



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	University of East Anglia fulfilment
Be a public document.	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.
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.	Our institutional Athena Swan application and action plan, endorsed by our Vice-Chancellor, are accessible online , and we are actively preparing to apply for a renewal of our Silver Award in November 2025. Department-specific applications and action plans, signed by the Head of School, are distributed to all 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 (15) or Silver Awards (6), with successful transferral of awards following re-alignments of Schools in August 2024

Have dedicated resources. At our university, we have a dedicated Equality, Diversity, and Inclusion(EDI) Team led by experienced practitioners overseen by the Head of

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.

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 Lead, 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, this Lead oversees the University's Athena Swan gender equality work through the 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 Senior Managers 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

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

GEPs must be evidence-based and founded on sex or gender-disaggregated baseline data collected across all staff categories.

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

This data should inform the GEP's objectives and targets, indicators, and ongoing evaluation of progress.

headcounts, professional staff groups, contract types, recruitment, and promotions .

5. [University of East Anglia's Access and Participation Plan](#)
6. Student and staff statistics, which are gathered annually and accessible through [HESA](#).

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 reported at the Changing the Culture Working Group.

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 Equality, Diversity, and Inclusion 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](#).

A “[hybrid](#)” [working](#) model, combining at-home and on-campus work for many teams, and 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.

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

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.

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.

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 documents, including the [Recruitment and Selection Guidance and 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 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 invested in [Leadership and Management qualifications/apprenticeships](#), engaging a provider who specialises in EDI, and Your Professional Learning Toolkit and Guide empowers staff with the knowledge, skills, and resources necessary to achieve significant improvements in professional development.

Integration of the gender dimension into research and teaching content

This is covered in the [Departmental Athena Swan applications](#) and within the [Institutional application](#). Gender equality concerns relating to students, including in relation to teaching and research, are also covered in the University's [Access and Participation Plan 2025/26 to 2028/29](#) and [Statement of Equal Opportunities for Students](#).

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, with reported data being discussed at the Changing the Culture Working Group.

Additionally, the University maintains a [Dignity and Respect in the Workplace Policy](#) along with accompanying Briefing Notes available online, addressing issues of harassment.

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 new 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.
- [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.
- 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.
- [QS Ranking Result](#). In June 2023, UEA returned to the world's top 300 universities according to the 2024 QS (Quacquarelli Symonds) World University Rankings. This evaluates the impact of around 1,500 higher education institutions worldwide, with UEA's position of joint 295th putting it in the top 20% globally. In the 2025 Sustainability rankings, covering environmental impact, social impact, and governance, UEA jumped from 81 to 54 in the world.
- [Launch of Civic Charter](#). In October 2023, UEA officially launched its Civic Charter, which outlines how the University will work with and support communities to find solutions to the many complex challenges society faces. Celebrating UEA's 60th anniversary, the new Civic Charter invites businesses, organisations, and individuals from all sectors to engage with UEA and create opportunities for new projects and collaborations. The Charter was created with input from a series of public discussions and events held across Norfolk and Suffolk, focusing on what a 'civic university' should look like, how it should behave, what it should prioritise, and how it should create impact, here and globally.
- [Launch of HealthUEA](#). In November 2023, UEA launched 'HealthUEA', the University's third strategic research theme. Following the successful development of 'ClimateUEA' and 'CreativeUEA', this important third research theme was created as a response to an awareness of the growing health challenges at a local, national, and global level. The launch provides us with greater opportunities to showcase our inspirational, world-leading health research and further strengthens UEA's strategic approach to interdisciplinary research and its capacity to connect across themes.
- [Expansion of Eastern Arc](#). 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.

Governance details	
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