



## Gender Equality Plan (GEP)

This page provides a concise overview of how the University of East Anglia (UEA) fulfils the specific criteria outlined in the Gender Equality Plan for securing funding through the Horizon Europe EU research and innovation framework programme. Designed as a reference for external organisations, it also serves as a valuable resource for UEA researchers seeking guidance on relevant funding applications. For additional details on these initiatives, UEA staff members are encouraged to reach out to the [Equality Diversity, and Inclusion Team](#). Comprehensive information about our research and innovation activities can be found on the UEA [Research and Innovation Service webpages](#).

The UEA is steadfast in its commitment to ensuring and championing gender equality, primarily articulated in our [Athena Swan submissions](#). We align our efforts with the requirements of the Horizon Europe Gender Equality Plan (GEP).

**\*Please note that certain links on this page provide access to content not publicly available on our webpages, limiting access to staff and students.**

### Mandatory requirements for a GEP

#### Requirement

Be a public document.

The GEP should be a formal document signed by the top management and disseminated within the institution. It should demonstrate a commitment to gender equality, set clear goals and detailed actions and measures to achieve them.

#### University of East Anglia fulfilment

The University of East Anglia is a proud participant in the Advance HE Athena Swan Charter, holding a Silver Award since April 2019. Bronze and Bronze Renewal Awards were received in 2012 and 2015, respectively.

Our institutional Athena Swan application and action plan, endorsed by our Vice-Chancellor, are accessible [online](#). [Department-specific applications](#) and action plans, signed by the Head of School, are distributed to staff. These plans underscore our dedication to gender equality, outlining clear objectives through SMART (Specific, Measurable, Achievable, Relevant, and Time-bound) actions.

Receiving Athena Swan accreditation affirms that, in determining gender equality priorities and interventions, the University is committed to:

1. adopting robust, transparent and accountable processes for gender equality work, including:
  - a. embedding diversity, equity and inclusion in our culture, decision-making and partnerships, and holding ourselves and others in our

institution/institute/department/directorate  
accountable  
b. undertaking evidence-based, transparent self-  
assessment processes to direct our priorities and  
interventions for gender equality, and evaluating  
our progress to inform our continuous  
development  
c. ensuring that gender equality work is distributed  
appropriately, is recognised and properly rewarded

2. addressing structural inequalities and social  
injustices that manifest as differential experiences  
and outcomes for staff and students

3. tackling behaviours and cultures that detract from  
the safety and collegiality of our work and study  
environments, including not tolerating gender-based  
violence, discrimination, bullying, harassment or  
exploitation

4. understanding and addressing intersectional  
inequalities

5. recognising that individuals can determine their  
own gender identity, and tackling the specific issues  
faced by trans and non-binary people

6. examining gendered occupational segregation,  
and elevating the status, voice and career

7. opportunities of any identified under-valued and at-  
risk groups

8. mitigating the gendered impact of caring  
responsibilities and career breaks, and supporting  
flexibility and the maintenance of a healthy 'whole life  
balance'

9. mitigating the gendered impact of short-term and  
casual contracts for staff seeking sustainable  
careers.

We're pleased that each of our Schools of study have  
received either Bronze Awards (13) or Silver Awards  
(6).

From late 2026, we intend to join a cohort of higher  
education institutions working towards Advance HE's  
[Inclusive Institutions Framework](#), with the aim of  
achieving evidence-based equality action planning,  
spanning all protected characteristics.

Have dedicated resources.

Resources for the design, implementation, and monitoring of GEPs may include funding for specific positions such as Equality Officers or Gender Equality Teams as well as earmarked working time for academic, management and administrative staff.

At our university, we have a dedicated Equality, Diversity, and Inclusion (EDI) Team led by experienced practitioners overseen by the Head of Equality, Diversity, and Inclusion. They manage the overall gender equality initiatives, and their webpage offers valuable [resources](#).

Our university maintains various EDI policies, accessible on our [external webpages](#).

The Executive Team features an Equality, Diversity, and Inclusion Sponsor, who chairs the University Equality, Diversity, and Inclusion Committee, reporting directly to the University Executive Team. Collaborating closely with the Head of Equality, Diversity, and Inclusion, the Sponsor oversees the University's Athena Swan gender equality work through the Committee, supported by the EDI Strategic Taskforce which takes a task-orientated approach to driving the gender equality and EDI priorities established by the EDI Committee.

Each School within the University integrates an Athena Swan/Equality, Diversity, and Inclusion Committee into its departmental structure. An academic Athena Swan Lead is appointed in each School, with their role incorporated into the School's Workload Allocation Model. Designated time is allocated based on the [EDI Frameworks Core Principles](#), approved by the Equality, Diversity, and Inclusion Committee and the Executive Team. The academic lead at each School drives the implementation of School-level Athena Swan action plans. Additionally, Faculty Directors (Directors of FPS Operations) serve on the University Equality, Diversity, and Inclusion Committee.

To foster best practices across the university, all Athena Swan Leads participate in a University Athena Swan Frameworks Group.

We have designed a [toolkit](#) to assist our Schools in understanding the advice, information, and resources available to support their Athena Swan activities. This toolkit aims to streamline workload for colleagues across UEA, enhance accessibility, share best practices, and provide agile updates to Schools.

Include arrangements for data collection and monitoring

GEPs must be evidence-based and founded on sex or gender-disaggregated baseline data collected across all staff categories. This data should inform the GEP's objectives and targets, indicators, and ongoing evaluation of progress.

We compile and disclose sex or gender disaggregated data on both staff and students through various avenues, including:

1. [Annual Gender Pay Gap Report](#)
2. [Equal Pay Reviews](#)
3. [Our People – Annual Workplace Reports](#)
4. Institutional and Departmental Data Dashboards featuring disaggregated data on headcounts, professional staff groups, contract types, recruitment, and promotions.
5. Student and staff statistics, which are gathered annually and accessible through [HESA](#).
6. Staff and student consultation ([Our People Survey](#) and [Student Voice](#))

As of 2026, intersectional equalities data dashboards are in development and will support gender equality work, including through the Pay Gap Working Group, established in 2025.

In addition, we have [Report and Support](#), a platform designed to collect information on incidents of assault, harassment, and hate experienced by staff, students, and visitors. This information is utilised to provide support, guidance, and identify preventative measures to minimise incidents. The platform also offers access to support resources, and data is regularly reported to the Executive Team. Student data is analysed in aggregate in a publicly published annual report.

The Head of Equality, Diversity, and Inclusion conducts Equality Impact Assessments (EIAs) for specific exercises such as the University's submission to REF21 (the most recent Research Excellence Framework assessment). These EIAs contribute to shaping future activities, increasing awareness, and identifying training needs. [Step by Step EIA Guidance and Templates](#) facilitate the completion of EIA screenings to ensure all policies, practices, strategies, and projects are inclusive.

The University's EDI Team is responsible for maintaining our EDI webpages, which encompass our policies and guidance.

Be supported by training and capacity-building.

Actions may include developing gender competence and tackling unconscious gender bias among staff, leaders, and decision-makers, establishing working groups dedicated to specific topics, and raising awareness through workshops and communication activities.

Upon commencement of employment, all staff are required to undergo mandatory EDI training, with subsequent refresher courses every 2 years. Staff engaged in recruitment also undergo recruitment and selection training every 2 years, incorporating elements of unconscious bias awareness.

Both staff and students have access to LinkedIn Learning, where a variety of wellbeing and EDI pathways have been established.

Our Organisational Development and Professional Learning Team, led by a Head of Organisational Development and Professional Learning, comprises skilled trainers who have developed toolkits to support professional development. They also oversee our participation in a range of external leadership programmes.

EDI and Unconscious Bias Training was provided for researchers involved in REF21 and for individuals holding managerial and decision-making roles. This will be updated for REF29 once the Codes of Practice and REF29 requirements are published.

## Thematic Areas

**Requirement**  
Work-life balance and organisational culture

### University of East Anglia fulfilment

This is covered in the [Departmental Athena Swan applications](#) and within the [Institutional application](#).

Shaped by the UEA community, our [values of Ambition, Collaboration, Empowerment and Respect](#) represent a core set of standards for how we behave, and encourage a positive, inclusive organisational culture.

UEA is officially recognised as a [University of Sanctuary](#), an accreditation given to universities that show an ongoing commitment to creating a welcoming culture of inclusivity and awareness.

In 2024 UEA joined the [University Mental Health Charter](#), run by UK student mental health charity Student Minds, to facilitate implementing best practice to foster an inclusive and supportive environment for staff and students. Our 2026 submission to the Charter is progressing through the Award process.

Staff views and wellbeing are regularly gauged via staff culture surveys, with results analysed by various metrics, including disaggregation by gender.

A [“hybrid” working](#) model, combining at-home and on-campus work for many teams, supported by a toolkit for managers and skills development guidance for staff, and our employee wellbeing resources (including our [Employee Assistance Programme](#) offering 24/7 support) help to maintain an inclusive culture.

[UEA’s Flexible Working Guidelines](#), aligned with sector best practices, affirm the right of all employees to request flexible working or periods of unpaid leave. We are dedicated to ensuring that such arrangements do not hinder career development or progression.

Staff with caring responsibilities can benefit from [shared parental/dependents leave](#), a dedicated [baby change and feeding room](#), and a [multi-cultural nursery](#) providing care for children from six weeks old. A [salary-sacrifice scheme](#) aids in covering the costs of nursery places.

Gender balance in leadership and decision-making

This is covered in the [Departmental Athena Swan applications](#) and within the [Institutional application](#). Annual gender pay gap reports assess the impact of gender proportions at senior and leadership grades on pay disparities. Development programmes, such as our in-house [Leading at UEA Programme](#) and the large range of [apprenticeships](#) available to UEA employees, underpin our efforts to address underrepresentation in leadership roles.

Gender equality in recruitment and career progression

This is covered in the [Departmental Athena Swan applications](#) and within the [Institutional application](#).

We actively promote gender equality throughout the recruitment process, as evident in our recruitment guidance and documents, which can be found on our comprehensive [Resourcing My UEA Pages](#). Where appropriate, [positive action statements](#) are included in job advertisements to encourage applicants from under-represented groups. Recent inclusivity improvements to the recruitment process include:

- [Award-winning](#) implementation of an applicant tracking system (ATS), leading to increases in numbers and quality of applications, especially

among under-represented groups, and a fairer overall recruitment process.

- New candidate brochure, [guidance documents](#) and welcome brochure with inclusive language and imagery and content relating to EDI
- 'Check my Job Tool' utilised to identify and remove potential gender bias in text
- Diverse advertising platforms, including social media, employed to broaden applicant pools and target specific audiences where positive action is necessary.
- Opportunities for flexible working arrangements and to work part-time hours are highlighted in job advertisements.

Our [Careers at UEA](#) site aims to showcase opportunities across the University and features an internal section exclusively for staff opportunities. This section emphasises the development of staff potential, career prospects, and the retention of key talent. We have developed a values-based Leadership Framework, invested in [Leadership and Management qualifications/apprenticeships](#), and created [Your Professional Learning Toolkit and Guide](#), which empowers staff with the knowledge, skills, and resources necessary to achieve significant improvements in professional development.

In 2025 we conducted extensive listening exercises regarding performance and development, resulting in the implementation of a new digital Performance and Development Review system, an important tool in helping staff to reach their full potential.

Integration of the gender dimension into research and teaching content

This is covered in the [Departmental Athena Swan applications](#) and within the [Institutional application](#).

Measures against gender-based violence including sexual harassment

We utilise the [Report and Support](#) platform to collect information on incidents of assault, harassment, and hate experienced by staff, students, and visitors. This data is instrumental in providing support, guidance, and identifying preventive measures to minimise such incidents. The platform also grants access to support and resources.

Our [Equality, Diversity and Inclusion Policy](#) (issued August 2025 and applying to UEA workers and learners) sets out our expectations for behaviour and conduct to ensure interactions are free from any form

of unlawful discrimination, harassment, victimisation, or bullying.

In-house sexual misconduct prevention training was introduced for staff in 2025 and all students complete the Tackling Harassment and Sexual Misconduct learning module as part of registration. We achieved the Excellence in Prevention Award upon completing the [RE:SET Universities Programme](#) and we collaborate with [UEA Student Union](#) (ueasu) on the Never OK initiative, which aims to tackle all forms of harassment, bullying, sexual misconduct and discrimination. These, and further measures, are detailed on the [Tackling Harassment and Sexual Misconduct](#) webpage.

## Research and Innovation

- [UEA Strategy 2030](#) outlines our mission, vision for 2030, the areas where we aim to make a difference, and the [values](#) guiding our actions. Through extensive consultation with students, staff, alumni, and external stakeholders, we have shaped our vision and aspirations, which include a commitment in our [People Strategy](#) to further advance equality in a range of areas, including gender.
- UEA's [Research and Innovation Strategy](#) sets out, as one of its aims: 'We will enable all our staff to realise their full potential, including implementing equality, diversity and inclusion principles.'
- The UEA Research Culture Group, established in 2022 and chaired by the Pro-Vice-Chancellor (Research and Innovation) (PVC-RI), focuses on initiatives to foster a productive and vibrant research environment rooted in EDI principles.
- Introduced by the [Faculty of Medicine and Health Sciences](#) in 2013 and now extended to all Faculties, the Return to Work Funds offer financial support for those with caregiving responsibilities or returning from extended absences. These funds also assist academic staff with additional childcare expenses related to conferences or fieldwork.
- 'Moving On in your Academic Career' is a workshop tailored for female researchers and those returning from career breaks, consistently receiving positive feedback.
- The PVC-RI is responsible for ensuring UEA adheres to the principles of the [Concordat to Support the Career Development of Research Staff](#). UEA has a detailed Concordat Implementation Plan, outlining support for the personal, professional, and career development of research staff.
- UEA earned the [HR Excellence in Research Award](#) in September 2012, recognising our commitment to implementing the principles of the Concordat. Since May 2018, these initiatives have been closely integrated with [Athena Swan](#), enhancing synergistic positive action and change.
- UEA has also signed the [Technician Commitment](#) (2018) to bolster the visibility, recognition, career development, and sustainability of research technicians within our research environment.
- Feedback from the REF21 panels in 2022 commended UEA for proactive support for PGR students and staff across all stages, particularly in terms of EDI, especially gender, across multiple units of assessment.

- UEA was recently ranked among the top 251-300 universities in the world in the latest [Times Higher Education \(THE\) World University Rankings 2026](#). We were also ranked joint 32nd, or amongst the top third, of all UK universities. THE World University Rankings compare universities around the globe based on how well they perform in five key areas: teaching; research environment; research quality; international outlook; and industry engagement.
- UEA improved its overall position in the [QS World University Rankings: Sustainability 2026](#), which measures institutions' abilities in tackling the world's greatest environmental, social and governance challenges. UEA's combined score of 92.6 (up from 91.4 the previous year) places us in the top 3% globally (61st out of 2,001 institutions) and in the top 6% in Europe (35th out of 620 institutions). The rankings are calculated based on three performance 'lenses': environmental impact; social impact; and governance. The metrics underpinning these use a wide range of data types, including research data, survey data, reputation data, alumni data, and national-level statistics.
- In 2025, UEA was ranked in the top 100 in the world against four of the United Nations' 17 Sustainable Development Goals (SDGs) in [The Times Higher Education \(THE\) Impact Rankings 2025](#). This annually published table ranks 2,526 universities from 130 countries or territories and provides an opportunity for Higher Education Institutions to highlight the positive work they are doing for society in terms of sustainability, health and well-being, gender equality, economic growth and justice. In particular, UEA was ranked 13th in the world for SDG 10: Reduced Inequalities. This places UEA among the most impactful institutions globally in driving positive change in this area.
- In January 2024, The University of Sussex joined UEA, the University of Essex and the University of Kent to become the fourth member of the [Eastern ARC \(Academic Research Consortium\)](#). The four universities have signed a Memorandum of Understanding that will support joint working in research, education, innovation, knowledge exchange, training, and equipment-sharing. In recent years Eastern ARC has supported the development of a positive research culture, opening training across the consortium, launching an Imaging Platform Alliance, and establishing an innovative mentoring scheme that has matched over 230 academics, technicians, and professional services staff for their professional development.

<b>Governance details</b>	
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