innovation in curricula.

### RESEARCH AND KNOWLEDGE EXCHANGE

Westminster collaborates with partners on new fleet decarbonisation project

9 11 12 17

Westminster is contributing as a member of the Centre for Sustainable Road Freight (CSRF) to a new initiative helping operators decarbonise their fleet by trialling electric Heavy Good Vehicles (HGVs) across the UK. The CSRF are working with a variety of companies on their new initiative, Project JOLT, including John Lewis Partnership, Volvo Trucks UK and Flexible Power Systems Project. This will allow partners to pool data and analyse how the electric HGVs function in retail, delivery and manufacturing operations. The CSRF was established in 2012 as a collaboration between the University of Cambridge, Heriot-Watt University and the University of Westminster to help industry and government minimise carbon emissions from road freight.

**How microalgae can help fight climate change**

9 11 12 17

Using the Metaverse, Dr Mara Leite, an astrobiology doctoral researcher at the University of Westminster, gave a presentation COP28, exploring how microalgae, found in abundance in the Earth's oceans, can help fight climate change. The presentation examined how microalgae can offer sustainable solutions for both Earth and space. During the presentation Dr Leite highlighted that microalgae are a sustainable source of valuable products such as proteins, carbohydrates and lipids, meaning they are crucial for making agriculture and the food industry more sustainable. They also play a role in renewable energy and may provide alternatives to fossil fuels.



Dr Mara Leite speaks via the Metaverse at COP28

**EcoEscape (Sustainability Fund project)**

4 8 9 11 12

EcoEscape is an eco-friendly AI-driven travel route planner designed for road trips across the United Kingdom. EcoEscape customises nationwide itineraries from London based on the group size, trip duration and vehicle type, while calculating the CO2 emissions for each journey to encourage travellers to take the lowest-carbon options wherever possible.

### OPERATIONS

**Decarbonisation projects**

7 9 11

To support Westminster's net zero targets, a series of decarbonisation projects have taken place across our estate in 2023-24. In addition to the solar PV and solar thermal projects outlined under SDG 7, our sites have seen new LED lighting, upgraded insulation, and new and upgraded Air Handling Units (AHUs), which support ventilation and

cooling in buildings. We have also introduced intelligent boiler load management at Marylebone. With smart controls retrofitted to the existing gas boilers, the technology can identify the correct load and eventually optimize the energy uses in the boiler. This can save about 8%-10% of gas usage. These improvements will help to reduce the amount of energy used in Westminster's buildings, in turn reducing our carbon footprint.

**Carbon footprinting**

4 6 11 12

Westminster has a target of beginning to incorporate further Scope 3 emissions in its carbon footprint reporting for the 2024-25 academic year. As a first step towards meeting this goal, the Sustainability Team have in 2023-24 gathered data on a trial basis for waste, water, and business travel for its 2022-23 and 2023-24 carbon footprints to identify where gaps exist and to assess how we can improve data gathering for future years.

**Climate Action Roadshows**

3 4 12

In May 2024, the Cavendish Living Lab led climate action roadshows across Westminster's different campuses. The student outreach leaders' key aims were to raise awareness about the environmental impact of fast fashion, encourage individuals to make pledges promoting sustainable fashion practices and to highlight sustainable food systems. At the event, various stalls were hosted by Cavendish Living Labs student outreach leaders to discuss issues with students and colleagues around the university.

**Carbon Literacy Training**

4 7 9 11 12 14 15

Westminster has offered Carbon Literacy Training to all students and staff since 2021-22. Carbon Literacy is the knowledge and capacity required to create a positive shift in how mankind lives, works and behaves in response to climate change. Learners who have completed a day's worth of Carbon Literacy learning can be certified as 'Carbon Literate'. In 2023-24, three sessions were hosted on a hybrid basis allowing participants to complete the first part of the training online and the second part in person. Around 45 colleagues and students completed the training.

### COMMUNITY

**Sustainable City Charter**

7 8 9 11 12 17

The Sustainable City Charter is a free, voluntary, business-led pledge, supported by the Westminster Property Association and Westminster City Council. It encourages sustainable working practices across non-domestic buildings in Westminster. It contains eight commitments for reducing carbon emissions from non-domestic buildings. These cover areas such as energy use, procurement, transport, waste and deliveries, and include committing to net zero buildings by 2040 or earlier. University of Westminster has been a signatory and member of the Technical Working Group since 2023.

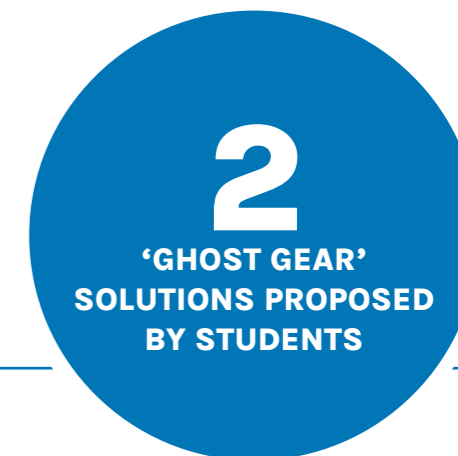
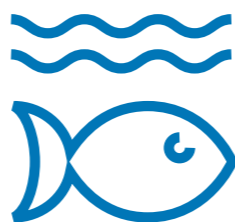


Cavendish Living Lab Roadshow





**SDG 14**  
**LIFE BELOW WATER**  
 CONSERVE AND SUSTAINABLY USE THE OCEANS, SEAS AND MARINE RESOURCES FOR SUSTAINABLE DEVELOPMENT



**RESEARCH AND KNOWLEDGE EXCHANGE**

**Sustainable production of bacterial polymers**

6 7 9 12 13

PhD student Dr. Vittoria Vecchiato published her research into bacterial polymers in 2024. The research examined the need for innovative solutions to tackle the persistence of plastic pollution and dependence on fossil fuels. The thesis explored circular and bioeconomy strategies, with a particular focus on biodegradable and biocompatible plastics, such as Polyhydroxyalkanoates (PHAs). The research aimed to optimise PHA production throughout the entire lifecycle, from upstream to downstream processes, and end-of-life phase. The research addressed challenges related to contamination prevention procedures, wastewater treatment costs, and low productivity.

and ecologically restorative vision of the 'Good City' from and with Ennore Creek. Drawing on narratives from Ennore's residents, fishers and elders, the People's Plan visually explores this reimagination, weaving together stories from the past and present, and the future People's Plan.

**COMMUNITY**

**Westminster students celebrate World Ocean Day**

4 8 9 12

World Ocean Day took place on 8 June 2024. To mark the occasions, Westminster students explored the damage caused by abandoned 'ghost gear', which includes fishing nets, lines and ropes, and used their research to turn them into useful products. The students created two different solutions. One of the projects is titled 'Hang Sustainably, Nap Comfortably - NetNaps: Hammocks Crafted from Ghostnets', created by Ester D'Alterio, Alexandra Simion, Vasviye Topril and Angela Doycheva. The other project was created by Bilal Bentchakal, whose project was titled 'From Ghostnets to Shoelaces: Weaving a Path to Sustainability' and created shoelaces. Both projects were presented at the London Student Sustainability Conference.

**The People's Plan for Eco-restoration of Ennore Wetlands**

9 10 11 15 16 17

Co-authored by Lindsay Bremner, this document examines Ennore, India's past and present to craft a more just

**TEACHING**

**Culturing marine bacteria from UK sediment samples to design co-created student research projects and promote microbiology and genomics education**

3 4 9 12 13

In 2017-2018 Dr Linda Percy was involved in the Microbiology Society project "Antibiotics Unearthed". Additional University funding led to a two-year project to optimise extraction of DNA from marine bacteria for preservation of high x molecular weight DNA with high yield for long read sequencing. This resulted in full genome sequencing of four of these cultures. This has led to further genomics projects and use of bioinformatic tools including antiSMASH to predict secondary metabolites. The combination of microbiological and genomic approaches has enabled projects in the fields of sustainability and novel antimicrobials, and biopolymer production and screening enzymes for biotechnological applications. This has in turn led to various student projects and extracurricular learning activities, outlined in this paper published in April 2024.



Abandoned fishing nets







**SDG 15**

**LIFE ON LAND**

PROTECT, RESTORE AND PROMOTE SUSTAINABLE USE OF TERRESTRIAL ECOSYSTEMS, SUSTAINABLY MANAGE FORESTS, COMBAT DESERTIFICATION, AND HALT AND REVERSE LAND DEGRADATION AND HALT BIODIVERSITY LOSS



**TEACHING**

**Urban Design MA**

3 4 8 9 11 13

This MA is among the longest established in the UK for Urban Design. Students on the course come from backgrounds including architecture, planning, and landscape architecture. On the course, students will examine topics including Urban Form and Growth; Urban Design and Development Process; and Sustainable Cities and Neighbourhoods, among others. The programme is accredited by the RTPI as a Specialist Course, which is effectively half of the accreditation required for eligibility to take the APC (Assessment of Professional Competency) for full membership of the RTPI.

**RESEARCH AND KNOWLEDGE EXCHANGE**

**Evaluating the Influence of Urban Blocks on Air Pollution Concentration Levels**

3 9 10 11

Dr Mehrdad Borna, Giulia Turci, Marco Marchetti and Dr Rosa Schiano-Phan conducted this study at the Golden Lane Estate in London. It examined the relationship between air pollution concentration and urban form, particularly vegetation and building arrangement, which is less considered among planners and designers than microclimate and thermal comfort at street level. To address this gap, this paper provides additional evidence and a case study example of the Golden Lane Estate, a residential development that has valuable and repeatable urban design and architectural features and is located near a highly congested and polluted area in central London. The study was published in Sustainability in 2024.

**The Common Brick (Sustainability Fund project)**

9 11 12

New Building System and the Common Brick is an eco-brick system made from regenerative materials to proactively support biodiversity and host sites for plant colonies. The project team designed and produced three different brick types: the double pot,



Wildlife Photography Competition



"New Building System And The Common Brick" Sustainability Fund 2023-24 project team

the moss grower and the single pot bricks. Using diverse designs, the bricks aim to host inter-dependent life forms at a variety of scales, from micro to macro, and can create a continuous corridor of planting across a wall or building facade. This will allow more biodiversity-friendly options to be introduced into the design of brick buildings.

**OPERATIONS**

**Gardening Workshops**

3 9 10 11

Our Marylebone and Harrow growing spaces offer both students and colleagues an opportunity to take a break from busy university life and spend some time in nature. The Sustainability Team offered gardening workshops and sessions at both spaces throughout the 2023-24 academic year, with the initial session taking place on 23rd January. The sessions were open to all students and colleagues, with over 50 participants joining through the year.

**Clean Air Workshop**

3 4 9 11

This was an interactive workshop on how to improve air quality in our community. Participants learned about the latest techniques and solutions to reduce pollution and create a healthier environment for all.

**COMMUNITY**

**Cavendish Living Lab lead Life on Land activity**

2 3 4 11 12 13 17

St Marylebone CE School students visited the University of Westminster's Cavendish Campus, where Westminster students introduced them to the innovative Cavendish Living Lab. The students learned about hydroponic systems, which allow plants to grow without soil. The Cavendish Living Lab also introduced the students to their circular food model. This sustainable approach involves composting food waste on-site and using the nutrient-rich compost to grow more

food. The students also helped to harvest garlic and explored sustainable fashion, providing the students with a broad understanding of the circular economy. Westminster's Cavendish Living Lab (CLL) participated in the London Permaculture Festival in July 2024. The event held discussions, networking and learning opportunities about creative solutions for a sustainable, healthy future. Dr Pooja Basnett joined her students Mehseen Ullah, Shivani Patil, Nadezda Zelve and Lou-Ann Quentin at the festival to represent Westminster and CLL. They showcased their urban farming strand and their novel hydroponics system made of sustainable materials, designed by Nadezda Zelve. They also presented a costume designed using kombucha cellulose, which was led by Nour Said. Students also hosted a talk about the CLL's current projects: urban food growing, bioplastics production and water management. The Permaculture Festival is hosted every year and attracts around 600 people.

**Wildlife Photography Competition**

3 4 11

Westminster's Sustainability Team hosted its first-ever Wildlife Photography Competition to highlight London's biodiversity and the importance of wildlife conservation and sustainable practices. The winning submission was a collaboration between two students, Lou-Ann Quentin and Samuel Green. The winning photographs were taken in a nature reserve in Hyde Park, which is home to numerous animals including grey squirrels and ring-necked parakeets.

**EX-TRA Pop-Up Parklet Project**

3 4 9 11 13

In March 2024 the University of Westminster set up a pop-up parklet in Hyde Park Estate. This offered members of the public a taste of what these sustainable spaces have to offer and how they can help support the transition towards a post-car city. Parklets are a new concept that aim to create community spaces within car parking spots along the street. The temporary parklet pop up in Hyde Park Estate was the final event of the EX-TRA project, a collaboration between the University of Westminster, led by Dr Enrica Papa, Course Leader of Transport Planning and Management MSc, and a variety of universities and organisations from across Europe.



SDG 16

# PEACE, JUSTICE AND STRONG INSTITUTIONS

PROMOTE PEACEFUL AND INCLUSIVE SOCIETIES FOR SUSTAINABLE DEVELOPMENT, PROVIDE ACCESS TO JUSTICE FOR ALL AND BUILD EFFECTIVE, ACCOUNTABLE AND INCLUSIVE INSTITUTIONS AT ALL LEVELS



Convict Criminology Awards Ceremony

## TEACHING

### International Communication, Liaison and Advocacy MA

4 8 10 17

Westminster's International Communication, Liaison and Advocacy MA is designed to prepare students for careers in international and multinational organisations and institutions, governmental and non-governmental organisations, and public and cultural diplomacy. Topics studied include International Liaison and Advocacy; International and Intercultural Communication; and Global Challenges and Counter Narratives, along with various optional modules. Westminster is a Higher Education Language partner of the Chartered Institute of Linguists.

### Global Development MA

1 4 8 10 17

Westminster's Global Development MA is structured around three interrelated knowledge areas: development, social justice and sustainability. Students participating in the course will learn from four interrelated academic disciplines including political economy, political sociology, international relations and human geography. On the course, students will take modules including 'Global Political Economy of Development', 'Global Politics of Energy and Climate Change', and 'Governance, Policy Practice and Sustainable Development'. Students benefit from the strong links lecturers have with UN institutions, international development

organisations, the UK Civil Service, and policy makers from NGOs and think tanks.

### Education on the Inside: Delivering UoW degrees across the prison estate (QHT funded project)

4 8 10 17

This project, funded by QHT, aimed to deliver Westminster degrees to prison students through an innovative teaching model, with the first phase taking place in 2021-22. The second phase scaled up the programme to offer Level 4 modules, enhance the library access for prison students, and embed the work into the university's processes.

## RESEARCH AND KNOWLEDGE EXCHANGE

### Democracy, accountability, and Political finance reform in India

10

Nitasha Kaul, Professor of Politics, International Relations, and Critical Interdisciplinary and the Director of the Centre for the Study of Democracy, made several public interventions on human rights, justice and democratic institutions in India. She wrote an article titled 'Electoral bonds are a threat to Indian democracy' for the Financial Times. She argued that electoral Bonds, an instrument of political party finance, legalised opacity and made it impossible for citizens to enquire into potential for bribery at a time when it is vital that electoral contests remain competitive and responsive to public interest.

### Minimising the Costs of Workplace Conflict in Northern Ireland

4 8 10 17

Professor Richard Saundry and Professor Peter Urwin co-authored a new policy briefing evaluating the costs of workplace conflict across Northern Ireland, which recommended a focus on early intervention and improved training for managers. The briefing, entitled 'Managerial Capability - Minimising the Costs of Workplace Conflict in Northern Ireland', was conducted through ReWAGE, an advisory group co-chaired by the University of Warwick and

University of Leeds. The briefing concluded that early intervention, such as informal discussion and mediation, is crucial to effective workplace conflict management. This can minimise organisational costs and help reduce mental health impacts of conflict on employees.

### Cyber Warfare and International Humanitarian Law

1 10 17

In November 2023, Professor Marco Roscini co-organised an expert meeting on international humanitarian law (IHL) and the increasing involvement of civilians in cyber activities during armed conflicts in Geneva, Switzerland. The expert consultation was co-organised by the International Committee of the Red Cross (ICRC) and Professor Roscini in his capacity as Swiss IHL Chair at the Geneva Academy as part of the Joint Initiative on the Digitalisation of Armed Conflict. Scholars, practitioners, and cyber experts explored aspects including civilian cyber activities, the concept of direct participation in hostilities, limits on civilians' cyber activities under international humanitarian law, hacker groups in contemporary armed conflicts with discussions on their legal status and related state responsibilities. A resulting report from this meeting is due to be published in 2024.

## OPERATIONS

### Westminster colleagues from Centre for Social Justice win awards for work within Convict Criminology

4 8

Dr Andreas Aresti, Dr Sacha Darke and Dr Sinem Bozkurt are among the winners at this year's Convict Criminology awards for their work within the study of Convict Criminology. Dr Sacha Darke and Dr Andreas Aresti were both awarded the 2023 John Irwin Distinguished Scholar Award for their outstanding professional contributions to the study of Convict Criminology. Dr Sinem Bozkurt joined the pair, winning the 2023 Early Career Award for her contributions to Convict Criminology.

### Social Justice Law Fair

4 10 17

In November 2023 Westminster's Legal Advice Clinic hosted the first Social Justice Law Fair. The fair was an opportunity for students committed to human rights and social justice and curious about a career in the sector to meet professionals in the field. In addition to interacting with exhibitors, attendees also heard from a panel of speakers. The fair hosted 31 exhibitors from across the social justice sector and over 100 attendees.

## COMMUNITY

### Legal Advice Clinic

1 3 10 17

The Legal Advice Clinic has been operating at Westminster for more than 15 years. It offers assistance to members of the public, from London and beyond, in matters of family, housing, employment law and immigration. It also offers assistance to victims of the Windrush scandal in seeking compensation. Since its inception, all advice has been offered by law students and fully supervised by a practising solicitor or barrister. In addition to offering legal advice to members of the public, the Legal Advice Clinic maintains links with charities and legal organisations including Z2K, North Kensington Law Centre and the Centre for Women's Justice. Westminster's Law students are able to volunteer or participate in specific projects with these organisations. In October 2023 the Legal Advice Clinic partnered with Daniel Denton, Partner and Personal Injury Lawyer at Hodge Jones & Allen, to offer initial personal injury legal advice and guidance to members of the public. Mr Denton has been working alongside Westminster Law students to provide an initial advice service on personal injury law matters. This advice and guidance is free of charge and is provided under the supervision of Hodge Jones & Allen who are regulated by Solicitors Regulation Authority (SRA).

### Community impact and knowledge exchange (QHT funded project)

1 3 10 17

The Centre for Social Justice Research (CSJR) work-based learning projects offered students the chance to develop research and employability skills by collaborating

with social justice partner organisations. The programme, which began in January 2023, expanded with QHT funding, allowing partnerships with four leading social justice organisations and providing students with 12-week projects, institutional visits, workshops, and potential paid internships.

### United Nations internship programme (QHT funded project)

4 8 10 17

This project offered long-term internships at the UN's International Organisation for Migration (IOM) to students from all backgrounds, with financial support from Westminster. The internships enhance students' employability and professional development. These internship opportunities are a result of an institutional agreement signed in 2022 between Westminster and the IOM, where Westminster students are offered exclusive long-term internship opportunities which run for six to nine months at IOM offices worldwide. This is the third year of this partnership and the new cohort of the Westminster students embarked on their long-term internships at the IOM's offices worldwide this July.







## SDG 17 PARTNERSHIPS FOR THE GOALS

STRENGTHEN THE MEANS OF IMPLEMENTATION AND REVITALIZE THE GLOBAL PARTNERSHIP FOR SUSTAINABLE DEVELOPMENT



University Scholars Leadership Symposium

### TEACHING

#### International Relations MA

4 5 7 8 10 13 16

Westminster International Relations MA offers students the opportunity to consider various aspects of international order and politics, including the dynamics of international social and political power relationships and conflicts, and state building. During the course, studies may include topics such as Critical Criminology; Democratic Politics; Democratic Innovations; Diplomacy and Foreign Policy; Gender; Sexuality and International Relations; Global Politics of Energy and Climate Change; and Islam and Politics in the Middle East, among a wide variety of optional and core modules. Module leaders also arrange visits to international organisations based abroad, which in the past have included NATO's HQ in Brussels, the European Commission and the European Parliament.

#### Democratic Engagement in a Global Context Module

4 8 16

In December 2023, 20 Westminster students participated in a ten-day field trip to Thailand. The trip was organised by the University of Westminster and Kasetsart University as part of the new module Democratic Engagement in a Global Context, within the College of Liberal Arts and Sciences, which ran for the first time in 2023. The new module integrates academics from various disciplines and international partner universities to enhance student research skills by comparing cultural and educational aspects across subjects. Students taking this new module come from a diverse range of courses including biomedical science, cognitive and clinical neuroscience, criminology, international relations, law, politics, psychology and counselling.

### RESEARCH AND KNOWLEDGE EXCHANGE

#### Researchers in Conversation: Re-Imagining Cross-sector Collaborations

4 10 11 16

This event hosted a roundtable discussion to explore how researchers across museums and universities can work together to meet the challenges of a rapidly changing research landscape. The event examined the idea of what comprises 'research', who and what this involves, and its impact and responsibilities. It looked at how these have undergone a significant change in the twenty-first century. Researchers today are encouraged to be more outward-facing, collaborative and enterprising, which has changed both the type of research and the places it is performed. Academic research has always been central within universities, but increasingly it is becoming an integral function of the museum. Museum research has become more formalised and academic, while the role of museums in society has been increasingly questioned, with calls to decolonise, diversify, and democratise museum practice. This has offered new challenges for researchers in museums. The panel discussed the similarities and differences in the research agenda of cultural institutions and universities, strategies for a sustainable and ethical approach to working with local and global communities, and the future of cross-sector collaborations.

### OPERATIONS

#### Student Sustainability Team (QHT funded project)

8 12 13 15

Four students were hired to form a Student Sustainability Team and lead projects that appeal to their peers. The aim was to boost student engagement and involvement in sustainability across the university via the four new roles: Student Engagement; Community Engagement; Gardening and Biodiversity; and Greening the Campus. This project will continue in 2024-25, with the roles refined based on this year's team's feedback.



London Student Sustainability Conference

### COMMUNITY

#### WBS student engagement in building stronger communities (QHT funded project)

4 8 10

This project trained business students to share their skills with local charities, fostering responsible management education and public community engagement. The work aligns with the UN's PRME and SDGs, enhances student learning and employability, and supports the university's vision of sustainable and inclusive development.

#### Second meeting of the European Affairs Societies Network

4 8 13 16

The second meeting of the European Affairs Societies Network took place in March 2024 at the University of Westminster, and brought together 20 societies from 19 UK universities, including external observers from the Young European Movement, the Embassy of Germany, Poland and Spain. It was co-organised by the EU Delegation, the University of Westminster and the student-led Westminster European Affairs Institute, with the support of the European Parliament Liaison Office (EPLo). The Network was provided with practical information on the European Elections and career opportunities at EU institutions, and a panel discussion on climate change in a global electoral year took place.

#### University Scholars Leadership Symposium

1 3 4 10 13 16

Westminster students attended the University Scholars Leadership Symposium (USLS) that brings together young leaders from around the world to develop their initiative and capacity to initiate socially meaningful projects, address issues such as climate change, poverty and inequality, and contribute towards the realisation of the SDGs. Throughout the symposium, the students were able to hear from and connect with humanitarian speakers from around the world on topics such as the digital divide, education, mental health and leadership values.



# WORKING TOWARDS ALL SDGS



## TEACHING

### Diplomacy and Global Politics MA

Our Diplomacy and Global Politics MA examines global issues and challenges, such as armed conflicts, terrorism, global warming and environmental degradation, economic inequality and injustice, migration, religious and cultural discord. The course examines topics such as Diplomacy and Foreign Theory; Diplomatic Training and Negotiation Skills; Diplomacy, Crises, and Global Challenges; Intercultural Communication; and The European Union as an International Actor. Students of this course have access to the Westminster Policy Skills Lab, delivered by officials from the European Commission and other institutions, where they learn industry-specific skills, job application writing and interview training advice, and guidance with individualised feedback for those interested in UN, EU or NGO jobs. Course and module leaders arrange visits collaboratively with the International Relations courses to international organisations based abroad, which in the past have included NATO's HQ in Brussels, the European Commission and the European Parliament.

### Global Challenges and Counter Narratives Module

This module provides students with an understanding of key global issues that transcend national boundaries, focusing on human rights protection, international justice, migration pathways, and refugees' struggles. It also examines how global challenges are portrayed in international media and explores counter-narratives of resistance through the study of activism, protests, and artworks, with guest lectures from experts in the field.

### Culture, Environment and Social Change BA Hons

Westminster's Culture, Environment and Social Change BA examines topics from climate change and resource depletion to mass migration and social inequality. Modules include topics such as The Social Life of Material Culture; Protests: From Bread Riots to Extinction Rebellion; Global Governance and Development; Climate, Change and Culture; and Human Rights Law. In addition to their learning, students may opt to work or study abroad or take UK work

placements and may develop a specialism in language and communication or law or politics.

### Sustainability Management and Innovation MSc

This MSc course aims to create a new type of professional, who have business management skills, and understand corporate sustainability, want to make a difference and, possess the skills, creativity and innovation to lead positive change. Modules studied may include Strategies for a Sustainable Future; Digital Disruption and Sustainable Innovative Business Models; Collaboration, Cooperation and Green Supply Chains; and CSR and Sustainability in Context. Students who complete the course will gain consulting experience with real-life clients, and the course is professionally recognised via its co-creation with the Carbon Trust.

### Governance, Policy Practice and Sustainable Development Module

Dr Dan Greenwood runs this module, which includes a strong focus on sustainable

development. This module explores and compares a range of approaches to analysing and evaluating governance and policy in relation to questions and challenges of sustainable development. These approaches are introduced through a range of case studies relating to policy-making in contrasting international, national and local contexts. The SDGs are introduced at the start as the context for this.

### BA Digital Media and Communications - Digital Media Project module

As part of the Digital Media Project module the 3rd-year BA Digital Media students were asked to imagine that we are in 2124 and that an issue/problem connected to at least one SDG has been solved. Inspired by notions of speculative futures, they made artefacts that represent these (problematic) issues in 2024 and/or a turning point to solve them. Their work can be seen on the Museum of the Future website.

### Social Media module

Professor Graham Meikle and Dr Nathasha Fernando run this module, which includes a strong focus on sustainable development. Sustainable development has become central to learning and teaching in higher education, reflecting the increasing wider social awareness and recognition of sustainability agendas. UNESCO has published resources for educators developing learning objectives around sustainable development. These outline eight core competencies that higher education should enable learners to develop, in order to progress sustainability objectives. This module emphasises three of these competencies: critical thinking, collaborative skills, and normative awareness.

## RESEARCH AND KNOWLEDGE EXCHANGE

### Westminster research reveals firms valuing sustainability perform better

In March 2024, Dr Sudha Mathew and Dr Sheeja Sivaprasad published research into business performance related to environmental and societal goals. They found that through issuing sustainability bonds and prioritising green and social projects, firms show their commitment to sustainable development and their determination to

help the planet positively, improving their ESG scores. This can make a firm look more attractive to investors, boosting those firms economically and improving their reputations with both customers/clients and colleagues.

### Students from Westminster's Cavendish Living Lab present at the Student Sustainability Research Conference 2024

In March 2024, students Soumya Sharma, Safia Irfan and Mehseen Ullah travelled to Leeds for the Student Sustainability Research Conference 2024 to present on the Cavendish Living Lab and how their research contributes to the SDGs. The conference brought together students, staff, partners, collaborators and members of the public to hear from students about their broad range of research on sustainability. As well as their research, the Westminster team spoke about their outreach activities and learn from other students, particularly from universities located in the North of England, about the projects they are working on.

## OPERATIONS

### Westminster College of DCDI joins prestigious World Design Organization

The College of Design Creative and Digital Industries (DCDI) at the University of Westminster has joined the World Design Organization (WDO). This new membership will elevating student employability and expand the University's global network. The WDO is a globally recognised non-governmental organisation dedicated to advancing design and was founded in 1957. The WDO holds UNESCO consultative status and is committed to harnessing the power of design to address economic, social, cultural and environmental challenges. The network will provide students with access to real-world employability opportunities, internships and collaborative projects.

## COMMUNITY

### Second Annual SDGs All-Colleague Workshop

On June 4 2024, the annual University-wide SDGs All-Colleague Workshop returned with a focus on sustainable development as a vehicle for impacting lives, and reinforced Westminster's commitment to embedding sustainable development in all aspects of university life. The event built on the success of last year's inaugural workshop and brought together more than 100 participants to highlight and celebrate the transformative contributions they are making through the SDGs, within Westminster and beyond.

### London Student Sustainability Conference

Student groups from the University of Westminster took part in the London Student Sustainability Conference (LSSC) alongside other London Universities in February 2024. At the LSSC, they presented their research and projects with the goal of helping to build a more sustainable world. Three Westminster groups were chosen to give a presentation on their projects at this year's LSSC. The LSSC is student-led and coordinated by 10 London universities, including Westminster.

### DEN International Student Conference on Sustainability, Inclusivity and Education

Westminster's Democratic Education Network (DEN) hosted the seventh International Student Conference in May 2024. The conference was named Just Futures: Sustainability, Inclusivity and Education. More than 70 students from a wide range of academic disciplines attended. During the event, 30 students from the University of Westminster, Hanoi University in Vietnam, Kasetsart University in Thailand, Morgan State University in the USA, Westminster International University of Tashkent in Uzbekistan and City Islington College presented their research. Panel sessions included a wide range of topics, including International Relations and Political Economy; Development, Gender and Equality; International Diplomacy, the European Union and NATO; Democratic Engagement in an International Context; Family, Gender and Social Studies; Social Movements and UK Politics.



UNIVERSITY OF WESTMINSTER

# TIMES HIGHER EDUCATION IMPACT RANKINGS 2024



The Times Higher Education (THE) Impact Rankings use carefully calibrated indicators to provide comprehensive and balanced comparison across four broad areas: research, stewardship, outreach, and teaching through evidence submitted by universities. THE amends its indicators every year to keep universities striving to improve their impact against the SDGs. To participate, universities must submit in at least three SDGs in addition to a submission against SDG 17: Partnerships for the Goals.

## For the 2024 Rankings (which assess activity in the academic year 2021–22), we submitted to:

- **SDG 3**  
Good Health and Well-being
- **SDG 5**  
Gender Equality
- **SDG 7**  
Clean and Affordable Energy
- **SDG 8**  
Economic Growth
- **SDG 10**  
Reduced Inequalities
- **SDG 11**  
Sustainable Cities and Communities
- **SDG 12**  
Responsible Consumption and Production
- **SDG 13**  
Climate Action
- **SDG 16**  
Peace, Justice, and Strong Institutions
- **SDG 17**  
Partnership for the Goals

Since our first submission in 2019, the Impact Rankings have been an important driver of our progress. This year, with an overall score of **79.5** out of **100** and in the top **15%** of participating universities worldwide, we received our highest scores in in SDGs **5 Gender Equality**, **10 Reduced Inequalities**, and **12 Responsible Consumption and Production**. We are particularly proud of our results in these goals as they reflect our commitment to EDI within the University and our values of being responsible, progressive, and compassionate.



Ro Spankie speaking at the 2024 SDGs All-Colleague Workshop



# UNIVERSITY OF WESTMINSTER PROGRESS AND NEXT STEPS

| AREA   | TARGET  | 2023-24 PROGRESS  | 2024-25 STEPS  | TIMESCALE   |
|--|---|---|--|---|
| <b>Education for Sustainable Development (ESD)</b> | Develop an ESD Framework, Policy, and Guidelines  | ESD Action Plan agreed internally and operationally managed by the Sustainability Team and CETI   | ESD to be embedded in all Level 6 courses<br><br>Begin work towards embedding ESD at all levels  | September 2024  |
|  | Develop a programme for ESD training and development  | ESD toolkit created and published   | Create a series of learning sessions for colleagues  | Throughout 2024-25                                    |
|  | Work towards an increased offer of sustainability courses and modules   | Proposal created for new Sustainability Consultancy module  | WBS to roll out Sustainability Consultancy module in September 2025<br><br>Employability team to seek QHT funding for new Carbon Impact Project (student-led sustainability consultancy) | By 2029, see Education Strategy 2023-29               |
| <b>Research and Knowledge Exchange</b>             | Support development of interdisciplinary research projects and groups   | Creation of new SDG Coordinating Group  | SDG Coordinating Group to progress activity throughout the year  | Ongoing, see Cavendish Living Lab                     |
|  | Work to embed SDG integration in funding calls and within research communities  | ESD toolkit created and published   | SDG Coordinating Group to work with RKEO to progress   | By 2025   |
|  | Assist in providing SDG support for researchers   | SDGs in Research workshops continued  | SDGs in Research workshops to be further developed, targeting newer and more experienced researchers separately  | Ongoing, explore expansion by 2025                    |
| <b>Sustainable Campus</b>                          | Receive Planet Mark external verification of carbon reporting   | Trialled with 2022-23 and 2023-24 data to identify gaps in waste, water, and business travel data   | Gather full data for initial scope 3 target areas for 2024-25  | By December 2025                                      |
|  | Maintain EcoCampus Gold or level up to EcoCampus Platinum   | Maintained Gold and began working towards Platinum  | Next assessment to take place  | By August 2025  |
| <b>Communications, Campaigns, and Events</b>       | Undertake an annual SDG week and/or conference programme  | First annual SDGs All-Colleague Workshop took place in June 2023 and second in June 2024  | Hold third SDGs All-Colleague Workshop around June 2025  | Annually  |
|  | Ensure a strong digital SDG presence on internal and external platforms and monitor access to platforms   | All news items now 'badged' with relevance to SDGs<br><br>Academic colleagues can highlight their SDG focus areas   | Sustainable Engagement Plan to be developed by Comms Team and Sustainability Team to ensure regular reporting on activity  | Ongoing   |
|  | Undertake regular SDG communications to ensure all colleagues, students, alumni, and stakeholders are aware of relevant programmes through above and newsletter | Quarterly Sustainability newsletter set up<br><br>New Sustainability Instagram page created<br><br>Sustainability Twitter account ongoing (both @uow_sustainable) | Student Sustainability Team member to manage social media during Semesters 1 and 2<br><br>Increase presence at on-campus events via Student Sustainability Team                          | Ongoing, with newsletter due in academic year 2023-24 |

| AREA                            | TARGET   | 2023-24 PROGRESS   | 2024-25 STEPS  | TIMESCALE  |
|---------------------------------|--|--|--|--|
| <b>Planning and Performance</b> | Undertake annual submission to THE Impact Rankings   | Submitted November 2023  | To submit October/November 2024  | Annual   |
|                                 | Build on SDGs reporting within all workstream charters and operating plans for departments, Schools, and Colleges.                                       | Workstream charters to be reviewed by Sustainability Team as of 2024   | Continue to review workstream charters and operating plans to ensure inclusion of SDGs                                       | By 2025  |
|                                 | Undertake internal monitoring and measuring of impact via annual Sustainable Development Goals Report  | SDG report covering 2022-23 published October 2023   | SDG report covering 2023-24 to be published October 2024   | Annual, alongside the annual Environmental Sustainability Report |
| <b>Collaboration</b>            | Ensure that SDG training and support is available for both existing and new colleagues   | SDG support available on an ad hoc basis to all colleagues<br><br>SDGs in Research workshops taking place  | SDGs in Research workshops to be expanded<br><br>Sustainability Module for all colleagues to be investigated through 2024-25 | By 2025  |
|                                 | Update relevant committees and groups on SDGs, for example Resources Committee and Court of Governors, as well as support the new SDG Coordinating Group | UEB, Resources Committee, and CoG receive at least annual updates on SDG activity<br><br>Other items are reviewed throughout the year, e.g. policy updates | New SDG Coordinating Group introduced September 2024, to take place quarterly  | Ongoing  |
|                                 | Identify potential SDG grant and scholarship opportunities   | Sustainability Fund has provided grants up to £5,000 to internal teams   | Continue with fourth year of Sustainability Fund   | By 2025  |
|                                 |  |  |  |  |



# UNIVERSITY OF WESTMINSTER SDG WORKSHOP 2024





**Sustainability Team**

For more information on our commitment to sustainable development, please contact us at:  
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