



University of the  
Sunshine Coast  
Australia

**Sexual Violence Prevention  
Action Plan 2023-25  
Q1 & Q2 2024**

## UniSC Sexual Violence Prevention Action Plan 2023-2025 preamble

The UniSC Sexual Assault and Sexual Harassment (Students) Action Plan was implemented in 2020<sup>1</sup> based on four key pillars informed by the recommendations set out in the Australian Human Rights Commission (AHRC) *Change the Course Report (2017)*<sup>2</sup>, Universities Australia (UA) *10-Point Action Plan (2017)*<sup>3</sup> in response to the national student survey on sexual assault and sexual harassment, the TEQSA *Good Practice Note: Preventing and responding to sexual assault and sexual harassment in the Australian higher education sector (2020)*<sup>4</sup> and the recommendations from an independent review of UniSC's policies and pathways for managing sexual harms, which was conducted by Code Black in December 2019 (report dated May 2020)<sup>5</sup>.

The Action Plan takes a whole of university approach and recognises that change is complex and requires actions to be both proactive and reactive and need to be embedded across all areas of an organisation, school and community.

The implementation of the Action Plan is overseen by the UniSC Sexual Violence Prevention Taskforce, which was established on 30 April 2021. The plan is updated progressively as other matters become apparent, with completed actions recorded in a legacy document. The action plan adopts a trauma informed approach.

The four pillars of the USC SASH Action Plan are: 1. Leadership and governance; 2. Prevention, awareness and culture; 3. Service, support and safety; and 4. Monitoring, evaluation and research.

Key achievements for Q1 are highlighted in green in the attached UniSC Sexual Violence Prevention Action Plan 2023-2025. Outstanding SASH actions from the Audit Action Register and corresponding audit report numbers highlighted in yellow.

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<sup>1</sup> The first Action Plan adopted by UniSC in 2020 was titled, *UniSC Sexual Assault and Sexual Harassment Action Plan (Students)*. The title of the Action Plan has been revised to better reflect the need to focus on prevention as well as response.

<sup>2</sup> Australian Human Rights Commission (2017). *Change the Course: National Report on Sexual Assault and Sexual Harassment at Australian Universities*.

<sup>3</sup> Universities Australia (2017.) *10-Point Action Plan. An initial response from Australia's universities to the national student survey on sexual assault and sexual harassment*

<sup>4</sup> TEQSA (2020). *Good Practice Note: Preventing and responding to sexual assault and sexual harassment in the Australian higher education sector*.

<sup>5</sup> Code Black (2020). Internal report prepared by Code Black based on an independent review of UniSC's SASH related policies and procedures.

<b>Leadership and governance</b>	<b>Prevention, awareness, and culture</b>	<b>Service, support, and safety</b>	<b>Monitoring, evaluation, and research</b>
<p>University leaders are central to organisational culture and are responsible for the transparent prevention of, and response to, SASH (TEQSA, 2017). This includes decision making, monitoring and evaluation of actions taken.</p> <p>ACHR, UA and TEQSA recommend universities establish an advisory body / task force within their institution to assist and advise universities in this respect, and which has responsibility for guiding the implementation of the SASH Action Plan.</p>	<p>It is recommended that universities develop a plan to address the drivers of SASH. The plan should:</p> <ol style="list-style-type: none"> <li>1. Educate students and staff about SASH behaviours, consent, respectful relationships, gender-based violence and bystander intervention.</li> <li>2. Initiate communication campaigns to staff and students that reinforce key educative messages within a health promotion framework.</li> <li>3. Education programs and communications should target all levels of the organisation and be based on best practice and research.</li> </ol>	<p>Universities should widely disseminate information about internal and external reporting procedures and support services to ensure all students and staff have access to and understand this information, including people with disability and people from culturally and linguistically diverse backgrounds.</p> <p>Universities should develop relationships with external service providers (e.g., local sexual assault service, local hospital) to enable referral of students to these services where necessary.</p>	<p>Universities should monitor and evaluate their activities to ensure their effectiveness in increasing awareness among staff and students.</p> <p>Universities should collect and evaluate data on individual disclosures and reports of SASH and monitor performance against established key performance indicators.</p> <p>Universities should also engage an independent body to conduct the national university student survey of SASH at three yearly intervals to track progress in reducing the prevalence of these incidents at a sector-wide level.</p> <p>Data analysis should be reported at least every six months to the Executive team to consider and implement improvements where required.</p> <p>Universities should also conduct regular audits of counselling services to assess their capacity to respond to students' requests for counselling in an appropriate and timely manner.</p>

## Action area 1: Leadership and Governance

Lessons learnt:

Greater oversight needed over implementation and ownership of SASH Action Plan items.

SASH Action Plan 2023 -2025 to consider recommendations from the Ernst & Young (EY) internal audit (2022) and the Code Black (CB) review (2021). SASH Taskforce to identify RO/DO officers, expected due dates, and measures of success for the SASH Action Plan 2023 -2025.

**AAR 22.10.3**

Item	Action	Officer	Status	Measure of Success
1.1	Action Plan working template to be adjusted to include lessons learnt.  (EY Rec. 4)	RO: PVC (Learning and Teaching)  DO: Student Health Coordinator	Completed	New Action Plan template endorsed by Taskforce April Meeting
1.2	Quarterly reporting to the Executive and ARMC of progress of items against the Action Plan. (EY Rec. 5)	RO: PVC (Learning and Teaching)  DO: SASH Taskforce	Completed	Terms of Reference endorsed by SASH Taskforce, (September 2023) articulating reporting pathway through to ARMC and Council and renewed focus on prevention initiatives.  Sexual Violence Prevention Taskforce adopted as new title.
1.3	Review existing policies and procedures pertaining to the SASH grievance process to consolidate and streamline information across UniSC into a single policy or procedure with team-specific guidance, including: <ul style="list-style-type: none"> <li>- Roles and responsibilities of key stakeholders involved in the process.</li> <li>- Communication protocols/ communication between teams.</li> </ul> (EY Rec. 11)  <b>(AAR 22.10.3)</b> <b>(AAR 22.10.4)</b>	RO: PVC (Learning and Teaching)  DO: Director, Governance and Risk Management & AD, Student Engagement and Success	In Progress	Review of SASH policy suite ongoing with recommendations made to PVC(S) for major revisions to scope and principles, following an evaluation of sector best practice, UA and TEQSA guidance, SME feedback and UniSC audit recommendations.  Include information privacy expectations/protocols linked to data governance requirements set by the University within the SASH policies and procedures.  Policy suite review assessed to be major revision. Completed: <ul style="list-style-type: none"> <li>- Evaluation of sector best practice</li> <li>- Alignment of proposed content to UA and TEQSA guidance, SME feedback and UniSC audit recommendations.</li> </ul>

				<p>Initial consultation with SMEs including.</p> <ul style="list-style-type: none"> <li>- Governance and Risk</li> <li>- Student Ombudsman</li> <li>- Student Grievance</li> <li>- Student Wellbeing</li> <li>- Student Guild</li> <li>- SVRPU</li> </ul> <p>To follow:</p> <p>Consultation with P&amp;C on scope and principles (Q3 2023)</p> <p>Consultation with P&amp;C on scope and principles completed:</p> <p>Agreement reached to develop overarching Policy with two sets of Procedures (Staff and Student)</p> <p>Approval process (Q4 2024).</p> <p>Revised date for completion including Council Endorsement and wider University consultation (Q4 2024)</p>
1.4	<p>Establish a standalone SASH policy and procedures, separate from other misconduct matters, such as discrimination and bullying. This will align to the UA guidelines.</p> <p>(EY Rec. 13; CB Rec. 3 endorsed)</p>	<p>RO: PVC (Learning and Teaching)</p> <p>DO: Director, Governance and Risk Management AD, Student Engagement and Success</p>	In Progress	As above
1.5	<p>Incorporate the recommended policy and procedure amendments specified in 2021 Code Black Review (EY; CB Rec. 5-9, 12 endorsed).</p> <p>Consider for endorsement other Code Black recommendations related to policy and procedures.</p> <p>(CB Rec. 13-17, 20 to be reviewed).</p>	<p>RO: PVC (Learning and Teaching)</p> <p>DO: SASH Taskforce</p>	Completed	<p>Review and consideration for endorsement of Code Black review recommendations to be a standing item on SASH Taskforce agenda until all items complete.</p> <p>(See Appendix 1 for Code Black recommendations).</p>

	<p><b>Sexual Violence Prevention Community of Practice Community – External Engagement</b></p> <p><i>‘Working Outside Institution’</i> Targeted to frontline workers of Specialist Services (Laurel Place, DMF, Bravehearts, QPS - SVLO, IFYS Rebecca Program, Forensic Nurses, Centacare) + University reps (SVPRU, Safer Communities, Wellbeing)</p> <ul style="list-style-type: none"> <li>○ Strengthen partnerships and collaboration.</li> <li>○ Report on Best Practice</li> <li>○ Share SV Research</li> <li>○ Share situational intelligence to refine and inform future prevention efforts.</li> <li>○ Set themes for exploration.</li> </ul>	<p>Manager Wellbeing + Primary Prevention Coordinator</p>	<p>In progress</p>	<p>Terms of Reference for COP</p> <p>PVC L&amp;T to work with CSALT to establish a community of practice.</p> <p>Survey/Feedback from participants post event/s</p> <p>Track ongoing engagement by members.</p> <p>Expansion in membership (front line workers)/ attendance</p>
<p>1.6</p>	<p>Extend the focus of the Taskforce and Action Plan to reflect primary prevention initiatives.</p> <p>Improve the reporting of disclosure, data collection and evaluation.</p>	<p>SASH Taskforce Primary Prevention Coordinator,</p> <p>Manager Student Wellbeing</p>	<p>Completed</p>	<p>Implementation of a Primary Prevention Project Position, on a short-term casual contract October 2023</p> <p>Terms of Reference have been endorsed and reflect a change of title to Sexual Violence Prevention Taskforce and Sexual Violence Prevention Action Plan 2023-25</p> <p>Primary Prevention Coordinator SSAF Funding approved until June 2024</p> <p>Primary Prevention Plan tabled at November 2023 Taskforce meeting, and endorsed at March 2024 Taskforce Meeting</p>

## Action area 2: Prevention, awareness, and culture

## Lessons learnt:

Student Wellbeing provides a trauma-informed counselling service, with competently trained staff who are well-placed to train academic and professional staff in trauma-informed practice and responding to disclosures.

Item	Action	RO/DO	Status	Measure of Success
2.1	<p>Review Code Black recommendations 24-27 (related to awareness- raising) for consideration and/or endorsement.</p> <p>(AAR 22.10.3)</p>	<p>RO: PVC (Learning and Teaching)</p> <p>DO: SASH Taskforce</p>	In Progress	<ul style="list-style-type: none"> <li>- Mapping of outstanding items completed and included in SASH Action Plan Working Draft.</li> <li>- Taskforce meeting agenda for February 2023 updated to include this item as a standing item in regular Taskforce agenda.</li> <li>- Recommendations emailed to members for consideration and endorsement</li> <li>- Members endorsed or provided alternative recommendation/action to address concerns raised through the audit.</li> <li>- Endorsed and alternate recommendations mapped and included working draft 2023-25 Action Plan</li> </ul>
2.2	<p>Upload TEQSA's recommendations to UniSC's "Respect. Now. Always." webpage so they are publicly accessible.</p> <p>(EY Rec. 6)</p>	<p>RO: Manager, Student Wellbeing</p> <p>DO: Student Health Coordinator</p>	Completed	<ul style="list-style-type: none"> <li>✓ Achieved</li> </ul> <p><a href="https://unisc.edu.au/unisc-response-to-teqsa-sash-recommendations.pdf">unisc-response-to-teqsa-sash-recommendations.pdf</a> (usc.edu.au)</p>
2.3	<p>Complete development and implementation of mandatory training modules (both online and in-person) regarding respectful relationships for all UniSC staff.</p> <ul style="list-style-type: none"> <li>- In-person training should be prioritised for staff who predominantly interact with students. Include specific reference to the UniSC SASH process and what staff are required to do if a complaint is made to them.</li> </ul> <p>(EY Rec. 14; relates to CB training recommendations; Rec. 22, 28-30 to be reviewed).</p> <p>(AAR 22.10.5)</p>	<p>RO: PVC (Learning and Teaching)</p> <p>DO: Director, People and Culture</p>	In Progress	<p>Training modules launched to staff under the Umbrella theme of <b>'Set the Standard'</b></p> <ul style="list-style-type: none"> <li>✓ Mandatory training for all staff including casual</li> <li>✓ Included in onboarding for new staff</li> <li>✓ Requires annual refresher training</li> <li>✓ Compliance training phase 1 rollout endorsed by Executive (12 April)</li> </ul> <p><b>Phase 1 Module release:</b></p> <ul style="list-style-type: none"> <li>✓ Code of Conduct</li> <li>✓ Sexual Assault &amp; Sexual Harassment Awareness</li> <li>✓ Fraud and Corruption</li> <li>✓ Bullying &amp; Harassment Awareness</li> </ul>

	<p>Lessons Learnt- EY Recommendation  <i>Decision-makers on the misconduct panel would benefit from cultural competency training to support decision-making of cultural considerations (i.e., international students). This would provide insight and understanding as to the reasonableness of their conduct and responses to general misconduct report.</i></p>			<p>Face to face training delivered by Kim Copeland Avyon consulting for staff seeking to build further skills, as well as staff likely to receive disclosures (staff &amp; students):</p> <ul style="list-style-type: none"> <li>✓ Development of staff training implementation proposal</li> </ul> <p><b>Day 1</b> - Trauma-Informed Responding to Disclosures Training workshop (4 hours) for anyone likely to receive a disclosure of interpersonal violence due to their work role or status as a designated contact officer, and those who manage staff receiving disclosures.</p> <p><b>Day 2</b> – Responding to Disclosures workshop (2 hours) for anyone who has done the online training module and is interested in developing an understanding of how to respond to a disclosure Percentage of online training completions by department.</p> <p>New talent management system, Page Up (from September 2023) has provided enhanced reporting at individual, team and organisational levels including learning dashboards.</p> <p>Completion rates for Q1 being:  140 completions of staff SASH training modules  155 completions of staff Code of Conduct training modules</p>
2.4	<p>Include training focused on SASH incidents involving international students, those of First Nation’s descent and minors and the protocols appropriate for each demographic.</p> <p>(EY Rec. 15)</p>	<p>RO: PVC (Learning and Teaching)</p> <p>DO: Director, People and Culture</p>	In Progress	<p>Percentage of online training completions by department.</p> <ul style="list-style-type: none"> <li>- Interest in further skill development via face-to-face training</li> <li>- In relation to staff policies and training, the scope and intent is defined more broadly as UniSC is committed to eliminating sexual assault, sexual harassment, bullying and discrimination from our campuses and communities.</li> <li>- The legal definition of SASH is provided in staff</li> </ul>



				training, in context with UniSC's commitment to a compassionate, respectful, and empathetic approach to responding to disclosures and building a safer university environment.
2.5	<p><b>Sexual Violence Prevention Educative Approaches</b></p> <ol style="list-style-type: none"> <li>1) Promoting Respectful Relationships (F2F + online)</li> <li>2) By-Stander Promotion + Capacity Building for Upstanders</li> <li>3) Responding to Disclosures Training (Targeted to schools / Private Accommodation Providers)</li> </ol> <p>Distribute Sexual Violence Prevention Resources (Definitions, legal implications, continuum awareness lifting)</p>	<p>Primary Prevention Coordinator,</p> <p>Coordinator, Safer Communities</p>		<ul style="list-style-type: none"> <li>- No. of students trained (including HDR)</li> <li>- Publish Training Matrix</li> <li>- Staff trained (including supervisors)</li> <li>- Resources downloaded for use.</li> <li>- Information session developed to deliver to Taskforce</li> <li>- Respect @ UniSC Module Completion 2021 to 2024 as of 25 March 2024</li> <li>- 82% of new students have completed the and on track to reach above 90% by the end of Q2.</li> <li>- 15,317 current students (93% of total eligible cohort) have completed the Respect at UniSC module.</li> </ul> <p>To successfully complete the Respect at UniSC module, students need to gain a score of at least 80% on the end of module quiz.</p>
2.6	<p>Develop a communication plan highlighting the importance of SASH training to staff. Consider including newsletter comms, email, and mandatory attendance at training for all staff, to be endorsed by the Executive.</p> <p>(EY Rec. 16)</p>	<p>RO: PVC (Learning and Teaching)</p> <p>DO: Director People and Culture</p>	Completed	<ul style="list-style-type: none"> <li>✓ P&amp;C Director newsletter releasing training to Senior Management Committee and requesting completion prior to release to all staff (28 May)</li> <li>✓ Included email template for SMC to encourage their staff to complete</li> <li>✓ Dedicated page outlining Set the Standard training</li> <li>✓ Yammer posts encouraging completion</li> <li>✓ Reporting provided to leaders and P&amp;C Business Partners for follow-up &amp; recognition</li> <li>✓ System nudges as required –</li> </ul>
2.7	<p>Develop a good practice guide on trauma-informed practice in a university setting.</p> <ul style="list-style-type: none"> <li>- Ensure that the guide aligns with recognised trauma-informed principles and practices.</li> </ul>	<p>RO: PVC (Learning and Teaching)</p> <p>DO: Manager,</p>	In Progress	<ul style="list-style-type: none"> <li>- Establish a working party to map out the content. Include trauma survivors, students, staff, mental health professionals.</li> <li>- Publish the Guide in the Health and Wellbeing</li> </ul>

	<ul style="list-style-type: none"> <li>- Regularly review and update the guide based on emerging research, feedback from stakeholders, and changes in best practices.</li> </ul>	Student Wellbeing		<p>Toolkit for Staff</p> <ul style="list-style-type: none"> <li>- Track the embedding of the guide by the university, including its integration into policies, procedures, and training programs.</li> <li>- Measure the extent to which the guide prompts a critical review and evaluation of current practices. Track the implementation of recommended changes and modifications to align with trauma-informed principles.</li> </ul>
2.8	<p><b>Sexual Violence Prevention Communication Campaign</b>  <i>To Reduce Stigma and Start a Conversation</i></p> <ul style="list-style-type: none"> <li>- Educative Approaches and Awareness Lifting regarding Sexual Violence Prevention.</li> <li>- Depth and breadth promotion including Sexual Violence casual factors, prevalence, individual and collective responsibilities</li> <li>- Definitions, Socialising language, Promoting Institutional regulatory instruments, Legal instruments to advocate individual and group responsibilities to reduce/prevent sexual harm.</li> <li>- Accumulative educative content across 4 themed Phases (<i>Start conversation, join conversation, continue conversation, share conversation</i>)</li> <li>- Campaigns informed by intelligence driven targeting (internal UniSC and external QPS, privately owned accommodation)</li> </ul> <p>Education is aligned to the promotion of University Support Services.</p>	<p>Primary Prevention Coordinator,</p> <p>Coordinator, Safer Communities</p>	<p>In Progress</p> <p>Ongoing</p>	<p>SME information sessions delivered.</p> <ul style="list-style-type: none"> <li>- Student Guild</li> <li>- Sporting Groups</li> <li>- Clubs/Societies</li> <li>- Student Leadership</li> </ul> <ul style="list-style-type: none"> <li>- Hardcopy / digital media across a month/year.</li> <li>- Click reports on Wellbeing Toolkit content.</li> <li>- QR code on all digital and printed media</li> <li>- EOIs open for StandUP Student Collective</li> </ul> <p>% Increase in disclosures/accessing support  Increase in QPS reporting.  Decrease / increase in SASH acute reports.</p> <ul style="list-style-type: none"> <li>- Time between incident and reporting</li> </ul>
2.9	<p>Ensure that the Student Charter is prominently displayed and easily accessible to students during the enrolment process.</p> <p>(CB Rec. 1 endorsed).</p> <p>Incorporate the Student Charter and related information on</p>	<p>RO: PVC (Learning and Teaching)</p> <p>DO: Team Leader, Student Communications and</p>	<p>Completed</p>	<p>Student Charter embedded in the Student Portal on Learn page: <a href="https://studentportal.usc.edu.au/learn/ nocache">https://studentportal.usc.edu.au/learn/ nocache</a></p> <p>Student Charter also linked to from Compulsory Modules page. All commencing students are directed to this page as part of onboarding communications:</p>

	student expectations and responsibilities into commencing student communications (CB Rec. 2 endorsed).	Events		<a href="https://studentportal.usc.edu.au/learn/new-to-usc/getting-started/compulsory-modules/">https://studentportal.usc.edu.au/learn/new-to-usc/getting-started/compulsory-modules/</a> nocache  15,317 current students (93% of total eligible cohort) have completed the Respect at UniSC module.
2.10	Develop a flowchart for UniSC staff on responding to reports of SASH.  This document should be easily accessible online and via hardcopy  (CB Rec. 10 endorsed).	RO: PVC (Learning and Teaching) DO: Coordinator, Safer Communities	Completed	Flow Chart available <a href="https://usceduau.sharepoint.com/sites/Student-Engagement-and-Success_STF_INT/SitePages/Supporting-student-health-and-wellbeing.aspx">https://usceduau.sharepoint.com/sites/Student-Engagement-and-Success_STF_INT/SitePages/Supporting-student-health-and-wellbeing.aspx</a>
2.11	Deliver specific training to HDR students prior to commencing studies to discuss the principles of respectful supervisory relationships. The training should include information on reporting concerning behaviours, how the University can respond and support students.  <ul style="list-style-type: none"> <li>✓ Provide students with Principles of Respectful Supervisory Relationships document &amp; relevant ACGR training resources</li> <li>✓ Provide supervisors with Principles of Respectful Supervisory Relationships document &amp; relevant ACGR training resources</li> </ul> (CB Rec. 19).	RO: PVC (Learning and Teaching)  DO: Dean of Graduate Research	Completed  August 2023      BAU        October	<ul style="list-style-type: none"> <li>✓ Information and training resources added to the MyHDR section of the Student Portal  <a href="https://studentportal.usc.edu.au/my-hdr/candidate-support/respectful-relationships">https://studentportal.usc.edu.au/my-hdr/candidate-support/respectful-relationships</a></li> <li>✓ A section on Respectful Relationships has been added to the mandatory <u>Induction resource</u>.</li> <li>✓ The Principles of Respectful Supervisory Relationships document has been part of the mandatory supervisor induction and re-registration process for several years.</li> <li>✓ Information and training resources have been added to the <u>Supervisor Handbook</u> in MyUniSC.</li> <li>✓ <a href="https://usceduau.sharepoint.com/sites/INT_Research/SitePages/Respectful.aspx">https://usceduau.sharepoint.com/sites/INT_Research/SitePages/Respectful.aspx</a></li> <li>✓ Training sessions to be offered as part of the Supervision Excellence Development program on an annual basis.</li> </ul> - Provide face to face (incl Zoom option) peer led

			2023	training sessions using blended learning materials provided by ACGR for students.
2.12	<p>Provide information and resources to all students on disclosures, reporting and support options, with specific support for LGBTIQ+, Indigenous and international students.</p> <ul style="list-style-type: none"> <li>- Review and map information and resources currently provided on different channels taking into consideration inclusive language and use of images with particular focus on diverse identities</li> <li>- Consider co-design approaches and seek feedback from student and staff groups</li> <li>- Develop detailed communication plan including websites, student portal, orientation materials, blog posts, student accommodation social media, digital signage, print material and high traffic areas</li> </ul> <p>Increase in students from diverse backgrounds seeking support or making reports/disclosures</p> <p>(CB Rec. 21, 23).</p>	<p>RO: PVC (Learning and Teaching)</p> <p>DO: Coordinator, Safer Communities</p>	<p>In Progress November 2023</p> <p>Ongoing</p>	<p>SASH support and report online resources for students were reviewed and streamlined to align to trauma informed principles and promote early reporting.</p> <p>Comprehensive review of external facing <u>landing pages</u> with Marketing and Communication aligned to TEQSA Guidelines including:</p> <ul style="list-style-type: none"> <li>- Prominent support options and How to Report information.</li> <li>- Links to current Policies and Procedures</li> <li>- Student Charter</li> <li>- SASH Action Plan 2023-25</li> <li>- ARMC Quarterly updates</li> <li>- Link to NSSS data</li> <li>- Sexual Violence Research and Prevention Unit</li> <li>- Link to UNSW How Australian Universities are Responding to Campus Sexual Violence</li> </ul>
2.13	<p>Review current communication channels and SASH resources provided to student accommodation providers and make recommendations for any amendments to enhance support for students in private accommodation facilities.</p>	<p>RO: PVC (Learning and Teaching)</p> <p>DO: Coordinator Safer Communities + PPPP + Student Health Coordinator</p>	<p>In Progress</p> <p>Ongoing</p> <p>November 2023</p> <p>Ongoing</p>	<p>To be included in the communication plan above</p> <ul style="list-style-type: none"> <li>- Guidelines to be created and mirror 'service level agreements' to improve prevention and responses. (via communications sub-committee).</li> <li>- SVAM Communications campaign delivered during October and included a suite of digital and hardcopy media. Students reached 2240.</li> <li>- Most popular post #4 "Any Action that makes you uncomfortable is worth reporting" total of 273 students clicked the link <a href="https://studentportal.usc.edu.au/SVAM">https://studentportal.usc.edu.au/SVAM</a></li> <li>- SVAM promotion targeting students, staff and</li> </ul>

				<p>visitors via on-campus digital slides and hardcopy media.</p> <ul style="list-style-type: none"> <li>- SVAM messaging within the PVC Student weekly email, distributed via newsletter snippets and social media posts for students. 9790 students opened the email</li> <li>- P&amp;C Comms to promote Sexual Violence Awareness Month ran in the P&amp;C newsletter, with a reminder for staff to complete the online SASH training module.</li> </ul>
2.14	The taskforce develops UniSC's Roadmap for the Prevention of Sexual Violence	<p>RO: PVC (Learning and Teaching)</p> <p>DO: PPPP</p>	<p>Pending</p> <p>April 2024</p>	<ul style="list-style-type: none"> <li>✓ New design being developed to link relevant documents as roadmap.</li> <li>✓ Exemplar road map uploaded to Taskforce site for review – Completed June 2023 Meeting</li> <li>✓ Show the integration of new research, and how our university is contributing to sexual violence prevention across our footprint.</li> </ul>
2.15	<p>First responders Network to be considered as part of UniSC's prevention response.</p> <p><b>Establish First Responders Network Community – Internal Engagement</b> <i>'Working inside the Institution'</i></p> <ul style="list-style-type: none"> <li>• Establish intersectional network of staff and students to advocate and promote sexual violence prevention and gender equity.</li> </ul> <p>Co-design with and for students</p> <ul style="list-style-type: none"> <li>○ Prevention and Education campaigns</li> <li>○ Students as Partners workshop design and delivery. Feedback on SV Prevention Educative content.</li> <li>○ Targeted recruitment from Schools, Accommodation, WIL</li> <li>○ Tiered roles within Tribe:</li> </ul>	<p>RO: Taskforce</p> <p>DO: PPPP</p> <p>Primary Prevention Coordinator,</p> <p>Coordinator, Safer Communities</p>	<p>November 2024</p>	<ul style="list-style-type: none"> <li>- <b>Project plan to be developed and presented at June Taskforce Meeting.</b> (developed with communications subcommittee)</li> <li>- Project Plan nested within the Action Plan</li> <li>- Establish working group to assist planning and delivery of co-designed approach. (Safer Communities, Comms sub committee, Primary Prevention coordinator).</li> <li>- Number of staff and students</li> <li>- Distribution across campuses and work areas. StandUP campaign multi campus promotion.</li> <li>- Workshops delivered (Healthy and Respectful + Disclosure)</li> </ul>

	<ul style="list-style-type: none"> <li>○ First Responders</li> <li>○ Bystanders- trained students/staff</li> <li>○ Disclosure Awareness Training</li> </ul>			
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2.16	Develop a sexual assault and sexual harassment communication strategy	RO: PVC (Learning and Teaching) Director People & Culture; Director Marketing & Communications  DO: SASH Taskforce	Pending  November 2023- Ongoing	Taskforce to guide the development of a communication strategy to profile measures of success, key initiatives and awareness raising campaigns.  Primary Prevention Project Plan 2023-24 includes detailed communication strategy launched Q1
	<b>Sexual Violence Prevention – Graphic Device Design</b> Adhering to UniSC Brand, develop an identifiable design to link all Prevention efforts and publications. Design to incorporate UniSC’s tiered approach to SV prevention (Primary, Secondary and Tertiary Responses).	Primary Prevention Coordinator + Marketing	Ongoing	Creation of design approved by marketing. Development of SVP palette (launched in StandUP campaign).  Inclusion of design on all prevention initiatives, internal and external communication

## Action area 3: Service, support, and safety

### Lessons learnt:

The expected process for handling deidentified complaints and incidents involving minors is unclear. Sensitive information is shared between teams via email.

Item	Action	RO/DO	Due Date & Status	Measure of Success
3.1	Review the existing grievance process for deidentified complaints. (EY Rec. 7 endorsed)	RO: PVC (Learning and Teaching)  DO: Director, Governance and Risk Management	In Progress  August 2023	Renewed SASH Policy and Procedure to include item related to this recommendation
3.2	Develop guidance that supports UniSC staff in handling SASH incidents involving minors, highlighting the differences in approach between incidents with non-minors.  - Develop specific item to address the impact of SASH on minors enrolled in UniSC's 'Headstart' program.  (EY Rec. 8 + 9 endorsed) (AAR 22.10.2)	RO: PVC (Learning and Teaching)  DO: Coordinator, Safer Communities	Completed  December 2023	Updated information contained within the new staff training package.  Good Practice Guide to include specific information related to minors and vulnerable persons.  Wellbeing staff engaged in refresher training by Avyon Consulting in responding to disclosures of SASH.
3.3	Implement secure shared folder access (or alternatives secure measures) for sensitive and confidential information when sharing across organisational units.  (EY Rec. 11 endorsed) (AAR 22.10.3)	RO: PVC (Learning and Teaching)  DO: Manager, Privacy, and Information Management	Completed	SharePoint Files established including password protect.  Taskforce to seek recommendation from PwC as part of the broader Privacy Management Review.

3.4	Develop a good practice guide relating to: <ul style="list-style-type: none"> <li>- Sharing sensitive / confidential information externally and internally</li> <li>- Observing, recording, and reporting behaviour of concern</li> </ul> (EY Rec. 12) <b>(AAR 22.10.3)</b>	RO: PVC (Learning and Teaching)  DO: Manager, Student Wellbeing	In Progress  March 2024	<ul style="list-style-type: none"> <li>- Develop resource to assist staff to document and record behaviour of concern.</li> <li>- Draft good practice guide submitted to Coordinator Safer Communities</li> <li>- Good Practice Guide available via health and wellbeing toolkit for staff</li> </ul>
3.5	Develop process and procedures specific to anonymous complaints (provide a provision that the University can investigate anonymous complaints where there is concern for the safety of students, staff, or the community).  (CB Rec. 11 endorsed)	RO: PVC (Learning and Teaching)  DO: Director, Governance and Risk Management, AD Engagement and Success	In Progress  May/June July  July August  December 2023	Policy working party. Taskforce <ul style="list-style-type: none"> <li>✓ Sector benchmarking</li> <li>✓ Consultation with SME</li> <li>✓ Review has identified gaps, sector best practice, UA Guidance Note, recommendations from each of the audits.</li> <li>- Redraft of current Policy</li> <li>- Policy drafts to be presented to Taskforce meeting in August</li> <li>• Revised Policy and Procedure to be endorsed by Council</li> </ul>
3.6	Improve feedback processes for reporters of problem behaviour. Privacy considerations can be balanced and navigated in a manner to at least assure the complainant can be assured action has been taken, risk has been managed and their experience is validated. (CB Rec. 18 to endorsed).	RO: PVC (Learning and Teaching)  DO: Coordinator Safer Communities; Director People and Culture; Co-ordinator Student Grievances	In Progress  1 <sup>st</sup> Meeting 18 <sup>th</sup> July 2023  2 <sup>nd</sup> Meeting 7 <sup>th</sup> August 2023	<b>Student / Staff matters:</b> Guidelines developed: <ul style="list-style-type: none"> <li>- Details how communication between P&amp;C, Student Wellbeing and Security where there are safety concerns and outlines when, and how a case manager is appointed.</li> <li>- Clear timelines and on when and how feedback is provided to parties involved, that considers incidents where staff are impacted by problem student behaviour, and where students are impacted by problem staff behaviour.</li> <li>- Templated content provided to P&amp;C identifying support and report options provided to students in</li> </ul>



				cases where complaints are handled outside of Student Wellbeing: Safer Communities
3.7	<p>The University should communicate clear expectations at the point of enquiry to any student or staff member making a formal complaint to the university complaint, including:</p> <ul style="list-style-type: none"> <li>- what the University can do</li> <li>- limitations</li> <li>- safety planning</li> </ul> <p>(CB Rec. 18 endorsed).</p> <p>Online report form for students and staff improved to align with trauma informed and person-centered practices and significantly reducing the steps for a student to report a concern and seek support.</p>	<p>RO: PVC (Learning and Teaching))</p> <p>DO: Coordinator Safer Communities and People and Culture; Co-ordinator Student Grievances</p>	<p>Ongoing</p> <p>Due November 2023</p> <p>In progress</p>	<p><b>Student complaints</b></p> <p>Website information is easily found and outlines clear expectations to students who wish to make a complaint. Information to staff is available via myUniSC via Supporting Student Health and Wellbeing, as well as embedded in the Student Health and Wellbeing Toolkit for Academics. <a href="https://usceduau.sharepoint.com/sites/Student-Engagement-and-Success_STF_INT/SitePages/Supporting-student-health-and-wellbeing.aspx">https://usceduau.sharepoint.com/sites/Student-Engagement-and-Success_STF_INT/SitePages/Supporting-student-health-and-wellbeing.aspx</a></p> <p>New report form to capture incidents where a disclosure of sexual assault and/or sexual harassment is made to staff outside Student Wellbeing and consent to a referral has not been given 'Report a Sexual Assault and Sexual harassment' <a href="https://usc.custhelp.com/app/sash/form">https://usc.custhelp.com/app/sash/form</a></p> <p>Fact sheets are available for students outlining what to expect and contain clear contact information for support during the complaints process. Flowchart developed. Student engagement and success - Flowchart-guidelines-for-responding-to-disclosures-of-sexual-harm.pdf - All Documents (sharepoint.com)</p>
3.8	<p>Consider early intervention strategies for low-level behaviour which do not align with the University's values and Student Charter.</p> <p>(CB Rec. 31, 32 to be reviewed).</p>	<p>RO: PVC (Learning and Teaching)</p> <p>DO: Coordinator Safer Communities; Associate Director Strategic Communications</p>	<p>Ongoing</p>	<p>Early intervention strategies imbedded into Staff and Student training materials.</p> <p>10% Increase referral for management of low-level behaviour through educative and supportive measures such as psycho-social education sessions and restorative justice</p> <p>Increase in skill and confidence, through the provision of resources that support staff to respond to and address low-</p>

	Training and workshops for students, and staff on consent, first responder, bystander intervention, and trauma-informed approaches.			level behaviour in the moment through feedback to students and referral to support services.  Staff and student training calendar created to develop skills and confidence in responses. - SafeUSC Security Staff and Privately Managed Student Accommodation - Development of <i>EmpowerED</i> Workshop Series published within PageUp.
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## Action area 4: Monitoring, evaluation, and research

### Lessons learnt:

Greater accountability needed, including qualitative and quantitative metrics, and expected due dates and responsible departments / persons.

Item	Action	RO/DO	Status	Measure of Success
4.1	Develop qualitative and quantitative metrics, agreed due dates and responsible/delegated officers for each action.  (EY Rec. 1)	RO: PVC (Learning and Teaching)  DO: SASH Taskforce	Ongoing	Regular updates commenced to ARMC August 2023 Plan updated every Taskforce Meeting: new items added with Implementation Plans
4.2	Conduct biennial review of Respect at UniSC module; update content and UniSC branding.	RO: Manager, Student Wellbeing  DO: Student Health Coordinator	In Progress	Current module has been built using Scorm files. Review and update to be included as part of UniSC brand roll out.  Student Health Coordinator provides regular update on completion rate to Taskforce members
4.3	Review Code Black recommendations 33-38 related to collocated service model for SafeUSC Security and Safer Communities.  (AAR 22.10.2)	RO: Manager, SafeUSC Security Coordinator, Safer Communities	Completed	Recommendations endorsed and included in relevant plans.  Item 16 and 27 partially endorsed, alternative action items developed in response to risks identified. <ul style="list-style-type: none"> <li>- Templated letters to be used when communicating with students involved in sexual misconduct cases.</li> <li>- Templated support information created and shared with P&amp;C in relation to student complaints against staff.</li> </ul>
	<b>Intelligence Driven Targeting</b> <ul style="list-style-type: none"> <li>- Collaboration with Safe UniSC Security, Accommodation Providers and QPS to share intel around SASH (Place Based Approach).</li> </ul>	Primary Prevention Coordinator,  Coordinator, Safer Communities	Ongoing	Reports to focus on location and the development of a place-based approach to prevention.  Review and distribution of Student Safety Resource to accommodation providers

	<ul style="list-style-type: none"> <li>- Target information campaigns to problem populations/areas. (i.e. -Library)</li> <li>- Early interventions around behaviours of concern (Safer Communities)</li> </ul>			<p>Create item in Local Safer Communities Network meeting minutes to capture location intelligence.</p> <p>Review of Incident Reports to identify “hotspots”</p> <p>Environmental scan to be considered as standalone activity.</p> <p>Implement “Situational Crime Prevention Matrix” to guide response planning</p>
4.4	<p>Update Action Plan on a quarterly basis with the inclusion of comments regarding progress and status of actions.</p> <p>(EY Rec. 4)</p>	RO: PVC (Learning and Teaching)	Ongoing	Regular reporting through to ARMC progressed.
	Criteria for the public reporting of SASH incidents defined and reported via ARMC.	RO: PVC (Learning and Teaching)	Completed	<p>Forms and reporting template updated to reflect.</p> <ul style="list-style-type: none"> <li>- Impacted by sexual violence whilst enrolled.</li> <li>- On and off campus</li> <li>- Under 18</li> </ul>
	<p>MOU with privately owned accommodation providers:</p> <ul style="list-style-type: none"> <li>- Review of current agreements to include a strong recommendation for providers.</li> <li>- Current draft MOU to be used as interim agreement till new agreements. Extension to be progressed with input from Legal Services.</li> </ul>	RO: PVC Global Engagement DO:	In Progress	<p>Alex Elibank Murray (PVC G&amp;E) is now on the National committee and progressing MOU with accommodation providers.</p> <p>NPAS Accreditation- Varsity has been accredited.</p>