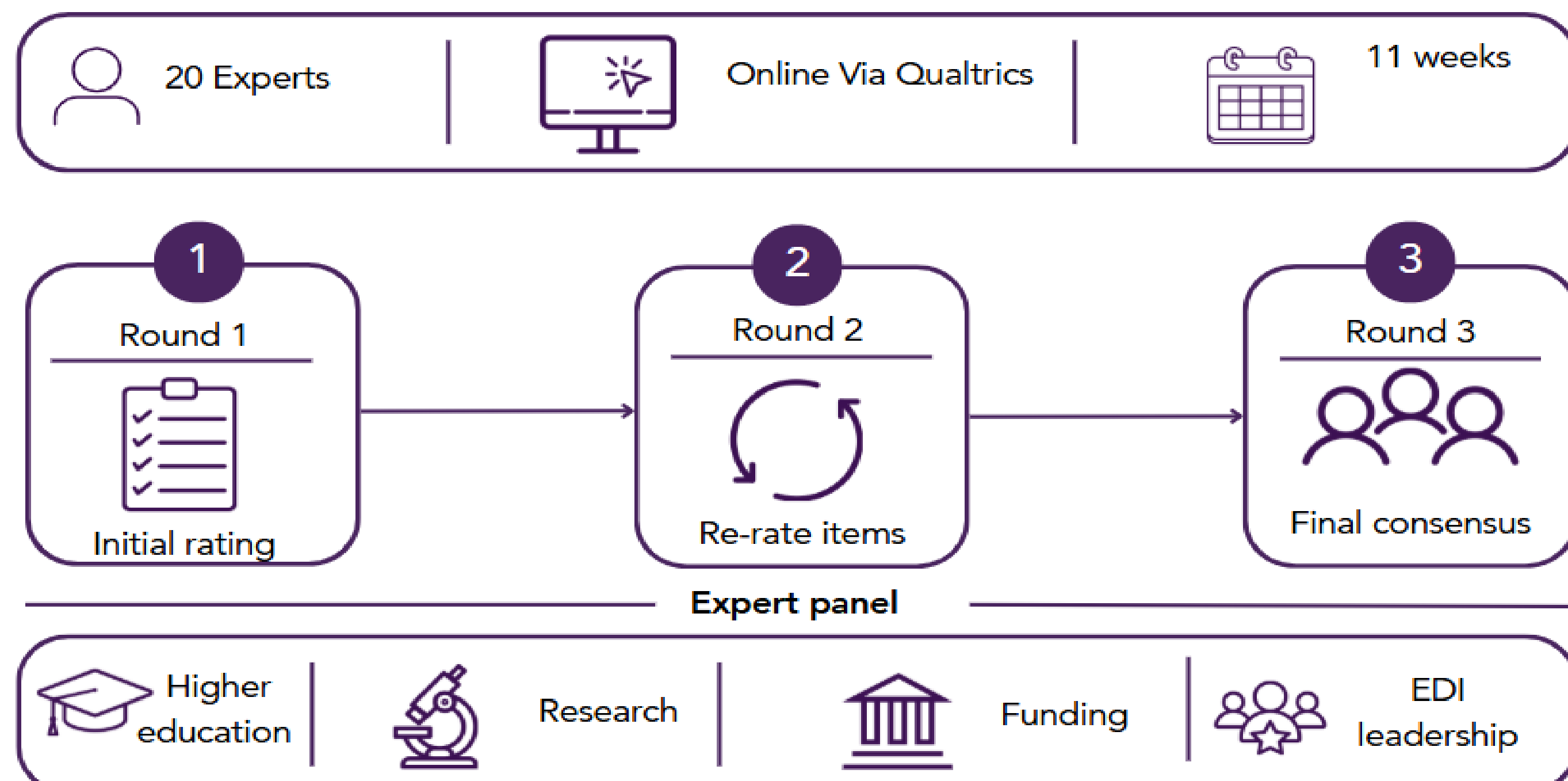
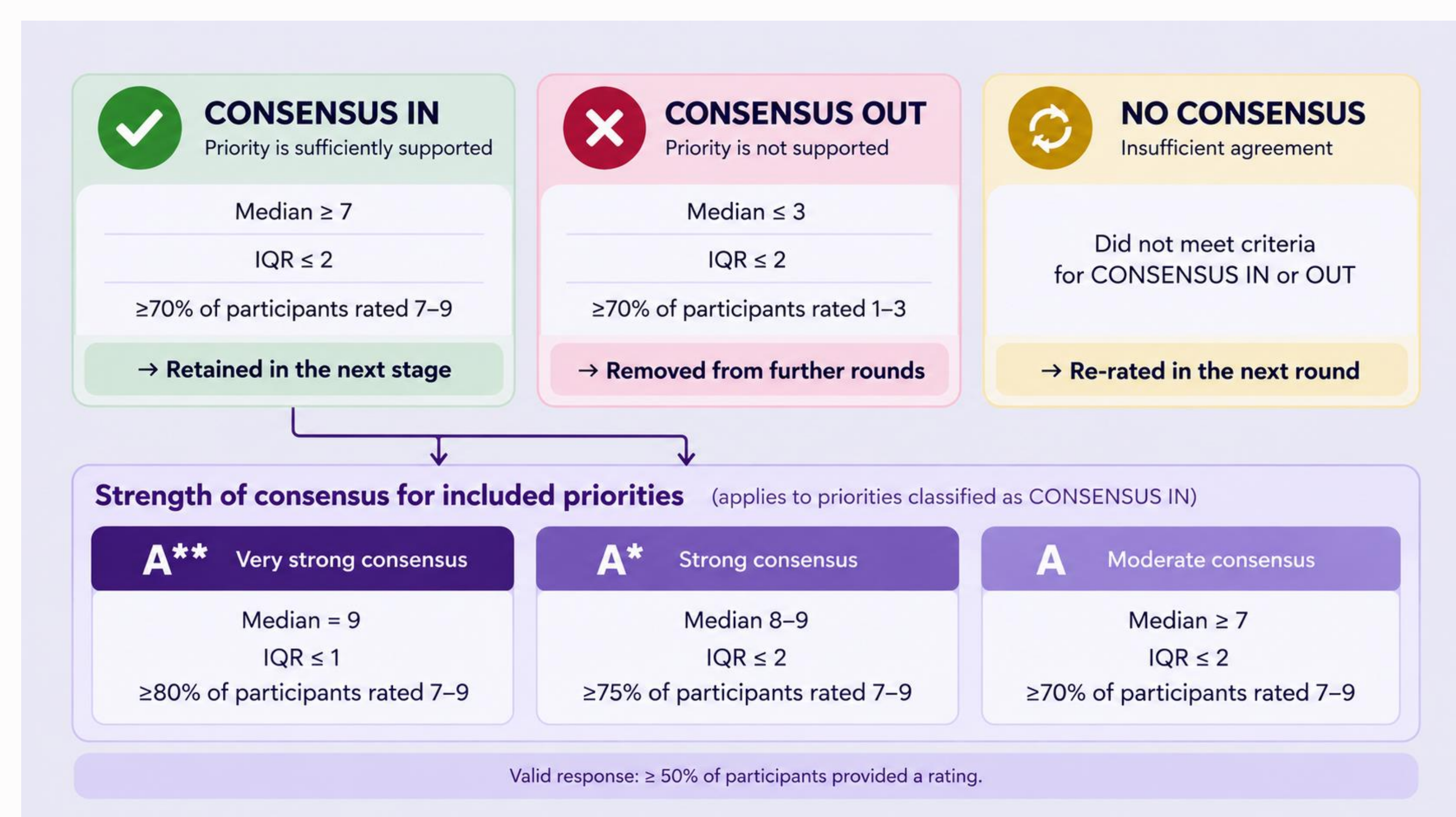


Background:

Gender inequity remains a persistent barrier in UK higher education, affecting promotion, funding, job security, workload, caregiving and leadership despite longstanding institutional initiatives. Building on lived-experience evidence from WinA Phase I, Phase II used structured expert consensus to identify which actions should be prioritised nationally.

Aims:

To establish expert consensus on the **importance, feasibility and expected impact** of actions to advance gender equity in UK higher education, generating a nationally informed set of actions for implementation and evaluation.

Methods:**Recruitment and Participants****Consensus decision rules****Results:****Delphi progression across rounds**

Round	Priorities assessed	Consensus outcome		Consensus IN – Grading		
				A**	A*	A
1	83	64	19	12	44	8
2	80	44	36	5	34	5
3	63	35	28	6	21	8

Legend: ● Consensus IN ● No consensus ● Consensus OUT

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priorities showed stable or strengthening consensus across rounds (A → A → A* or maintained grade) and were retained in the final set.



No priorities met the criteria for Consensus OUT in any round.

Consensus was high from the outset, with **64 of 83 priorities (77%) reaching Consensus IN in Round 1**. Across subsequent rounds, priorities were re-rated and refined using quantitative ratings and qualitative feedback. **Twenty-nine priorities showed stable or strengthening consensus across rounds**, while no priority met the criteria for Consensus OUT.

Project leads:

Phase 1 (24/25): **Dr Talar Moukhtarian, Dr Amber Tout**

Phase 2 (25/26): **Dr Talar Moukhtarian, Dr Marie Sams, Najma Moalin**



The Delphi produced a final set of **64 nationally agreed priorities across eight thematic areas**. Most demonstrated strong or very strong agreement: **9 priorities achieved A** consensus, 46 achieved A*, and 9 achieved A**.

Where was consensus strongest?

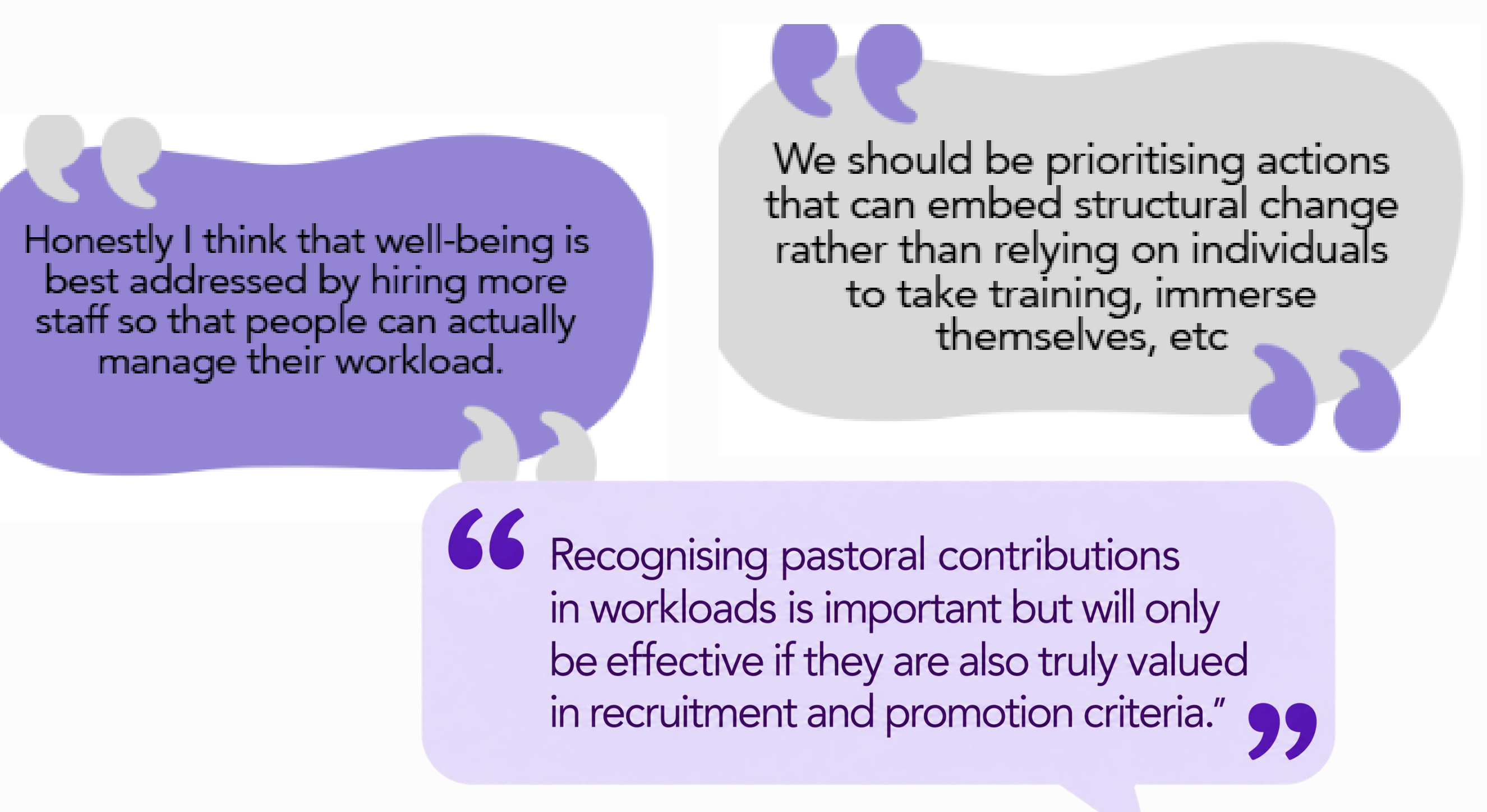
Nine priorities achieved very strong consensus (A**)



Very strong consensus clustered around structural mechanisms that change how institutions allocate opportunity, workload, recognition and accountability.

Qualitative insights

Free-text responses provided important context for participants' ratings and how priorities evolved across rounds. Several recurring themes emerged: stronger focus on **accountability and transparency, active allyship, inconsistency between policy and practice, recognition and reward systems need reform, resources and investment enable success**.

**What's next:**

The 64 priorities are a framework for staged implementation. The nine A** priorities provide a starting point for **Phase III**:

- **Map** existing policy and practice against the framework
- **Prioritise** actions for local and sector-level implementation
- **Pilot** selected priorities across different institutional contexts
- **Develop** practical implementation tools and guidance
- **Evaluate** what works, for whom, under what conditions - and what can be sustained and scaled

