

Accessibility, Diversity, and Inclusion (ADI) Strategy 2026 - 2029

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1.0 Introduction

This document outlines the Dyson Institute's Accessibility, Diversity, and Inclusion (ADI) strategy, reaffirming our commitment to making ADI a foundational lens through which all decisions, policies, and practices are shaped. Our goal is to cultivate a culture where every member of our community, particularly our learners, feels respected, valued, and empowered to thrive. We are dedicated to embedding ADI principles across all aspects of our operations, including our International Programme, ensuring that inclusion is not an initiative, but a core part of who we are and how we work.

2.0 Dyson Institute ADI Vision, Mission, and Values

Vision Statement: To be an innovative and accessible higher education institution that develops world-class engineering leaders who are equipped to tackle global challenges through inclusive, ethical and effective practice.

Mission Statement: To provide a high-quality learning experience to empower students from all backgrounds, identities, and lived experiences.

The Core Values: At the Dyson Institute, we value the diverse perspectives and talents of our staff and learners. We are committed to promoting a culture rooted in fairness, respect, and inclusion. These core values guide our efforts to build a vibrant inclusive and supportive learning and working environment:

1. Increasing and Celebrating Diversity:

Our Commitment: Promote equitable representation and extend opportunities to all learners and staff.

Our Culture: Celebrate the richness of our community by embracing diverse identities, experiences, and viewpoints as essential to innovation and excellence.

2. Advancing Equality and Accessibility

Our Commitment: We are dedicated to creating an environment where every individual has the support and resources they need to succeed, regardless of identity, ability, background, or circumstances.

Our Culture: We challenge systemic barriers and tailor our approaches to ensure fair outcomes for all.

3. Promoting Inclusion and Belonging

Our Commitment: We recognise, respect, and value the unique contributions of every member of our community.

Our Culture: We nurture a sense of belonging where everyone feels seen, heard, and empowered to participate fully and authentically.

3.0 Dyson Institute ADI Goals and Success Indicators

To implement Accessibility, Diversity, and Inclusion (ADI) as the bedrock of our Institution, our goals for the next three years (2026-2029) are:

- Goal 1:** Ensure Diverse Representation
 - Goal 2:** Nurture an Inclusive Community
 - Goal 3:** Champion Accessibility Through Inclusive Pedagogy and Practice
 - Goal 4:** Become a Model for Other Institutions
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3.1 Goal 1: Ensure Diverse Representation

Objective: Enhance the diversity of our learners and staff populations to reflect a wide range of backgrounds, identities, and experiences.

We will undertake efforts to:

- i. Broaden student diversity by striving to implement fair and inclusive recruitment and admission processes, welcoming and supporting individuals from diverse backgrounds, experiences, and identities.¹
- ii. Provide targeted support for students of all genders, with a focus on women and non-binary students individuals.²
- iii. Strive for diverse staff representation across all teams to provide robust support and visible role models for our learner community.
- iv. Support and empower students to identify and access a wide range of resources tailored to their individual needs, enabling them to thrive throughout their personal and professional journeys.

Success Indicators:

- i. Meet and review the Institute's Access and Participation Statement year-on-year to ensure it aligns with our vision of broadening our student diversity.
- ii. Host at least three in-house events annually, such as mentoring sessions, skill-building workshops, or guest speaker talks, tailored for women and non-binary students. Use post-event surveys to understand how participants feel about their confidence, skill development, and sense of community, aiming for positive and meaningful outcomes.
- iii. Review and enhance our staff hiring process and practices to support candidates from all backgrounds and needs.

¹ This encompasses various dimensions of diversity, including cultural, gender, age, neurodiversity, ability, socioeconomic, educational backgrounds, LGBTQ+ identities, and religious beliefs among others.

² Women remain significantly underrepresented in engineering and technology occupation. [Referencing the 2024 report by Engineering UK](#)

- iv. Annual review of the support resources promoted to and accessed by students, with the aim of meeting the needs of underrepresented students ³ as well as any other students who benefits from these recourses.

3.2 Goal 2: Nurture an Inclusive Community

Objective: To foster and strengthen a culture of belonging, respect, and shared responsibility, where all learners and staff feel valued, supported, and empowered to contribute fully to the Dyson Institute community.

We will undertake efforts to:

- i. Invest in ADI initiatives and events by allocating dedicated funding and resources to support meaningful community-driven activities that promote a culture of respect, fairness, open dialogue, and inclusive behaviour.
- ii. Proactively support students' transition into international placements by providing tailored orientation and ongoing access to support mechanism available throughout the placement.
- iii. Amplify student voice and strong sense of belonging among all cohorts.
- iv. Clear and compassionate policies and processes in response to concerns and complaints, such as harassment, discrimination and/or bullying, where all members of Dyson Institute community feel supported and heard.
- v. Opportunities and engagement with Institute clubs, networks and societies to foster community, share experience.
- vi. Foster and facilitate student voice and student power in influencing community culture, expectations, standards and inclusive behaviour across all areas of institutional life.

Success Indicators:

- i. Delivery of 3-5 community-driven events and workshops per year that promote intercultural competence and inclusion among staff and students with evidence of strong engagement and positive impact.
- ii. 100% of international placement students complete pre-departure orientation. The post-placement surveys report at least 95% of students on international placements feeling supported and included during their time abroad.
- iii. 90% of first year students agree that the induction process helps them to feel a sense of belonging in the community. Institutional Student Annual Survey results show that at least 90% of students report feeling a strong sense of belonging within the Dyson Institute Community.
- iv. Policy documentation is annually reviewed to ensure transparency and accessibility and is easy to locate, with 100% of complaints and concerns⁴ reviewed and closed within identified timeframes.
- v. In the Institute's student annual survey, 95% of students agree that DISC, Dyson Institute Student Committee, has enhanced their student experience
- vi. Annual review confirms that all new starters (students and staff) sign the Community Charter at induction, with the charter prominently displayed in all communal areas. Additionally, at east 90% of the respondents affirm in Student Annual Surveys that the charter's values are reflected in community behaviour.

3.3 Goal 3: Champion Accessibility Through Inclusive Pedagogy

Objective: To embed accessibility at the heart of our academic and institutional practices, ensuring that all learners and staff have access to support, opportunities, and resources they need to success.

³ Students with underrepresented background in engineering are those from groups who are less likely to study and work in engineering compared to their share in the wider UK population. In the UK, underrepresented includes but not limited to the following groups, students, from low socio-economic backgrounds, from minority ethnic backgrounds, those with intersectional identities, female students, and disable students.

⁴ The Students Complaints Policy could be access on the Institute SharePoint and the official website.

We will undertake efforts to:

- i. Equipping all academic and professional staff involved in teaching and delivering of any learning activities, at both Dyson Institute and the international sites with tools and knowledge to deliver inclusive pedagogy.
- ii. Identifying and addressing structural barriers and implement inclusive pedagogical practices across all programmes, ensuring teaching and assessment are accessible, representative, and responsive to diverse needs.
- iii. Continuously review and adapt policies to ensure fairness, recognising that accessibility is an evolving commitment requiring regular reflection and action.
- iv. Track differential outcomes across student groups⁵ to identify disparities and inform targeted actions that promote accessibility and inclusion

Success Indicators:

- i. 100% of academic and professional staff involved in teaching complete training in inclusive pedagogy, assistive technology, and unconscious bias. Peer Development of Teaching reports evidence the effective application of inclusive practices in learning and teaching.
- ii. Significant reduction in the average number of adjustments requested for learning and teaching, and assessment, alongside 15% improvement in satisfaction rates for accessibility questions in Student Annual Surveys
- iii. Conduct annual reviews of all institutional policies through the accessibility lens.
- iv. Annual review of differential attainment rates (a.k.a. differential outcomes) for protected characteristics⁶ with year-on-year narrowing and closing of identified gaps.

3.4 Goal 4: Become a Model for Other Institutions

Objective: To lead by example in embedding ADI into institutional culture and practice, sharing our learning, influencing the sector, and contributing to a more inclusive and accessible higher education landscape.

We will undertake efforts to:

- i. Share our ADI strategies, successes, and outcomes through national and international conferences, workshops, and publications to inspire and support others.
- ii. Pursue recognition and accreditation from internal and external bodies to validate and celebrate our progress.
- iii. Collaborate with peer institutions to exchange knowledge, mentor others, and co-develop best practices.

Success Indicators:

- i. Present and publish ADI-related research and case studies at 2-5 prominent academic or professional forums annually.
- ii. Apply for and receive national and international awards that recognise excellence in ADI leadership and innovation.
- iii. Establish partnerships with other higher education institutions to collaborate by 2029 to co-lead research initiatives that advance Accessibility, diversity, and inclusion across the sector and publish peer-reviewed papers that showcase inclusive practices that position our institution as a thought leader and model for inclusive practices.

⁵ These groups include, but are not limited to, individuals identified by protected characteristics such as ethnicity, socioeconomic background, disability, and gender.

⁶ Protected characteristics are defined in the Equality Act 2010