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Universities Australia Good Practice Guidelines for Enhancing Student Safety

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Foreword

The student experience is central to the educational purpose and responsibility of Australia's universities. These *Good Practice Guidelines for Enhancing Student Safety* (the Guidelines) affirm that student welfare and student safety are preconditions for that experience to be a positive and beneficial one for all. Naturally, basic safety and a rewarding student experience apply to all students, but recent concerns have particularly focused on international students.

The Guidelines present principles that must underpin success in guaranteeing student safety, and outline good practices and positive initiatives that will help ensure that the principles laid down can be fully realised in both the immediate and longer-term future. The principles and Guidelines reflect the views of Australia's universities and their determination to sustain and enhance the student experience and to keep building the strength and resilience of international education in Australia.

The Guidelines look directly at the issue of student safety as a first and foundation component of the student experience. The Guidelines aim to assist universities to enhance the safety of international students on and off campus, to inform students of the initiatives in place to address their needs and expectations, and to demonstrate the importance which Australia's universities attach to the safety of international students. They provide a common approach with which universities and other education providers can achieve these goals.

Universities Australia has used a number of tools to address student safety. These include the development of the *Universities Australia Ten Point Action Plan for Student Safety*, engagement with government through various Senate inquiries, reviews and workshops, surveys of universities and a prospective survey of international students on aspects of their lives in Australia which impact on their safety such as accommodation, the availability of transport concessions and employment practices. The Guidelines are one specific aspect of a multi-pronged approach to this issue.

Australia's universities are located in demographically and geographically diverse areas in Australia. These differences translate to varied safety and security concerns across university campuses and the cities in which they are found. The Guidelines will serve to highlight what is good practice in the circumstances facing a particular university campus. The Guidelines are not designed as a set of compliance requirements, but rather serve to illustrate a variety of good practice for ensuring the safety of students. They are not appropriate for all campuses and as such are not and cannot be made mandatory for Australian universities.

The documentation of good practice guidelines and experience specifically seeks to enhance the student experience and student safety of international students in Australian universities. It also demonstrates good practice for ensuring the safety for all students both domestic and international, whether studying at a university or at another education institution.



Dr Glenn Withers AO
Chief Executive Officer

Introduction

The student experience is central to the educational purpose and responsibility of Australia's universities. Universities Australia affirms that student welfare and student safety are preconditions for that experience to be a positive and beneficial one for all. The general principles underpinning success in guaranteeing student safety, together with examples of good practices and positive initiatives that will help ensure that the principles laid down can be fully realised in both the immediate and longer-term future, were presented in a Universities Australia Position Paper, *Enhancing the Student Experience & Student Safety*¹.

Universities Australia fully acknowledges the necessity to reach beyond campuses and work in partnership with different education providers, governments, law enforcement agencies, employers and others in the community to better ensure that all students have a safe and suitable learning environment during the whole of their period of studies. Education providers already have obligations under the National Code of the Education Services for Overseas Students (ESOS Act) in Standard 6 (relating to student support services/critical incidents) and Standard 4 (relating to education agents providing safety information to students)².

Incidents involving international students, particularly from India, gave focus to student safety issues in May/June 2009 and continue to do so. Since then a number of significant moves to advance the cause of student safety have been made.

In early November 2009, an Australian and New Zealand Roundtable was held in Sydney at which national, state and territory Human Rights Commissioners resolved to:

- highlight the treatment of international students as a major current human rights and race relations issue and stress the importance in any response of addressing it from a human rights perspective;
- note that the harassment and abuse of international students cannot be adequately addressed if the existence of racism as a significant factor is denied;
- call for more research into the actual experience of discrimination and harassment of international students in specific communities and contexts, including regular surveys of students by education providers to provide a better evidence base for policy decisions;
- call on the police to record complaints and incidences of racially-motivated crime, and for education providers, local government and other stakeholders to provide accessible reporting systems for racial harassment and discrimination, including web-based systems;
- encourage the provision of reliable and accessible web-based information to prospective international students, including about their human rights and support available;
- monitor progress in addressing the human rights of international students and support students' organisations in their advocacy and support for an improved experience for international students in Australia and New Zealand;

¹ <http://www.universitiesaustralia.edu.au/page/339/submissions---reports/policy-papers/enhancing-the-student-experience/>

² www.aei.gov.au/AEI/ESOS/NationalCodeOfPractice2007/default.htm

- Increase public awareness of the rights of international students, their contribution to the Australian and New Zealand economies and societies, and the importance of speaking out when they witness instances of harassment, discrimination and abuse;
- Continue to engage with stakeholders on the rights of international students' networks and forums³.

Professor Christopher Nyland of Monash University has been awarded a 2010 Australian Research Council *New Discovery Project Grant* to investigate *International Student Safety from Crime* (DP 1095202) over four years. The project will help develop student safety solutions that are tailored to Australia's unique circumstances and thereby help enrich Australia's international reputation and improve the safety of international students and Australian communities.

Australian universities are determined to sustain and enhance the student experience and to keep building a strong and resilient international education sector. Acting on advice and recommendations of the Deputy and Pro Vice-Chancellors (International) from all 39 Universities Australia member universities, who met in Canberra on 4-5 June 2009 to consider the student experience and student safety issues, the *Universities Australia Ten Point Action Plan for Student Safety* (see below) was released on 9 June 2009⁴.

Good practice in universities on campuses, the area most self-evidently within their responsibility, has been identified through a survey conducted against the Plan which was closely considered at, and helped inform, a meeting of all Commonwealth, State and Territory Education Ministers held in Hobart on 12 June 2009.

University responses to the Survey on universities' strategies in place against the Action Plan have been plotted against specific action items (see Appendix 1).

³ http://www.humanrights.gov.au/about/media/media_releases/2009/107_09.html

⁴ <http://www.universitiesaustralia.edu.au/page/media-centre/2009-media-releases/action-plan-for-student-safety/>

The Universities Australia Ten-Point Action Plan on Student Safety (released 9 June 2009)

1. Support proactive, preventive approaches to assuring student safety; and collaborate with local law enforcement authorities to increase levels of security including through improved cultural awareness and via increased visibility of police and security officers in locations where international students study, work, travel and live, and with suitable complaints bodies being in place to respond to concerns over inaction.
2. Work with diplomatic missions and the Australian government to streamline and enhance existing reporting processes for missions regarding student safety. At the same time work in partnership with Australia's own diplomatic posts as required, developing fully integrated communication processes to advise and support students on living and studying in Australia upon receipt of their student visas.
3. Cooperate with governments, local authorities and housing industry representatives to ensure the availability of sufficient affordable and secure accommodation for all students including international students upon arrival. Consider innovative finance mechanisms to assist both the students and the construction arrangements, e.g. a fund akin to the Education Investment Fund to support this at appropriately sustainable levels.
4. Advocate that all state and territory authorities immediately make available travel concessions for all students to help enhance their safety and security when moving between campuses, accommodation and workplaces, and improve public transport safety for all, and encourage employer and union support for assuring safe travel conditions for student workers.
5. Sustain and expand the current provision of information by all education providers on student security and safety from pre-departure programs, arrival and orientation through to graduation; and encourage students themselves to act on this information by taking safety precautions whenever possible.
6. Reinforce strategies for the integration of students of all nationalities and backgrounds on our campuses and in our communities, and promote a greater understanding of international cultures and languages in Australia through collaboration between the Australian Government, overseas governments and international agencies.
7. Cooperate with authorities in student source countries to ensure that university recruitment agents accurately represent all aspects of the international student experience, including safety aspects and the cost of living, and ensure that visa issue by Australian authorities is focussed on genuine and suitable educational objectives.
8. Enhance campus-based student support programs in health, child care, counselling, and employment services and expand specific safety programs including through ongoing input from local authorities, such as police commands, road and traffic authorities, real estate institutes and employers. Passage of the Student Services and Amenities Bill by the current parliament would assist this process immeasurably.
9. Encourage campus and national student leadership to take a proactive role in representing and supporting international students to enable them to raise important issues regarding the quality of the student experience.
10. Engage strongly in the forthcoming review of the Education Services for Overseas Students (ESOS) Act 2000 (as amended in 2007) and establishment of the Tertiary Education Quality and Standards Agency (TEQSA) to ensure that appropriate accreditation and quality assurance of all international education providers in Australia is guaranteed, including via strong and effective enforcement mechanisms.

Definitions

In these Guidelines, unless the contrary intention appears:

agent means a person or organisation that represents or acts on behalf of a university in the recruitment of international students for study whether in an onshore or offshore program.

campus means the buildings, general facilities, grounds and housing precincts on one or more sites of a university - that is, the physical environment of the university in one or more locations. Given the very limited influence of universities on safety offshore, this definition applies only to campuses in Australia.

good practice guideline means the generally accepted principles for the most appropriate way to provide safety for domestic and international students. Guidelines incorporate the notion of advice, counsel and leadership and provide an indication of how to address the important issue of student safety. Guidelines cannot instruct, impose or compel specific behaviours.

international student means a person who is enrolled at an Australian university (but is not a domestic or distance education student) in a program of study which is offered by the Australian university.

principle means the ideal or standard for good practice in the provision of student safety.

standard means the criteria for the ideal by which good practice in the provision of student safety can be measured or judged.

student safety means freedom from the risk of harassment, intimidation, robbery and assault and enhanced feelings of safety, and reflects an enhanced student experience with respect to overall student welfare.

Good Practice Guidelines (The Guidelines)

The purpose of these Guidelines is to ensure Australian universities document and promote good practice in relation to ensuring student safety on and beyond campuses within a framework of enhancing the student experience and working in close partnership with the wider community. The Guidelines, which include examples of good practice activities and processes and a Directory of Key Student Safety Websites, may also be of relevance and benefit when used elsewhere in all national and international tertiary education sectors and for other stakeholders.

Australian universities seek to place the student at the centre of the university experience. Tools for assessing good teaching practice have been strengthened and have been widely adopted in Australian universities. Student services, student organisation activities and student sports facilities help to create a wider life outside the classroom. Broader engagement beyond the campus through internships and work experience, volunteering opportunities, as well as the experience of general living in the wider community, all influence the student experience.

Student safety means freedom from the risk of harassment, intimidation, robbery and assault and enhanced feelings of safety and reflects enhanced student experience with respect to overall student welfare. Universities should form partnerships with their students and their communities to assess their levels of risk and responsibilities, and implement preventive measures.

Universities acknowledge that international students may be especially vulnerable by being away from their own home support networks in a new country and can face higher safety and security hazards than their domestic student peers (including students from country and outback regions in Australia who face their own dilemmas) due to different knowledge sets, particular living and travel arrangements and some community attitudes. Intergovernmental talks (e.g. between Australia and India) will better guide the activities of agents recognised under the provisions of the National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students (the National Code)⁵ in the provision of thorough and accurate information to potential international students.

Australian universities are located in demographically and geographically diverse areas in Australia. These differences translate to varied safety and security concerns across university campuses. Indeed the notion of how *the campus* is defined is not explicit. The buildings, general facilities, grounds and housing precincts on one or more sites generally comprise the campus. That is, the physical environment of the university. The examples in these Guidelines are not necessarily appropriate for all campuses and, as such, cannot be mandatory for all Australian universities. This is particularly the case for offshore campuses where Australian universities must accommodate needs of the local and national governments, communities and academic constituents. Although these Guidelines apply in Australia, those universities with offshore campuses should develop appropriate policies equivalent to those used onshore.

The Guidelines have been developed in light of universities having committed to the following five basic Principles underpinning the *Universities Australia Ten Point Action Plan for Student Safety*. Many have already developed good practice safety advice and practices for students and provide properly safe facilities for local and international students.

⁵ www.aei.gov.au/AEI/ESOS/NationalCodeOfPractice2007/default.htm

The Principles

1. The quality of the student experience is the paramount consideration to guide action regarding the welfare of students studying at Australian universities.
2. An absolute foundation for the student experience is the provision of a safe environment for study and learning and living.
3. On-campus safety is the responsibility of universities, drawing on the best available practice.
4. Off-campus safety is also a key concern of universities, and it must be pursued in conjunction with relevant external authorities and stakeholders.
5. In all cases universities will seek student and staff involvement in ensuring personal safety and seek to consult with all other stakeholders who can assist in achieving the necessary outcomes.

These Principles can best operate in practice – with due regard for individual university autonomy, varying local circumstances and protection of privacy – through defining generally-accepted criteria to articulate the expected practices of universities in conjunction with key partners.

In the Guidelines under each Principle, good practice examples have been included and measurable indicators for each have been suggested.

Appendix 2 provides a summary of guidelines and indicators (*highlighted*) for each of the Principles, evidence of action to be undertaken, and information sources which can be accessed via key websites.

Principle 1:

The quality of the student experience is the paramount consideration to guide action regarding the welfare of students studying at Australian universities.

Guidelines under Principle 1

- 1.1 Australian universities develop policies, implementation plans and measures to identify success and stimulate improvement, in relation to student safety initiatives to enhance the student experience.
- 1.2 Policies and plans encompass safety on campus; safety at home; safety on transport (while driving or travelling); safety on the street; safety at play; safety contacts; and incident reporting.
- 1.3 Sufficient resources are available to implement and monitor student safety plans and initiatives.
- 1.4 Progress against student safety plans is reported to the Vice-Chancellor's Office, and made available to stakeholder groups.
- 1.5 The welfare of students encompasses their educational and social experiences within the university and wider local communities. This includes facilitating their knowledge and understanding of local, state/territory and Commonwealth laws and university rules and regulations, local culture and customs, available housing/accommodation, university facilities and resources, transport and on-campus security arrangements.
- 1.6 Universities, in consultation with student associations/guilds/organisations, develop or organise programs and material to inform students about ways they can take responsibility for their own safety and understand and respect cultural and ethnic differences among students and their communities.
- 1.7 The individual university code of conduct prescribes expectations for ensuring student safety in relation to students' behaviour.

Principle 2:

An absolute foundation for the student experience is the provision of a safe environment for study and learning and living.

Guidelines under Principle 2

- 2.1 Universities ensure their good practice mechanisms for enhancing the student experience include a thorough examination of the provision of a safe environment for study.
- 2.2 Appropriate policies and reporting mechanisms (e.g. websites, confidential forms, and assistance phone lines) are available for students to notify universities of robberies, sexual misconduct, relationship abuse, violence, assault, stalking, sexual or other harassment.
- 2.3 Universities promptly investigate and respond to specific complaints of alleged robbery, sexual misconduct, relationship abuse, violence, assault, stalking, sexual or other harassment.
- 2.4 Clear and convincing evidence leads to disciplinary sanctions which are included in the individual university's code of conduct. The right to confidentiality and due process is enshrined in policy.
- 2.5 Universities hold violators of their university's code of conduct accountable through appropriate disciplinary action, while respecting the rights of survivors and alleged perpetrators.
- 2.6 Universities are aware they also have an obligation to uphold the laws of the wider community. Although these laws and an individual university's code of conduct may overlap, they operate independently and do not substitute for each other.

Note: Criminal activities should be reported to and investigated by the police. Clear delineation of roles and responsibilities is important for effective implementation of university safety policies and implementation plans.

Principle 3:

On-campus safety is the responsibility of universities, drawing on the best available practice.

Guidelines under Principle 3

- 3.1 Universities are responsible for ensuring a safe learning environment for all their students and staff.
- 3.2 Many of the safety initiatives are for the benefit of all staff and students, not solely the international student cohort.
- 3.3 Special considerations are made for the safety of students and staff at offshore campuses.
- 3.4 To assist in providing a safe environment, the university has established a safety office or safety officer network reporting to the Vice-Chancellor's Office.
- 3.5 Because each university campus is different, the means used to ensure the safety of those on campus will be different. Universities implement approaches that best suit their method for creating a safe environment.

Principle 4:

Off-campus safety is also a key concern of universities, and it must be pursued in conjunction with relevant external authorities and stakeholders.

Guidelines under Principle 4

- 4.1 Partnerships between universities and other stakeholders are essential to the implementation and effectiveness of these Guidelines.
- 4.2 Universities engage with stakeholders including student groups; agents and school careers advisers who recruit/counsel students nationally and internationally; local councils; local police; fire and emergency services; local rental/housing agents/private accommodation providers; religious organisations; and community organisations.
- 4.3 Universities ensure that international students begin their engagement with Australia well before their arrival in the country through activities such as pre-departure briefings and/or dissemination of pre-departure materials.
- 4.4 Pre-departure briefings include the provision of factual and up-to-date information to start ensuring international students are aware of their own safety and the potential risks to it prior to arrival in Australia.
- 4.5 All universities distribute information to intending international students either at pre-departure briefings, via dissemination of pre-departure materials, or at another point prior to departure.
- 4.6 Universities ensure that all students are aware of student services available.
- 4.7 Information on student safety on-campus policies and off-campus safety tips is provided to international students on their arrival in Australia, as well as to local students.
- 4.8 Universities continue to work in partnership with police, water safety and fire services to ensure students are provided with information about safety risks.
- 4.9 Universities work with external authorities and stakeholders to share and disseminate information about the range of cultural and ethnic practices and beliefs among their staff and students to promote and facilitate integration and harmony.

Note: The implementation of some of the above Guidelines may require investment and resourcing commitments from external stakeholders, including police, fire service officials, community groups, local, state and federal governments to achieve measurable success.

Principal 5:

In all cases universities will secure student and staff involvement in seeking to ensure personal safety and seek to consult with all other stakeholders who can assist in achieving the necessary outcomes.

Guidelines under Principle 5

- 5.1 Universities create and maintain a healthy and safe campus environment through requiring the cooperation and involvement of relevant stakeholders.
- 5.2 Universities remind students and staff that an important aspect of assuring their safety rests with the individual student or staff member.
- 5.3 Students and staff are advised to take measures to better assure their own safety and to be well-informed of the scope and range of risks.
- 5.4 Universities engage in activities to increase student and staff awareness of risks and corresponding safety initiatives, especially for international students, as well as to increase their skills in assuring their own safety.
- 5.5 All students, staff and visitors are encouraged to assume responsibility for their personal health and safety and the security of their personal belongings, as well as the safety and security of others.
- 5.6 Students and staff are provided with easily accessible safety information including emergency and security numbers on and off campus.

Directory of Key Websites

Government and Semi-Government Agencies (including Police)

<http://www.aei.gov.au/AEI/ESOS/NationalCodeOfPractice2007/default.htm>

<http://www.antidiscrimination.tas.gov.au>

<http://www.det.wa.edu.au/education/cmis/eval/curriculum/safety/safe5.htm>

<http://www.humanrightscommission.vic.gov.au/pdf/Overseas%20Student%20Experience%20Taskforce%20report%2022%20December%202008.PDF>

<http://www.goingtouni.gov.au/Main/CoursesandProviders/HigherEducationProviders/AustralianInstituteOfPublicSafety.htm>

http://www.humanrights.gov.au/about/media/media_releases/2009/107_09.html

<http://www.india.embassy.gov.au/ndli/pal42009.html>

http://www.justice.sa.gov.au/about_us/emergency_services.php

<http://www.pertheducationcity.com.au>

<http://www.police.nt.gov.au>

<http://www.police.nsw.gov.au>

<http://www.police.qld.gov.au/programs/personalSafety/>

<http://www.police.sa.gov.au>

<http://www.police.tas.gov.au>

http://www.police.vic.gov.au/content.asp?Document_ID=9539

<http://www.police.wa.gov.au>

<http://www.service.tas.gov.au/Nav/Heading.asp?topic=Law+and+public+safety&Heading=Police+and+protective+services>

<http://studyadelaide.com/living-in-adelaide/health-safety.aspx#Personal%20safety>

http://www.studymelbourne.com.au/living_in_melbourne/personal-safety

http://www.studyqueensland.qld.edu.au/safety/safe_studies.asp

www.universitiesaustralia.edu.au/documents/publications/Student-Safety-Position-Paper-July-2009.pdf

<http://www.wa.gov.au/government/services/communitysafety/roadsafetyawareness/>

Student Organisations

<http://www.acunsa.com.au/acunsa/broadcaster/safety.html>

<http://www.dusa.org.au/pages/your-clubs-communities/student-safety-advice>

<http://unistudent.com.au/home/images/national%20union%20of%20students%20report%20on%20international%20students%20security%20and%20safety%20needs%20in%20australia-1.pdf>

Directory of Key Websites

Australian Universities/Colleges/Higher Education Providers' safety sites

http://www.acpet.edu.au/sites/default/files/documents/ACPET_Student_Safety_Brochure.pdf
http://www.ecu.edu.au/about_ecu/vice-chancellor/vice-chancellors-news/diversity-and-student-safety
http://www.fmd.qut.edu.au/security/personal_security/internationalstudent.jsp?view
<http://www.fmu.uts.edu.au/security/advice.html>
http://www.griffith.edu.au_data/assets/pdf_file/0004/142357/InfoSheet_13_Safety_2009.pdf
http://www.info.anu.edu.au/about_us/emergency_services.php
<http://www.international.swinburne.edu.au/student-life/safety/>
<http://www.isana.org.au/site-general/consumer-protection-project-orientation-prearrival-handbook-2.html>
<http://www.latrobe.edu.au?lupa/news-item.php?id=38>
http://www.lloydscollege.nsw.edu.au/index.php?option=com_content&view=article&id=29&Itemid
http://www.mdhs.unimelb.edu.au/environment_health_and_safety/satff_and_student_safety_off_campus
<http://www.monash.edu/study/international/security/faqs.html>
<http://rmit.org.au/browse:ID=29gqlj3b8gcr>
http://safety.curtin.edu.au/safety/home_safety.cfm
http://www.safety.uwa.edu.au/policies/student_guide_to_safety_and_health
<http://www.une.edu.au/imp/procedures/Indernational%Critical%20Incidents%20Immediate%20Response%20Checklistpdf>
<http://www.unisa.edu.au/his/students/default.asp>
http://www.unsw.edu.au/currentstudents/current_students/getting_help/security_and_emergency_information
<http://www.uow.edu.au/content/groups/public/@web/@bg/documents/doc/uow048183.pdf>
<http://www.vu.edu.au/news/safety-of-international-students-at-vu>

International Organisations' safety sites

<http://www.bangor.ac.uk/studentsservices/wellbeing/safety.php.en>
http://www.britishcouncil.org/british_council_beacon_award.pdf
<http://www.child-safety.org.uk>
<http://www.crimereduction.homeoffice.gov.uk/personalsafety4.htm>
http://www.educationuk.org/downloads/safety_1st.pdf
http://www.heerd.open.ac.uk/view/author/UKCOSA: The_Council_for_International_Education.html
<http://www.homeoffice.gov.uk/rds/>
http://www.hw.ac.uk/registry/resources/ISA/UKCOSA_CultureShockGuidanceNote2006.pdf
<http://life.umt.edu/vpsa/safety.php>
<http://www.lynn.edu/life-at-lynn/student-safety/campus-safety-and-security>
<http://mansfield.edu/police/student-safety/>
<http://www.oecd.org/edu/schoolsafety/>
<http://safety.georgetown.edu/safetyinitiatives/48975.html>
<http://secure.vec.bc.ca/student-safety.cfm>
http://www.soton.ac.uk/community/student_behaviour.html
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Progress against Universities Australia Ten Point Action Plan for Student Safety – March 2011

Action Item	Achievement Indicator	Response and Time	Progress		
			Completed/ Ongoing	In Train	Not yet Commenced
1. Support proactive, preventive approaches to assuring student safety and collaborate with local law enforcement authorities to increase levels of security including through improved cultural awareness and via increased visibility of police and security officers in locations where international students study, work, travel and live, and with suitable complaints bodies being in place to respond to concerns over inaction.	1.1 All Australian universities have encouraged police liaison via universities for students regarding safety issues.	1.1 All universities have now initiated this.	100%		
	1.2 Practical orientation manuals are available.	1.2 All universities provide orientation sessions and information folders and will regularly update these.	100%		
	1.3 Briefings for new students given on security contacts and process.	1.3 All universities provide accessible, well promoted opportunities for students to be briefed on arrival (orientation ('O') week programs).	100%		

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1. Support proactive, preventive approaches to assuring student safety and collaborate with local law enforcement authorities to increase levels of security including through improved cultural awareness and via increased visibility of police and security officers in locations where international students study, work, travel and live, and with suitable complaints bodies being in place to respond to concerns over inaction.	1.4 A central university contact point for anonymous reporting of security issues that can be coordinated and passed on to police plus a register of calls/postings kept.	1.4 Target all universities within four months of initial release of Universities Australia Ten Point Plan.	72%	23%	5%
	1.5 Encourage students to pre-program security speed dial numbers into mobiles.	1.5 Target all universities within six months of initial release of Universities Australia Ten Point Plan.	87%	13%	

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Action Item	Achievement Indicator	Response and Time	Progress		
			Completed/ Ongoing	In Train	Not yet Commenced
2. Work with diplomatic missions and the Australian government to streamline and enhance existing reporting processes for missions regarding student safety. At the same time work in partnership with Australia's own diplomatic posts as required, developing fully integrated communication processes to advise and support students on living and studying in Australia upon receipt of their student visas.	2.1 Annual meeting of all diplomatic missions.	2.1 Continue to meet annually – Universities Australia meeting has now occurred for 2009 and 2010 involving 30 diplomatic missions in Australia.	<i>Universities Australia to action</i> Ongoing Now an annual calendar event for Universities Australia, involving all universities.		
	2.2 Meet major missions every three months for exchange and cooperation purposes with countries of critical interest.	2.2 Universities Australia meetings with Indian High Commission; and Minister-Counsellor for Education (China).	<i>Universities Australia to action</i> Ongoing Regular quarterly meetings and/or updates with China and India.		

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Action Item	Achievement Indicator	Response and Time	Progress		
			Completed/ Ongoing	In Train	Not yet Commenced
<p>2. Work with diplomatic missions and the Australian government to streamline and enhance existing reporting processes for missions regarding student safety. At the same time work in partnership with Australia's own diplomatic posts as required, developing fully integrated communication processes to advise and support students on living and studying in Australia upon receipt of their student visas.</p>	<p>2.3 Liaise with AEI offices to prepare objective information resources for local authorities and media on safety and experience issues.</p>	<p>2.3 Commenced with AEI Delhi and with AEI Beijing within three months of initial release of Universities Australia Ten Point Plan.</p>	<p><i>Universities Australia to action</i></p> <p>Ongoing</p> <p>Publication of Universities Australia Position Paper: <i>Enhancing the Student Experience and Student Safety</i> (June 2009) including examples of Good Practice.</p> <p>Publication of <i>Universities Australia Good Practice Guidelines for Enhancing Student Safety</i> (March 2011) (with support of AEI).</p>		

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Progress against Universities Australia Ten Point Action Plan for Student Safety – March 2011

Action Item	Achievement Indicator	Response and Time	Progress		
			Completed/ Ongoing	In Train	Not yet Commenced
3. Cooperate with government, local authorities and housing industry representatives to ensure the availability of sufficient affordable and secure accommodation for all students including international students upon arrival. Consider innovative finance mechanisms to assist both the students and the construction arrangements e.g. a Fund akin to the Education Investment Fund to support this at appropriately sustainable levels.	3.1 Universities Australia to coordinate a stocktake of available housing on and off campus detailing capacity and providing status updates on new buildings and completion timelines.	3.1 Universities Australia stocktake to be published within six months of initial release of Universities Australia Ten Point Plan.	<i>Universities Australia to action</i> In Train Stocktake complete. Publication to occur shortly.		
	3.2 Work in partnership with business organisations and real estate institutes to develop best practice guidelines for the provision of accommodation and employment support to international students.	3.2 Meetings with Australian Chamber of Commerce and Industry (ACCI) and Real Estate bodies to begin development of guidelines within two months of initial release of Universities Australia Ten Point Plan.	<i>Universities Australia to action</i> Completed (Real Estate Institute of Australia has declined invitation to participate in developing guidelines. Discussions with regulatory bodies and social housing organisations being held instead.)		

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Action Item	Achievement Indicator	Response and Time	Progress		
			Completed/ Ongoing	In Train	Not yet Commenced
<p>3. Cooperate with government, local authorities and housing industry representatives to ensure the availability of sufficient affordable and secure accommodation for all students including international students upon arrival. Consider innovative finance mechanisms to assist both the students and the construction arrangements e.g. a Fund akin to the Education Investment Fund to support this at appropriately sustainable levels.</p>	<p>3.3 Liaison with government on Public Private Partnerships for building accommodation and access to government involvement in specific funding for student accommodation.</p>	<p>3.3 Universities Australia has included the matter of accommodation provision in its submissions to the Senate Inquiry into International Student Welfare. Target government announcement on accommodation funding model in six months of initial release of Universities Australia Ten Point Plan.</p>	<p style="text-align: center;"><i>Universities Australia to action</i></p> <p style="text-align: center;">In Train</p> <p>Universities Australia to release Student Accommodation Position Paper in 2011.</p>		

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Progress against Universities Australia Ten Point Action Plan for Student Safety – March 2011

Action Item	Achievement Indicator	Response and Time	Progress		
			Completed/ Ongoing	In Train	Not yet Commenced
4. Advocate that all state and territory authorities immediately make available travel concessions for all students to help enhance their safety and security when moving between campuses, accommodation and workplaces, and improve public transport safety for all, and encourage employer and union support for assuring safety travel conditions for student workers.	4.1 Review research exercises by consultancies in relation to travel concessions and state/territory revenue benefits from international students. Conduct additional research by university transport economists and/or consultants.	4.1 Universities Australia to provide analysis and research to authorities and governments months of initial release of Universities Australia Ten Point Plan.		<i>Universities Australia to action</i> In Train	
				Universities Australia completed survey of income and expenditure of international students with reference to travel expenses. Analysis to be released shortly.	

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Action Item	Achievement Indicator	Response and Time	Progress		
			Completed/ Ongoing	In Train	Not yet Commenced
<p>4. Advocate that all state and territory authorities immediately make available travel concessions for all students to help enhance their safety and security when moving between campuses, accommodation and workplaces, and improve public transport safety for all, and encourage employer and union support for assuring safety travel conditions for student workers.</p>	<p>4.2 Universities Australia to continue the push for travel concessions to be extended to all students.</p>	<p>4.2 Universities Australia has included the matter of travel concession inequities in its submissions to the Senate Inquiry into International Student Welfare, and the NSW and Victorian State Inquiries. Other representative groups have done the same. Representations made to Infrastructure Australia for inclusion in guidelines.</p>	<p><i>Universities Australia to action</i></p> <p>Ongoing</p>		

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Action Item	Achievement Indicator	Response and Time	Progress		
			Completed/ Ongoing	In Train	Not yet Commenced
5. Sustain and expand the current provision of information by all education providers on student security and safety from pre-departure programs, arrival and orientation through to graduation; and encourage students themselves to act on this information by taking safety precautions whenever possible.	5.1 Update the student orientation folders and information manuals to explicitly address safety issues.	5.1 Target all Universities within six months of initial release of Universities Australia Ten Point Plan.	95%	5%	
	5.2 Update the domestic pro forma guide for international students (Rainbow Guide ISANA/DEEWR) and post to the Universities Australia website. This will assist all students, not just those at universities.	5.2 Liaise with ISANA and AEI on updating the Rainbow Guide – outcome within two months of initial release of Universities Australia Ten Point Plan.	<p><i>Universities Australia to action</i></p> <p>Completed</p> <p>Rainbow Guide did not require further updating.</p> <p>Additionally, Universities Australia is providing ongoing support to the “Think Before” student safety initiative.</p>		

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Action Item	Achievement Indicator	Response and Time	Progress		
			Completed/ Ongoing	In Train	Not yet Commenced
5. Sustain and expand the current provision of information by all education providers on student security and safety from pre-departure programs, arrival and orientation through to graduation; and encourage students themselves to act on this information by taking safety precautions whenever possible.	5.3 Institute SMS or email notices to update students on emerging security risks (international office sends alert).	5.3 Many universities already do this. All universities to aim to have a program in all international offices within four months of initial release of Universities Australia Ten Point Plan.	77%	15%	8%

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Action Item	Achievement Indicator	Response and Time	Progress		
			Completed/ Ongoing	In Train	Not yet Commenced
6. Reinforce strategies for the integration of students of all nationalities and backgrounds on our campuses and in our communities, and promote a greater understanding of international cultures and languages in Australia through collaboration between the Australian Government, overseas governments and international agencies.	6.1 Universities to pursue closer linkages to ethnic communities councils and community bodies.	6.1 Target all universities to engage with ethnic communities councils within six months of initial release of Universities Australia Ten Point Plan, including via regional university groups.	82%	10%	8%
	6.2 Universities to promote existing good practice in social integration and wider cultural initiatives.	6.2 Universities Australia to promote AEI Social Integration Project and support greater levels of university involvement within two months of initial release of Universities Australia Ten Point Plan.	<p><i>Universities Australia to action</i></p> <p>Completed</p> <p>Universities Australia contributed to the development of the AEI Social Integration Project.</p> <p>Universities Australia partnered with the Human Rights Commission and the Academy of the Social Sciences in Australia in research and policy workshops on racism and students.</p>		

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Action Item	Achievement Indicator	Response and Time	Progress		
			Completed/ Ongoing	In Train	Not yet Commenced
7. Cooperate with authorities in student source countries to ensure that university recruitment agents accurately represent all aspects of the international student experience, including safety aspects and the cost of living, and ensure that visa issue by Australian authorities is focused on genuine and suitable educational objectives.	7.1 Following Universities Australia participation in Joint Working Group meetings in key countries, Universities have provided data on education agents used by Australian universities at the request of the Indian Government.	7.1 Information provided to AEI for the Indian Government on request. Continue to provide up-to-date information to overseas governments and embassies and participate in reviews of agent quality assurance as requested.	<p><i>Universities Australia to action</i></p> <p>Completed</p> <p>New legislative requirement for all education providers to list education agents on their sites: all universities comply with the legislative obligation.</p>		

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Action Item	Achievement Indicator	Response and Time	Progress		
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<p>7. Cooperate with authorities in student source countries to ensure that university recruitment agents accurately represent all aspects of the international student experience, including safety aspects and the cost of living, and ensure that visa issue by Australian authorities is focused on genuine and suitable educational objectives.</p>	<p>7.2 Seek immigration review of adequacy of income support visa provisions and suitability of permanent residence provisions benefiting international students.</p>	<p>7.2 Meet officials for consultation within one month and develop final proposals for revision within three months of initial release of Universities Australia Ten Point Plan.</p> <p>DIAC has announced an intention to review the income support provisions.</p>	<p><i>Universities Australia to action</i></p> <p>Completed</p> <p>DIAC has revised income support visa provisions to better reflect actual living costs.</p>		

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			Completed/ Ongoing	In Train	Not yet Commenced
<p>8. Enhance campus-based support programs in health, child care, counselling and employment services and expand specific safety programs including through ongoing input from local authorities, such as police commands, road and traffic authorities, real estate institutes and employers. Passage of the Student Services and Amenities Bill by the current parliament would assist this process immeasurably.</p>	<p>8.1 Universities Australia to evaluate campus-based services in light of the Student Services and Amenities Bill outcome.</p>	<p>8.1 Universities Australia has lobbied government and opposition parties, and other organisations, to influence passage of the Bill. The Australian Parliament will vote on the Bill in 2011 and Universities Australia is actively promoting the importance of passing this Bill by direct representations to key parliamentarians.</p>	<p><i>Universities Australia to action</i></p> <p>Ongoing</p> <p>Australian Senate to vote on the Bill in 2011.</p>		

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Action Item	Achievement Indicator	Response and Time	Progress		
			Completed/ Ongoing	In Train	Not yet Commenced
8. Enhance campus-based support programs in health, child care, counselling and employment services and expand specific safety programs including through ongoing input from local authorities, such as police commands, road and traffic authorities, real estate institutes and employers. Passage of the Student Services and Amenities Bill by the current parliament would assist this process immeasurably.	8.2 Evaluate Overseas Student Health Care (OSHC) provisions to ensure adequate coverage for health insurance, dental provisions and life insurance.	8.2 Life insurance and specific purpose dental cover within OSHC to be reviewed within four months of initial release of Universities Australia Ten Point Plan.	<i>Universities Australia to action</i> Completed No change recommended.		
	8.3 Universities to consider processes to ensure OSHC for the duration of study, possibly through the inclusion of OSHC in student fees.	8.3 Universities to develop processes to ensure students have comprehensive OSHC for the length of their study within four months of initial release of Universities Australia Ten Point Plan.	<i>Universities Australia to action</i> Completed New DIAC requirement for all students to obtain visa length OSHC.		

Appendix I

Progress against Universities Australia Ten Point Action Plan for Student Safety – March 2011

Action Item	Achievement Indicator	Response and Time	Progress		
			Completed/ Ongoing	In Train	Not yet Commenced
9. Encourage campus and national student leadership to take pro-active role in representing and supporting international students to enable them to raise important issues regarding the quality of the student experience.	9.1 Universities to seek to ensure international student representation at a campus level.	9.1 Most universities have international student representation through campus student associations. Target all universities by Semester 1, 2010.	85%	13%	2%
	9.2 Universities Australia to support international student representation.	9.2 Universities Australia ongoing liaison with the National Union of Students (NUS) on effective and appropriate international student representation within one national student representative body.	<p><i>Universities Australia to action</i></p> <p>Completed</p> <p>Universities Australia recognises the Council of International Students Australia as the national representative body of international students in Australia.</p>		

Appendix I

Progress against Universities Australia Ten Point Action Plan for Student Safety – March 2011

Action Item	Achievement Indicator	Response and Time	Progress		
			Completed/ Ongoing	In Train	Not yet Commenced
10. Engage strongly in the forthcoming ESOS review and establishment of TEQSA to ensure that appropriate accreditation and quality assurance of all international education providers in Australia is guaranteed, including via strong and effective enforcement mechanisms.	10.1 DEEWR has fast tracked a review of ESOS (the Baird Review) for 2010.	10.1 Government to review ESOS within six months of initial release of Universities Australia Ten Point Plan. Universities Australia to contribute to the review process.	<i>Universities Australia to action</i> Ongoing Universities Australia participated in the Baird Review and continues to work with government on implementation.		
	10.2 Government is to seek consultations over TEQSA and Universities Australia to ensure that it can apply appropriate regulation to all education providers for international students.	10.2 Universities Australia to work with TAFE Directors Australia to develop best practice model for regulation of education providers to influence TEQSA. Study completed within four months of initial release of Universities Australia Ten Point Plan.	<i>Universities Australia to action</i> Ongoing Universities Australia is engaged in ongoing negotiations with government regarding TEQSA implementation.		

Appendix 2

Principles for Student Safety: Guidelines, Indicators (highlighted), Evidence of Action and Sources of Information

Principle	Guidelines and Indicators	Evidence of Action	Sources of information
I. The quality of the student experience is the paramount consideration to guide action regarding the welfare of students studying at Australian universities.	I.1 Australian universities develop policies, implementation plans and measures to identify success and stimulate improvement, in relation to student safety initiatives to enhance the student experience.	I.1 Approach is clear; planned action is implemented; students and staff know the university's approach and are able to identify outcomes from implementation.	Australian and International universities' web-sites.
	I.2 Policies and plans encompass safety on campus; safety at home; safety on transport (while driving or travelling); safety on the street; safety at play; safety contacts; and incident reporting.	I.2 Policies and plans are in place to enhance students' safety on campus; when travelling; at home; and when recreating (noting the limited extent of university influence in off-campus situations). Reporting mechanisms are in place.	Australian and International universities' web-sites.
	I.3 Sufficient resources are available to implement and monitor student safety plans and initiatives.	I.3 Resources are linked to student safety plans and initiatives and efficacy are monitored.	University planning and budget processes.

Appendix 2

Principles for Student Safety: Guidelines, Indicators (highlighted), Evidence of Action and Sources of Information

Principle	Guidelines and Indicators	Evidence of Action	Sources of information
1. The quality of the student experience is the paramount consideration to guide action regarding the welfare of students studying at Australian universities.	1.4 <i>Progress against student safety plans is reported</i> to the Vice-Chancellor's Office, and made available to stakeholder groups.	1.4 Reports on progress identify results and areas for improvement through student safety initiatives.	University and other reporting requirements.
	1.5 The welfare of students encompasses their educational and social experiences within the university and wider local communities. This includes <i>facilitating their knowledge and understanding of local, state/territory and Commonwealth laws and university rules and regulations, local culture and customs, available housing/accommodation, university facilities and resources, transport, and on-campus security arrangements.</i>	1.5 Students are provided with information on laws relevant to their personal safety, road safety and public liability. University safety and security policies, rules and regulations are accessible to and understood by students.	Australian and International universities' web-sites.

Appendix 2

Principles for Student Safety: Guidelines, Indicators (highlighted), Evidence of Action and Sources of Information

Principle	Guidelines and Indicators	Evidence of Action	Sources of information
I. The quality of the student experience is the paramount consideration to guide action regarding the welfare of students studying at Australian universities.	1.6 Universities, in consultation with student associations/guilds/organisations, develop or organise programs and material to inform students about ways they can take responsibility for their own safety and understand and respect cultural and ethnic differences among students and their communities.	1.6 The university provides a range of information on safety, cultural sensitivity and mutual respect to students in various media (e.g. online, brochures, CDs, DVDs). Student Associations encourage country and religious/belief specific groups for social and other interactions.	Australian and International universities' websites. Student Association/Guild/Organisation websites. AEI website.
	1.7 The <i>individual university code of conduct</i> prescribes expectations for ensuring student safety in relation to students' behaviour.	1.7 The university code of conduct includes expectations of students (domestic and international) to ensure their safety. This may be embedded within other broader documents or structures consistent with individual university governance structures.	Australian and International universities' websites.

Appendix 2

Principles for Student Safety: Guidelines, Indicators (highlighted), Evidence of Action and Sources of Information

Principle	Guidelines and Indicators	Evidence of Action	Sources of information
2. An absolute foundation for the student experience is the provision of a safe environment for study and learning and living.	2.1 Universities ensure their good practice mechanisms for enhancing the student experience include a thorough examination of the provision of a safe environment for study.	2.1 The university can demonstrate initiatives implemented to ensure safety on campus.	University security policies and processes.
	2.2 Appropriate policies and reporting mechanisms (e.g. websites, confidential forms) are available for students to notify universities of robberies, sexual misconduct, relationship abuse, violence, assault, stalking, sexual or other harassment.	2.2 Students and staff know about and use policies and reporting mechanisms to ensure they notify the university of robberies, sexual misconduct, relationship abuse, violence, assault, stalking, sexual or other harassment.	Australian and International universities' websites.
	2.3 Universities promptly investigate and respond to specific complaints of alleged robbery, sexual misconduct, relationship abuse, violence, assault, stalking, sexual or other harassment.	2.3 A Safety Complaints Procedure is in place. Complaints are dealt with confidentially in a timely and appropriate manner. Noting that matters appropriately the responsibility of police are reported and investigated by the police, and that this is made clear so that potential confusion about the role of the university is eliminated.	Australian and International universities' websites.

Appendix 2

Principles for Student Safety: Guidelines, Indicators (highlighted), Evidence of Action and Sources of Information

Principle	Guidelines and Indicators	Evidence of Action	Sources of information
2. An absolute foundation for the student experience is the provision of a safe environment for study and learning and living.	2.4 Clear and convincing evidence leads to disciplinary sanctions which should be included in the university's code of conduct. The right to confidentiality and due process is enshrined in policy.	2.4 Disciplinary sanctions are applied appropriately in line with the individual university's code of conduct.	University disciplinary processes. University Student Services websites.
	2.5 Universities hold violators of their university's code of conduct accountable through appropriate disciplinary action, while respecting the rights of survivors and alleged perpetrators.	2.5 Violators are held accountable.	University disciplinary processes. University Student Services websites.
	2.6 Universities are aware they also have an obligation to uphold the laws of the wider community . Although these laws and an individual university's code of conduct may overlap, they operate independently and do not substitute for each other.	2.6 The university can demonstrate its application of sanctions in line with external legislation and its own code of conduct.	University disciplinary processes. University Student Services websites. ESOS Act. Commonwealth, State and Territory legislation via Police websites.

Appendix 2

Principles for Student Safety: Guidelines, Indicators (highlighted), Evidence of Action and Sources of Information

Principle	Guidelines and Indicators	Evidence of Action	Sources of information
3. On-campus safety is the responsibility of universities, drawing on the best available practice.	3.1 Universities are responsible for ensuring a safe learning environment for all students and staff.	3.1 The university monitors the safety of the learning environment and makes improvements as required.	University security policies and processes.
	3.2 Many of the safety <i>initiatives are for the benefit of all staff and students</i> , not solely the international student cohort.	3.2 All students and staff feel safe in the campus environment. Senior management of the university proactively and strategically ensure health and safety management systems are implemented to address safety in the campus environment by inclusion in strategic planning and regular review at the senior management level.	University security policies and processes.
	3.3 <i>Special considerations</i> are made <i>for the safety of students and staff at offshore campuses</i> .	3.3 The university ensures its safety policies can be applied offshore.	Transnational Education guidelines – currently located on the Australian Universities Quality Agency (AUQA) website.

Appendix 2

Principles for Student Safety:

Guidelines, Indicators (highlighted), Evidence of Action and Sources of Information

Principle	Guidelines and Indicators	Evidence of Action	Sources of information
3. On-campus safety is the responsibility of universities, drawing on the best available practice.	3.4 To assist in providing a safe environment, the university <i>has established a safety office or network of safety officers reporting to the Vice-Chancellor's Office.</i>	3.4 The university safety office or network of safety officers coordinates crime-awareness safety and security policies and programs.	Australian and International universities' websites.
	3.5 Because each university campus is different, the means used to ensure the safety of those on campus will be different. Universities implement <i>approaches</i> that best suit their method <i>for creating a safe environment.</i>	3.5 The university can demonstrate that its approach to student safety is relevant to its circumstances.	Australian and International universities' websites.

Appendix 2

Principles for Student Safety: Guidelines, Indicators (highlighted), Evidence of Action and Sources of Information

Principle	Guidelines and Indicators	Evidence of Action	Sources of information
4. Off-campus safety is also a key concern of universities, and it must be pursued in conjunction with relevant external authorities and stakeholders.	4.1 Partnerships between universities and other stakeholders are essential to the implementation and effectiveness of these Guidelines.	4.1 The university has identified relevant stakeholders to ensure these Guidelines can be implemented.	Australian and International universities' websites.
	4.2 Universities <i>engage with stakeholders</i> including student groups; agents and school careers advisers who recruit/counsel students nationally and internationally; local councils; local police, fire and emergency services; local rental/housing agents/private accommodation providers; religious organisations; and community organisations.	4.2 The university can demonstrate how it engages with stakeholders.	University community engagement principles and practices.

Appendix 2

Principles for Student Safety:

Guidelines, Indicators (highlighted), Evidence of Action and Sources of Information

Principle	Guidelines and Indicators	Evidence of Action	Sources of information
4. Off-campus safety is also a key concern of universities, and it must be pursued in conjunction with relevant external authorities and stakeholders.	4.3 Universities ensure that international students begin their engagement with Australia well before their arrival in the country through activities such as pre-departure briefings and/or dissemination of pre-departure materials.	4.3 Pre-departure meetings or briefings are conducted with prospective international students, where feasible.	Study Australia website. AEI website. ESOS Act. Universities Australia International Student Code and Guidelines.
	4.4 Pre-departure briefings include the provision of factual and up-to-date information to start ensuring international students are aware of their own safety and the potential risks to it prior to arrival in Australia.	4.4 Pre-departure briefings include information on ways to avoid risks and ensure students' safety while in Australia. Agents and scholarship bodies are provided with this information.	Study Australia website. AEI website. ESOS Act. Universities Australia International Student Code and Guidelines.

Appendix 2

Principles for Student Safety: Guidelines, Indicators (highlighted), Evidence of Action and Sources of Information

Principle	Guidelines and Indicators	Evidence of Action	Sources of information
4. Off-campus safety is also a key concern of universities, and it must be pursued in conjunction with relevant external authorities and stakeholders.	4.5 All universities distribute information to intending international students either at pre-departure briefings, or at another point prior to departure.	4.5 Comprehensive information is provided to international students prior to departure on all matters relevant to their safety at the university where they intend to study and in the surrounding community. This information covers everything a student needs (or may need) to know before arriving in Australia about their prospective stay and is tailored to each university and the city/region in which it is located.	Study Australia website. AEI website. ESOS Act. Universities Australia International Student Code and Guidelines.
	4.6 Universities ensure that all students are aware of student services available.	4.6 Students are advised of the identities and contact points of support staff members whose roles include enabling them to settle in more generally.	Australian and International universities' Student Services websites. Student Association/Guild/Organisation websites.
	4.7 Information on student safety on-campus policies and off-campus safety tips is provided to international students on their arrival in Australia, as well as to local students.	4.7 Provision of information occurs during orientation ('O') week activities prior to the formal commencement of studies for university students. 'O' week provides an opportunity for all new students to learn about the university environment and ways for students to socialise in a safe and collegial manner, e.g. through a student mentoring scheme.	Australian and International universities' International Offices. Student Association/Guild/Organisation websites.

Appendix 2

Principles for Student Safety:

Guidelines, Indicators (highlighted), Evidence of Action and Sources of Information

Principle	Guidelines and Indicators	Evidence of Action	Sources of information
4. Off-campus safety is also a key concern of universities, and it must be pursued in conjunction with relevant external authorities and stakeholders.	4.8 Universities continue to work in partnership with police, water safety and fire services to <i>ensure students are provided with information about safety risks.</i>	4.8 Universities ensure that students know about safety risks they may face as well as providing them with information and skills to enhance their own safety, including details of water and fire safety, public transport safety, local 'hot spots' and 'no-go' areas.	Australian and International universities' International Offices. Student Association/Guild/Organisation websites. Police websites. Emergency services websites.
	4.9 Universities work with external authorities and stakeholders to share and disseminate information about the range of cultural and ethnic practices and beliefs among their staff and students to promote and facilitate integration and harmony.	4.9 The university can demonstrate ways in which it engages with a wide range of ethnic, religious and other culturally significant groups to identify practices which will facilitate a harmonious and safe environment.	AEI website. Study Australia website. Australian and International universities' International Office websites. University chaplain services. Equal Opportunity websites.

Appendix 2

Principles for Student Safety: Guidelines, Indicators (highlighted), Evidence of Action and Sources of Information

Principle	Guidelines and Indicators	Evidence of Action	Sources of information
5. In all cases universities will seek student and staff involvement in ensuring personal safety and seek to consult with all other stakeholders who can assist in achieving the necessary outcomes.	5.1 Universities <i>create and maintain a healthy and safe campus environment</i> through requiring the cooperation and involvement of relevant stakeholders.	5.1 All students and staff are aware of their own responsibility in the maintenance of a healthy and safe environment.	University policies and codes of conduct.
	5.2 Universities <i>remind students and staff</i> that an important aspect of assuring <i>their safety rests with the individual</i> student or staff member.	5.2 The university can demonstrate ways in which it reminds students and staff of their individual responsibilities.	University policies and codes of conduct.
	5.3 Students and staff are advised to take measures to better assure their own safety and to be well-informed of the scope and range of risks.	5.3 The university can demonstrate ways in which it advises students and staff about the scope and range of risks to their safety.	University policies and codes of conduct.

Appendix 2

Principles for Student Safety: Guidelines, Indicators (highlighted), Evidence of Action and Sources of Information

Principle	Guidelines and Indicators	Evidence of Action	Sources of information
5. In all cases universities will seek student and staff involvement in ensuring personal safety and seek to consult with all other stakeholders who can assist in achieving the necessary outcomes.	5.4 Universities <i>engage in activities to increase student and staff awareness of risks and corresponding safety initiatives</i> , especially for international students, as well as to increase their skills in assuring their own safety.	5.4 Students and staff know about and take account of information provided by the university on safety initiatives and ways to avoid risks to their safety.	Australian and International universities' Safety Office websites.
	5.5 All <i>students, staff and visitors are encouraged to assume responsibility</i> for their personal health and safety and the security of their personal belongings, as well as the safety and security of others.	5.5 The university notifies students, staff and visitors of their responsibilities for personal safety and health and the safety of their belongings.	University policies and codes of conduct. Safety Office(r) procedures.

Appendix 2

Principles for Student Safety: Guidelines, Indicators (highlighted), Evidence of Action and Sources of Information

Principle	Guidelines and Indicators	Evidence of Action	Sources of information
<p>5. In all cases universities will seek student and staff involvement in ensuring personal safety and seek to consult with all other stakeholders who can assist in achieving the necessary outcomes.</p>	<p>5.6 Students and staff are provided with easily accessible safety information including emergency and security numbers on and off campus.</p>	<p>5.6 Students and staff are provided with crime-prevention materials (in English and other relevant languages) including information on:</p> <ul style="list-style-type: none"> (i) police and their role in the community; (ii) university security; (iii) how to improve personal safety; (iv) what to do if they become a victim of crime; and (v) how to deal with sexual and other harassment, discrimination or personal violence (including in relationships). <p>A small (wallet-sized) safety information card, fridge magnet, web site or other medium is made available to students and staff as an easy reference for emergency and security numbers on and off campus, interpreter services, and health insurance contacts.</p>	<p>Australian and International universities' Safety Office, Equal Opportunity, and Student Services websites.</p> <p>Police websites.</p> <p>Emergency services websites.</p>

Appendix 3

Examples of Australian University Initiatives to Enhance Safety

All Australian universities address the safety of their students in two ways: firstly, by creating a safe environment on campus and creating awareness among their students of good safety awareness; secondly, by working with authorities, employers and the wider community to assist in creating a safer environment outside the campus for students.

Creating a Safe Campus Environment

Universities are responsible for ensuring a safe learning environment for all their students. As such a great many of the safety initiatives described below are for the benefit of all staff and students, not solely the international student cohort.

Because each university campus is different, the means used to ensure the safety of those on campus will be different. However there are a number of approaches that most, if not all, universities take in creating a safe environment. These include:

- 24 hour campus security. Universities each have their own security to protect both property and persons on campus. Security is twenty four hours a day, seven days a week, 365 days a year. Students and staff can contact security at any time to request assistance.
- Security monitoring. Many campuses are further protected by security monitoring technologies. This includes the use of closed circuit television cameras and restricted student-card only access to university buildings.
- Security escort service. Many campuses either make their security staff available or employ and train students working in pairs to escort staff and students across campus if requested. This can include requesting an escort from the library to student residences, to the car park or to bus or train stations.
- Shuttle buses. These are provided between and across campuses where appropriate. Of course, some universities have only one campus, and some campuses may be too small to warrant a bus service.
- Emergency telephones. Many campuses have installed emergency telephones outside buildings or near transport hubs that connect to their security office. These telephones are numbered or are automatically identified by the system enabling security staff to know the exact location of a student requiring assistance.
- Well lit campuses. Universities and their security and facilities staff ensure that areas of the campus used by students and staff after dark are well lit. This includes lighting in car parks and across campus.
- Safety Committees. Many universities have established campus based safety committees comprising students and staff. These committees review and monitor safety issues on each campus making recommendations for on-campus improvements or targeted awareness raising initiatives as appropriate.
- Reporting Crime. Students are encouraged to report all instances of crime to university security or police to ensure an accurate understanding of the areas of risk to staff and students and to enable more targeted resourcing to address problems as they arise.
- Critical Event Response Plans – A number of universities have established critical incident response plans for managing a critical incident including those involving any international students. These plans typically include risk reduction measures, assigned responsibilities, critical incident management and reporting procedures and emergency contact details.

Appendix 3

Examples of Australian University Initiatives to Enhance Safety

Macquarie University Help Points

Macquarie University has established strategically placed "help points" across the campus with the intention of making the university a safer campus for all staff and students.

A Help Point is a custom made device, designed to meet Macquarie University specifications. It is comprised of a Direct Dial telephone line to the Security Control Room (simply press the red button), a speaker, blue light on top and a camera in the vicinity that is activated when the button is pressed. Students activate the Help Point by pressing the red button, it dials the Security Control Centre emergency line and lights up a special help point line, letting Control know which help point is calling.

Simultaneously, an alarm is sent to the Security Control Centre Alarm Monitoring System detailing which Help Point has been activated, this in turn initiates a camera lock on to the Help Point and the beginning of CCTV recording.



Appendix 3

Examples of Australian University Initiatives to Enhance Safety

Enhancing Student Awareness of Safety

An important aspect of assuring student safety rests with the individual student. Students are able to take measures to better assure their own safety – but in order to do so they need to be well informed of the risks and appropriate measures to take to reduce that risk. To this end universities engage in a wide variety of initiatives to increase student awareness of risk and corresponding safety initiatives, as well as increase their skills in assuring their own safety while in Australia.

Pre-Departure Information Briefings

International Students begin their engagement with Australia well before their arrival in the country. Pre-departure briefings, and the provision of factual and up to date information before departure, are both opportunities for universities to start ensuring students are aware of their own safety and the potential risks to it prior to arrival in Australia.

Universities engage in pre-departure briefings for their students. Depending on the size of the student cohort this will either involve university representatives travelling to the students' home city and conducting the briefings themselves, in-country agent briefings, video conferences or the provision of detailed information.

All universities distribute information to intending students either at pre-departure briefings or at another point prior to departure. This information is intended to cover everything a student needs (or may need) to know before arriving in Australia about their prospective stay. The information provided is tailored to each university and the city in which they are located.

Student Life @ UNSW

An example of this is the UNSW publication, [Student Life @ UNSW](#). The guidebook is designed to facilitate a smooth transition to life at UNSW including - how to prepare, what to bring, where to stay, airport reception and what to do what upon arrival.

The topics covered in the Guidebook are:

- [Preparing to Leave](#) - guide on preparations and practical matters before departing
- [Arriving in Sydney](#) - describes things to do upon arrival and services to welcome and support newly-arrived students.
- [Living in Sydney](#) - outlines various aspects of living in Sydney and student life
- [About UNSW](#) - contains important information about UNSW
- [Arrival Checklist](#)
- [Pre-Departure Checklist](#) - *this checklist will help you get organised*
- *Important Quarantine Matters*

The section on *Living in Sydney* includes comprehensive information on safety including general safety tips, security in the home, securing personal belongings, personal safety and security and road and transport safety information.

Appendix 3

Examples of Australian University Initiatives to Enhance Safety

Victoria University Pre-departure Briefings in India

Victoria University enrolls a significant cohort of students from South Asia every year. The university is aware of the increase in theft and violence in Melbourne's western suburbs affecting students from South Asia. In an effort to protect their students, Victoria University has been working with the Police Multicultural Taskforce based in Footscray and international students on a program to maximise student safety.

A key aspect of this is the realisation that there are cultural issues that need to be addressed. Many of the University's international students come from countries where police routinely fail to respond to reports of violence or expect a bribe before they will act. Further, many students fear that their visas or applications for residency will be revoked if they're considered to be "trouble makers" or in any way involved with the police.

To combat this, Victoria University has been working with the police through a 'safety week program' where police are invited onto the campus, distribute resources, give presentations and repeat the message that the police have no interest in a student's visa status but are there to ensure their safety while in Australia. The police and Indian students have even organised a social cricket match to further break down barriers and establish relationships.

Victoria Police will now be participating in pre-departure briefings in India so that at the very beginning of a student's experience the police are able to inform students and their parents of the safety risks, the means for students to address those risks and of the role of the police in seeking to support and protect students while in Australia.

On Arrival into Australia

Considerable information is provided to students on their arrival into Australia. Much of this occurs during Orientation Week activities. Orientation week (or O week) is the week prior to the formal commencement of studies for university students. This is an opportunity to learn about the university environment and that of their new city particularly for first year students.

O week activities can be broadly divided into those programs designed to inform students on academic life including choosing classes, using the library, plagiarism rules, student services and student support and those designed to enable students to settle in more generally including making friends and finding people on campus with similar interests to themselves such as student clubs, BBQs, lunchtime concerts and the like.

An important aspect of orientation week is the provision of information. Many universities are now taking the opportunity to have police and fire brigade officials on campus during this time to present sessions on student safety, provide information to students and better assure students of their key role in supporting and protecting students while in Australia.

Universities work in partnership with state police and fire services to ensure students are provided with information about the safety risks they may face in Australia as well as providing them with information and skills to enhance their own safety. Excellent examples of partnerships between a university and the police in this area are that of the University of Wollongong and the University of Ballarat.

Appendix 3

Examples of Australian University Initiatives to Enhance Safety

University of Wollongong Safety Awareness for International Students

The University of Wollongong and the NSW Police have collaborated to produce a [University of Wollongong Safety Guide for International Students](#). This document provides a comprehensive guide on student safety including information on the police and their role in the community, university security, tips to improve personal safety and what to do if you become a victim of crime. Importantly this brochure is provided to all international students and is available in both English and Mandarin.

The University of Ballarat

The University of Ballarat has collaborated with the City of Ballarat and Victoria police to produce a safety brochure ([Stay Safe](#)) designed to be stuck to the fridge for easy reference when required. It includes emergency contact numbers specifically for the university (and advice for students to program these numbers into their mobiles) and local community services. Importantly the information is repeated in both Mandarin and Hindi on the reverse side of the brochure.

General Information provision

Students can often seem swamped with information in the first weeks of their arrival in Australia. While it is vitally important that they receive information on their safety as soon as possible it is also important that they remain aware of their personal safety throughout their stay.

Universities approach this in a number of ways. The information is provided in hard copy during and/or prior to O week, enabling students to refer to this information as and when they require it. This information is also included on university websites in the area devoted to student information. Using the web in addition to providing hard copy material to provide information to students acknowledges that each student accesses information differently. It also enables the information to be constantly updated as new services become available or as specific issues arise.

A number of universities also use their on-campus safety committees to publish periodic newsletters on safety issues. These will include reminders on safety risks, tips for ensuring personal safety on and off-campus, information on services available to students as well as updates on emerging safety issues or initiatives. These newsletters can be distributed electronically or made available in residences, in libraries or in areas of the universities frequently accessed by students (such as cafes, student unions and computer labs). Universities can also ensure ongoing attention to personal safety by periodically emailing international students with relevant safety advice. This can include sun safety tips approaching summer, advice on home security and road safety prior to vacations or information on drink spiking and how to prevent it throughout the year.

Appendix 3

Examples of Australian University Initiatives to Enhance Safety

Griffith University

Students may need to access information on their safety in a hurry following an incident or should they fear for their personal safety at any time. Acknowledging it is possible students may not remember key numbers or what they need to do in these situations, Griffith University has produced a wallet sized safety information card.

The card provides an easy reference for emergency and security numbers on and off campus, interpreter services if needed, as well as numbers for health insurance contacts.



On-campus safety initiatives and skills development

As well as general information provision, universities also provide specific on campus activities designed to increase student safety. These initiatives can include Safety Week activities such as those referred to at Victoria University, appointing safety ambassadors from among the student body (including in university residences) to ensure ongoing awareness, and activities that invite the police on campus such as social cricket matches.

The University of Melbourne

Each semester Victoria Police and the Melbourne Fire Brigade are invited on campus to participate in a safety awareness campaign. The campaign's focus is on personal and property safety. The Police provide safety advice and security mark all transportable valuable items for staff and students e.g. laptops, mobile phones, bicycles etc.

These personalised campaigns help to present Emergency Services personnel to international students in a positive and helpful manner.

Universities are also aware of the considerable knowledge resting with their local students. Local students have their own safety skills, knowledge of the city, and how to manage the university experience. Many universities run mentoring programs for first year students, both international and local. The programs serve two purposes, in that they facilitate friendships between local and international students as well as allow for the transfer of knowledge.

Appendix 3

Examples of Australian University Initiatives to Enhance Safety

The University of Adelaide

The award-winning Peer Mentor program at the University of Adelaide is a successful program designed to ease international students into university life. Informal dialogue with a peer can often be an effective support and guidance mechanism for students. The program includes an orientation section including tours, workshops, social events and information sessions. Mentors (Australian students in their second year and beyond) are able to talk to international students in a relaxed environment, share their experiences of living and studying in Adelaide and respond to questions from new international students. The program has been so successful it is being rolled out across faculties to cope with demand from Australian students wishing to be involved as mentors and from international students seeking to expand their friendship groups and better adjust to life in their new city.

Considering safety beyond the campus

Naturally a significant part of student living takes place outside formal campus conditions. This is even more so for non-university providers who are also important for international student education. But most students travel, live and often work beyond the immediate conditions of a campus.

Some contribution to the off-campus enhancement of safety can be made by organised university activity and information provision. For example, universities also run specific training for enhancing safety. These include beach visits for international students from cities or countries where ocean safety is either not an issue or not discussed. These beach visits involve introducing students to life guards, presentations on beach safety, understanding the flags, sun safety and appropriate behaviour on the beach. In some universities this can extend to swimming lessons for those international students without those skills or who lack confidence in their swimming ability.

Many universities also run self-defence lessons for all students. These are frequently offered by the Student Sports Union (or a similar body on campus), via referral to a community service or can be a specific program in O week activities. The international Office of UNSW runs a program, *Fight like a Girl* aimed at improving the self-defence responses of female students.

But wider issues arise and now most universities seek partnerships with local authorities and community groups to consider student safety concerns off campus. These typically involve police, fire and other emergency authorities as well as health authorities.

Victoria International Directors' Committee (VIDC) and Victoria Police Initiative

The VIDC with representatives from all Victorian Universities and the Victoria Police established an International Student Safety working group to develop strategies to raise awareness of personal and property safety amongst international students. The other emergency services joined the working group - Life Saving Victoria, Crime Stoppers and Melbourne Fire and Emergency Services Board - with a united aim of developing a range of communication strategies to raise personal safety issues amongst international students.

Once funding has been secured, the development of a safety DVD is the proposed keystone in the safety communication strategy. The DVD will be a "real life" scenario based production, consisting of a number of chapters including personal, road, water and fire safety issues. The DVD would be available to all education providers to broadcast during orientation and any other relevant opportunities.

Appendix 3

Examples of Australian University Initiatives to Enhance Safety

It is hoped that this realistic approach will:

- help raise safety awareness amongst international students; and
- encourage students to seek help and report crime and incidents to the police.

At the present time, it appears some international students may be reluctant to report incidents to the police because of misinformation that their visas will be cancelled or that the police will not respond, or from fear of further attacks from a perpetrator. It is hoped that the DVD will address these concerns.

RMIT University

An innovative approach to engaging international students with the local community is the GLOBALL Program.

A joint initiative of the Essendon Football Club, the City of Melbourne, the Australian Federation of International Students (AFIS) and RMIT University, the program aims to assist international students to connect with the community and other students while immersing themselves in the Australian culture and way of life. Students participating in the program attend Essendon games, sit with the Essendon Cheer Squad, are allocated a buddy from the Essendon membership and attend skills days as they choose.

The program enables international students to understand Australian Rules football, become a part of their community and join in conversations with local students about football.

In addition wider state/territory - university policy issues need consideration at a Government level. This includes pathways between universities and VET education, transport concession arrangements, state planning provisions including soft and hard infrastructure co-ordination, international student access to community and children's' education services. Complex issues of insurance arise here and arrangements differ significantly. The COAG processes have been reluctant to include this overlap between what is often seen as Commonwealth responsibility (universities) and the many State/Territory services that are needed for all students, including international students, to be successfully supported.

In the case of international students, where issues such as denial of student transport concessions rankle deeply, it is important for state/territory authorities to not only recognise the importance of basic civil society obligations but even to recognise that through GST payments by students and their families and income tax paid while working, these students certainly pay their way.

Survey evidence shows that international students feel that the absence of a travel concession on par with local students implies they are not viewed as "welcome guests" but are rather seen only as "cash cows". However the recent safety incidents have brought forward some valuable new state initiatives.

WA Ethnic Communities Council

The Ethnic Communities Council of Western Australia was concerned at potential under-reporting of student safety issues due to concern over visa implications and the like. It therefore launched a website of its own to get around this issue through a trusted independent auspice. The site includes both advice and reporting elements, including an incident report form that can be anonymous. The site can be found at <http://overseasstudentsmatter.multiculturalwa.org.au>.

Appendix 3

Examples of Australian University Initiatives to Enhance Safety

Other issues also arise beyond the confines of the campus, because here universities must work in partnership with other stakeholders. Among the key problems where greater priority attention is needed are each of transport, work and accommodation. Here there is a variety of approaches and little systematic codification. As a result best practice is yet to be well defined and much more urgent work is needed to change this. Discussion of some of the key considerations follows.

Employment

There is a paucity of information on what employers currently do and what they should do. In Australia the vast majority of local and international students undertake employment while studying, even as “full-time” students. Amongst other things, anecdotally there is evidence that international students’ employment choices can potentially place them at risk given late night or irregular hours in travel.

What here are the responsibilities of employers to their workers? How far must they assist in supporting employees travel to and from work safely and provide safety while working e.g. taxi driving, pizza delivery? How can universities assist in providing information on employment?

How far can government assist universities in supporting safe and regulated employment related to studies such as through internships and work experience programs? Universities Australia has proposed a National Internship Scheme to government which could help significantly here.

Universities Australia National Internship Scheme – Major Features

In May 2008, Universities Australia proposed the development of a [National Internship Scheme](#). This would involve partnerships with between universities, employers and governments. The intention was to integrate study and work experience in a systematic way. This would enhance employability skills, increase student motivation and provide improved opportunities for well-regulated paid work while studying. Universities Australia strongly advocated the inclusion of international students in this scheme. In terms of international education this would help keep Australian education at the frontier of innovation. Surveys show disappointment by international students over access to, and quality of, work experience. For safety, the more well-regulated paid work available, the less the need for employment in out-of-hours, insecure and risky jobs. Government has yet to act on these proposals.

Likewise, Universities Australia supported proposals for a volunteer community service corps considered by the Prime Minister’s 2020 Summit in April 2008. Universities Australia emphasised the importance of including international student volunteers in any such scheme so as to enhance the students’ understanding and experience of Australia, and Australia’s acquaintance with them and their knowledge and perspectives.

Transport

Regarding transport, could safe travelling programs that currently exist for local students (especially school-age) and which also encompass the general public, particularly the elderly, be utilised or modified to benefit the international students, who have not had the exposure of many locals to these matters? What are the responsibilities of transport providers to not only seek to ensure safe travel but to provide information related to this and in what ways? How well do transport route planning and timetables take into account student safety obligations?

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Examples of Australian University Initiatives to Enhance Safety

Accommodation

Most universities provide some on-campus accommodation. How far should there be a priority for new arrivals to access such accommodation, at least initially? Can more on or near campus accommodation be provided, including through public-private partnerships or other knowledge finance activities e.g. market debt raising by universities? Can working with real-estate associations assist in enhancing provision arrangements? What must students know about the roles and responsibilities of landlords, including in relation to safety of premises and beyond? How can local government engage on this process?

The Australian National University and UniLodge

The ANU has developed a partnership with UniLodge to provide additional student accommodation within the university precinct. This public/private partnership has expanded the availability of university accommodation and enables the ANU to offer an accommodation guarantee to all first year undergraduates from outside of Canberra.

First year undergraduate students from outside the ACT region (either an Australian or an international student) are guaranteed an offer of university accommodation - either a place in a University Hall, Affiliated College or other approved University accommodation. This enables students to focus on the broad student experience rather than the stresses of finding suitable safe accommodation upon arrival.

Should student accommodation become a matter for social housing policy? Can Education Investment Fund type arrangements be extended to the student housing area? Will enhanced student services and amenities charge provisions be allowed so as permit better provision of housing advice and services, as well as employment, transport, health and a whole range of other under-funded underpinnings of the student experience?

Since the adoption of voluntary student unionism policies in Australia the capacity of universities to properly fund these services under the funding provided by government has been problematic. The recent drop in investment revenues has also compromised that source of funding for such purposes. A new start on student service charges would help mightily.

Impact of Voluntary Student Unionism and Employment on Campus

A number of universities have a 'students first' employment policy for on-campus jobs in which employers are asked to consider employing students before advertising more widely for jobs on campus. There are many and varied reasons for this but students who are employed on campus reduce their safety risks through less travel, better hours and a regulated environment where visa restrictions are understood, and students are less open to unscrupulous treatment by employers.

The Australasian Campus Union Managers' Association (ACUMA) and Australian University Sport (AUS) produced a report on the [impact of Voluntary Student Unionism](#). A key finding of the study was that there has been a loss of employment across the student services sector: with more than 1,000 jobs lost in the student services area, alongside loss of important services for students that do have implications for safety, Employment advice, counselling, childcare, and health.