

Primary Prevention of Sexual Harm in the University Sector

Good Practice Guide

July 2023



UNIVERSITIES
AUSTRALIA

Acknowledgements

Acknowledgement of Country

We honour and respect the Indigenous peoples who have been, and continue to be, the custodians of the lands, skies and waterways upon which we at Universities Australia, and our member universities, live and work.

We acknowledge that Indigenous elders and knowledge holders maintain and nourish Indigenous ways of knowing, being and doing. Research, teaching and the academy, both locally and abroad, have benefitted from the enrichment and innovation these gifted knowledge systems grant.

We recognise all Indigenous staff and students who work and study at Australian universities. The significant contributions they make within the higher education sector impact far beyond the footprint of their institutions.

We acknowledge that sovereignty has never been ceded, and that connection to Country and Culture has been maintained, nourished, and continues to thrive.

We pay respect to elders and knowledge holders, past and present, as we listen carefully, tread lightly and nurture those who are our future.

Acknowledgement of Movement and Loss

We wish to acknowledge the many victim/survivors of sexual harm and gender-based violence who have courageously spoken up about their experiences.

Help and Support

Support is always available. [1800RESPECT](#) is the national service to support people impacted by domestic, family or sexual violence. If you need support or advice from a specific university, please visit the Universities Australia website – [Where to Seek Support at your University](#) (universitiesaustralia.edu.au/our-universities/student-safety).

Foreword

Thank you to members of the Working Group who contributed their time and expertise to the development of this guide. The following universities were represented on the Working Group:

- Charles Darwin University
- Deakin University
- Flinders University
- Griffith University
- La Trobe University
- Monash University
- Murdoch University
- University of Canberra
- University of Technology Sydney
- Western Sydney University

Executive Summary

In Australia, many students experience sexual harm and gender-based violence on university campuses, and in the community more broadly. With [one in six experiencing sexual harassment](#) and [one in 20 experiencing sexual assault](#) at university, tertiary education providers must continue to build on and improve their efforts to prevent sexual harm.

While there are many frameworks guiding primary prevention in Australia, gaps remain. The Primary Prevention of Sexual Harm in the University Sector – Good Practice Guide seeks to fill these gaps by providing primary prevention practitioners with evidence-based approaches in a diverse range of university contexts together with insights into consultation approaches to inform successful interventions.

This guide aims to drive collaboration between primary prevention practitioners and foster a culture of working to dismantle the values, norms, practices, and structures that enable gender-based violence and sexual harm in our university communities.

Section one of the guide provides practitioners with a summary of the evidence base guiding primary prevention interventions, including a brief history of primary prevention in the universities sector.

Section two gives an overview of the importance of being informed by the student voice to enable relevant and impactful primary prevention initiatives at a local level. This section showcases one method of effective student consultation, including key learnings about conducting student consultation and co-design, together with insights gained from students.

Section three provides case studies from Australian universities across different focus areas, including:

1. Whole of institution, leadership, and capability development
2. Student life
3. Safe learning experiences and career ready
4. Research and higher degree research
5. Student living
6. Sector collaboration, and
7. Intersectional approaches

Section four provides universities with an internal self-audit tool, providing a list of considerations within each area of focus to prompt reflection, discussion and to guide future planning.

The guide draws from a wealth of existing resources, including:

- Our [Watch's Change the Story](#), [Changing the Picture](#), and [Changing the Landscape](#) frameworks
- The [Educating for Equality resources](#) specific to the tertiary education sector and [Putting Prevention into Practice](#)
- [Rainbow Health Australia, Pride in Prevention Evidence Guide](#)
- The [National Plan to End Violence against Women and Children](#), and
- [TEQSA Good Practice Note](#).

The guide also summarises primary and secondary research, commissioned by Universities Australia, on how to reduce sexual harm and promote respectful relationships among university students across Australia.

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Section one – setting the scene

Background to sexual harm prevention in the tertiary sector in Australia

The prevention of sexual harm and gender-based violence on university campuses can be linked to student and institutional activism spanning many decades. This includes the [‘Talk About It’](#) survey released by the Australian National Union of Students Women’s Department and endorsed by Universities Australia, along with advocacy projects including [End Rape on Campus](#) and [The Hunting Ground Australia Project](#). In 2015, The Hunting Ground Australia Project commissioned the [Strengthening Australian University Responses to Sexual Assault and Harassment Project](#) which was delivered by the Australian Human Rights Centre (AHR Centre) at the University of New South Wales.

In February 2016, Universities Australia began the [Respect. Now. Always initiative](#). This sector-wide program aims to prevent sexual harm in university communities and improve how universities respond to and support those who have been affected. Under this initiative, the Australian Human Rights Commission (AHRC) was commissioned to undertake a National Student Survey in 2016. Over 30,000 students across our 39 member universities participated in the survey. The findings from the [Change the Course Report](#) concluded that:

- sexual assault and sexual harassment are prevalent in university settings, as they are in the broader community
- there is significant under-reporting of sexual assault and sexual harassment to universities, and
- universities need to do more to prevent these problem behaviours from occurring, to build a culture of respect, to respond appropriately by supporting students who disclose their experiences of sexual assault and sexual harassment, while holding perpetrators accountable.

Following the 2016 survey, Universities Australia developed a 10-Point Action Plan and associated resources, including:

- [guidelines for universities to respond to reports of sexual harm \(revised in 2023\)](#)
- [principles for respectful supervisory relationships](#), and
- the [Educating for Equality Framework](#) developed in partnership with Our Watch.

Universities reported back to the AHRC on [responses to the Change the Course Report recommendations](#), and further provided 18-month and 3-year milestone reports.

In 2020, the Tertiary Education and Quality Standards Agency (TEQSA) released a [Good Practice Note](#) on preventing and responding to sexual assault and sexual harassment, and the AHRC released [Respect at Work](#), a national enquiry into sexual harassment in Australian workplaces. An associated [Good Practice Indicators Framework](#) was released in 2022. TEQSA has provided a national university [Respect@Work resource](#).

In 2021, Universities Australia commissioned a second student survey titled the [National Student Safety Survey](#). In response to the results of this survey, the university sector, through Universities Australia, [recognised publicly the need for more work to be done](#) to prevent sexual harm on university campuses.

In 2022, the Commonwealth, state and territory governments launched the [National Plan to End Violence against Women and Children 2022–2032](#), building on the achievements of the 2010–2022 National Plan. The Department of Social Services (DSS) commissioned the [Reducing Sexual Violence Report](#), providing research to inform the development of a national campaign to reduce sexual harm, which is expected to launch in late 2023. In the same year, Universities Australia commissioned Quantum Market Research (QMR)¹ to examine how to promote respectful relationships among university students across Australia. This research found that students across the sector feel pressure to be sexually active, but demonstrated that judging what is right and wrong in sex and relationships was at times confusing.

In December 2022, the [Anti-Discrimination and Human Rights Legislation Amendment \(Respect at Work\) Act 2022 \(Cth\)](#) amended the [Sex Discrimination Act 1984 \(Cth\)](#), introducing a [positive duty](#) on employers to prevent and eliminate workplace sexual harassment, sex discrimination and sex-based harassment. Universities are now required to prevent sexual harassment using the Respect@Work [Good Practice Indicators Framework](#). A [Respect@Work hub](#) provides support for this work. In some states, additional requirements exist and extend to a positive duty to prevent workplace gendered violence. Beyond their legal duties, universities also have a social responsibility to engage in primary prevention activities.

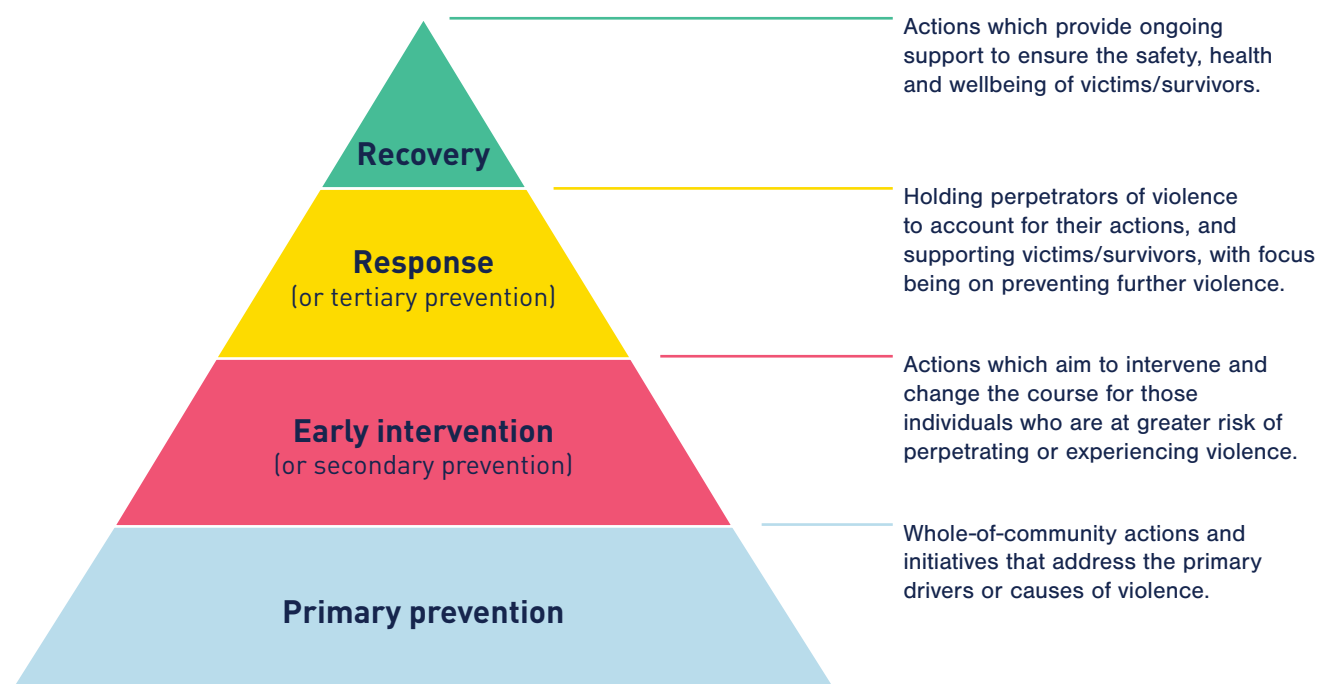
The evidence base

What is primary prevention?

In the university setting, primary prevention of gender-based violence and sexual harm involves working across all levels of the university, for the entire university community, **to change and transform the social context so that the drivers of violence are recognised, addressed and eliminated.**

Health Promotion theory recognises that there are different stages at which actions can be taken to address health issues. These stages can be described as recovery, response, early intervention and primary prevention.² These categories are illustrated in the figure below which also describes their relationship and potential reach.

3



Primary prevention aims to stop gender-based violence before it starts, addressing the underlying social factors, or drivers, of that violence by shifting the social conditions, power structures, norms and practices that drive and normalise it, as well as the institutions and systems that excuse and justify it.⁴

A comprehensive approach to gender-based violence prevention must incorporate primary prevention, a longer-term approach that requires ongoing commitment from institutions and society.⁵ This guide focuses on primary prevention as a distinct and broad approach that underpins and complements early intervention, response and recovery initiatives.

What is the social context we are trying to change?

Gender-based violence is rooted in gender inequality, but gender intersects with other structural conditions which lead to distinct individual experiences across different cohorts. Taking an intersectional approach to primary prevention involves considering how multiple forms of oppression and disadvantage shape the experience of gender-based violence.

The [Our Watch](#) suite of resources, [Rainbow Health's Pride in Prevention Guide](#), and the [United Nations](#), identify specific expressions of gender inequality and discrimination that 'drive' rates of gender-based violence in our community. The 'drivers' can be summarised as:

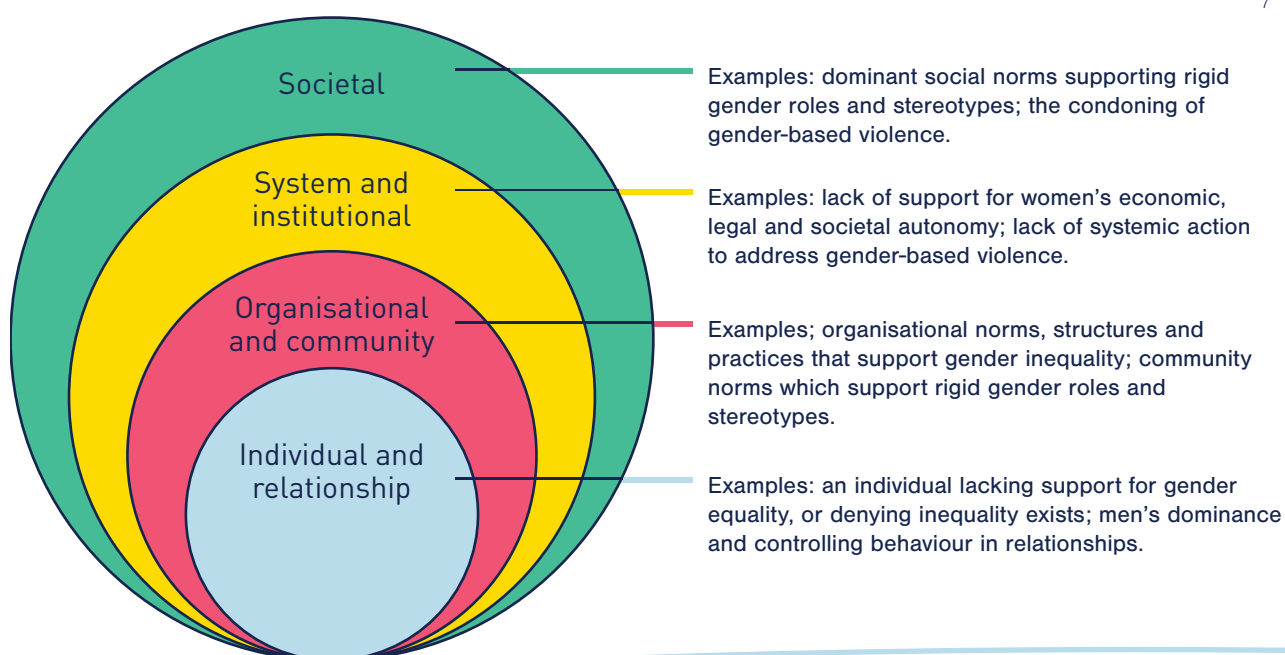
- condoning public and private violence against women
- men's control of decision-making and limits to women's independence in public and private life
- rigid gender stereotyping and dominant forms of masculinity
- men's peer relations and cultures of masculinity that emphasise aggression, dominance and control
- the past, present and ongoing impacts of colonisation for Aboriginal and Torres Strait Islander families, communities and Country; as well as racism directed to peoples of, or perceived to be of, diverse races, ethnicities, cultures, nationalities, and religions
- ableism, including segregation, exclusion, controlling, negative stereotypes, and normalising violence and disrespect of people with disabilities, and
- hetero-sexism including cis and hetero-normativity, vilification, normalisation of violence, discrimination and abuse, devaluation and inequality in recognition of relationships.

The drivers above are influenced by 'reinforcing factors' which include, but are not limited to, cultures of backlash and resistance to violence prevention and gender equality, power imbalances and abuse of power, and lack of demonstrated commitment to diversity and inclusion.⁶

How do we transform social contexts which enable violence?

'Individual behavioural change (to stop people using violence) may be the ultimate aim of prevention activity, but behavioural change cannot be achieved prior to, or in isolation from, broader and deeper change in these underlying drivers of violence, which are embedded within relationships, families, communities, organisations, institutions and society as a whole.' – [Our Watch](#), [Change the Story](#).

The socio-ecological model considers the multiple components that interact to create the conditions for gender-based violence and sexual harm. The diagram below illustrates examples of structures, norms and practices found to increase the probability of gender-based violence, at different levels of the social ecology.



Primary prevention within the higher education environment

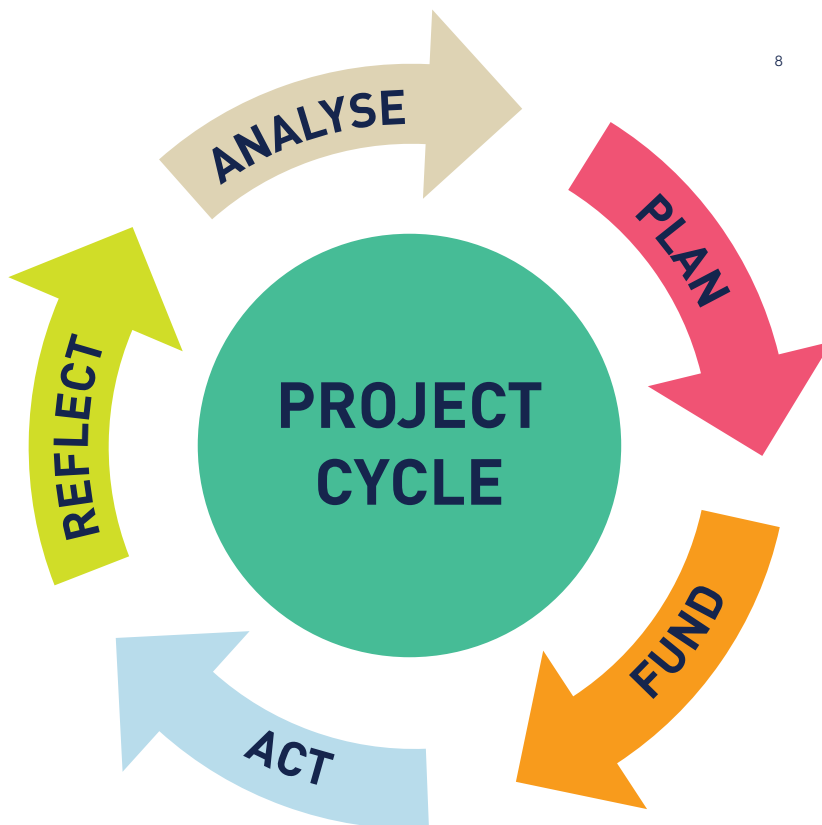
Key considerations for primary prevention within the higher education sector which can contribute to transforming the structures, norms and practices that enable violence at all levels of the social ecology are outlined below.

Key considerations	University-specific advice
Be guided by public health principles and frameworks	Be familiar with, and guided by, the principles which underpin primary prevention as a health promotion activity. Primary prevention initiatives should be empowering, participatory, equitable, sustainable, do no harm, trauma informed and prioritise victim/survivor centred practice .
Take a whole of institution approach	Ensure university response and recovery systems are connected to primary prevention work. Work at all levels of the institution, including policy and systems change, and utilise existing research and academic knowledge unique to the university sector.
Take an intersectional approach	Take an intersectional approach to designing, implementing and evaluating prevention initiatives that consider how different forms of oppression and disadvantage shape people's experience of gender-based violence. This includes working to address the legacies and ongoing impacts of colonisation for Aboriginal and Torres Strait Islander people through listening and healing approaches that support connections to culture and are culturally safe .
Seek and incorporate the student voice	Engage students as co-design, delivery and evaluation partners in all work that is undertaken in the primary prevention space.
Establish partnerships	Explore partnerships with other universities, gender equity and violence prevention specialists, response staff and students to strengthen sustainability, reach and resourcing.
Address the Essential Actions required to challenge the drivers of gender-based violence	Consider the social context and drivers of violence your work will address against the Our Watch Framework's essential actions. These actions could be used to develop program goals or used as a framework to evaluate impact.
Consider a broad range of primary prevention techniques	Aim for multi-strategy programs addressing drivers of violence at different levels of the social ecology. Change the Story and Putting Prevention into Practice detail a range of prevention techniques including direct participation programs, organisational development, community mobilisation and strengthening, communications and social marketing campaigns, advocacy and activism and healing focused techniques. The Educating for Equality suite of resources specific to the tertiary education sector also contain useful technique and project level guides such as ' A Guide to Digital Engagement '.
Ensure ongoing reflection, evaluation and learning	Reflection and learning are essential to improve prevention practice. When designing initiatives, consider how they will be evaluated to understand the effect and impact of the initiative, using learnings for future iterations.

Design to incorporate good practice

Using professional project management frameworks such as '[the project cycle approach](#)' can be helpful for ensuring practitioners appropriately design, review, measure and assess the impact of programs and interventions. This project cycle can be summarised as follows:

- collect and analyse the evidence available to inform the work
- develop a project plan that includes monitoring and evaluation requirements
- ensure resources are available to deliver the intervention
- implement, measure and monitor, and
- reflect on and evaluate on the intervention including sharing learnings.



A [Theory of Change](#) or [Program Logic Framework](#) can help plan and sense check projects. These documents require mapping actions and intended results and demonstrate how actions combine to achieve the desired outcomes, as well as how the program will be evaluated.

Section two – student voice

University campuses are broad and diverse communities. Physical and virtual campuses provide spaces to live, socialise, work and study for individuals from a range of backgrounds and identities with diverse lived experiences. Australian universities have access to a significant sphere of influence and responsibility with almost one and a half million students enrolled annually across the sector. Universities and their individual campuses manifest distinct characteristics and culture.

Given the importance of student consultation and co-design as a foundation for effective primary prevention, this section will equip university practitioners with tools to utilise the student voice. Genuine student consultation provides insights into how to best engage students in existing and future prevention initiatives.

This section was developed through a process of student engagement and consultation. It provides insight into the value of seeking students as active partners in primary prevention work and is an example of participatory student engagement.

The importance of listening to the student voice

Quality primary prevention work requires the participation of those impacted by the social issue at all stages of the program. In the university setting, this means there is an imperative to partner with, actively engage and listen to students.

When designing and implementing initiatives the following questions can be considered to support the identification and initiation of student participation:

- Who comprises the student cohort?
- What are the key characteristics and motivations of the student body?
- What barriers and enablers exist to individual student involvement?
- What do students want and expect from the institution?
- How can a diverse range of student voices be represented? Are there additional considerations for capturing the voices of international students?
- How do students want to engage with the institution to participate in and/or drive initiatives?

Student consultation provides the opportunity for co-design and co-creation, solving complex and important problems collectively. Further, collaboration can foster greater student investment and engagement, and strengthen relationships by building trust and respect amongst the community. Engaging with specific cohorts of students is particularly critical to designing tailored programming with meaningful impact.

An approach to student consultation

To develop recommendations on undertaking student consultation, localised consultative activations with students were held at seven Australian universities in February and March 2023. These highly visible and interactive activations captured over 2,200 students' perspectives and sought to gain insights into perceptions and preferences regarding how students wish to engage with primary prevention activities. While there are a range of student consultation methods, including surveys, focus groups and workshops, this style, based on [previous initiatives](#) developed by the University of Technology Sydney, was intended to demonstrate how a relatively fast, low-cost and engaging method could yield insights into the student voice.

Running the activations

Fast, active and participatory consultation was enabled by a series of large format poster response boards (see appendix 2) designed to capture perspectives on student engagement and consultation regarding the prevention of sexual harm and gender-based violence. The boards were placed in public, high traffic areas. Beginning with an introductory information board, the remaining boards covered the following questions:

- What are the barriers and enablers to sharing your voice?
- Who do you want to engage with?
- How do you currently and what is the ideal state for sharing your voice with the university?
- How do you want to engage with the content?

Students were provided with multiple choice options for each question, and sticker dots to indicate their response(s) of choice. Not every student responded to every question. Activations were either facilitated by staff or student peers, or unstaffed for passive engagement. Given the public nature of the activation, student safety was a key consideration. Support services information was provided at all activations, with trained staff there to respond to disclosures.

What insights were gained from students?

The activations highlighted a range of opportunities to engage students, and provided valuable insights into the methods in which students wish to participate, who students prefer to engage with, and key considerations around safety and trust. The collated results from activations across the seven universities provide insights to inform considerations within local university contexts.

Factors informing students' decisions about sharing their voice

Very few students noted that they currently share their voice (Q1). Safety to share was a significant factor identified by students, reflected through responses relating to privacy and confidentiality, feeling safe to contribute, and trust in the institution (Q2). Given the need for primary prevention work to be trauma-informed and psychologically safe for all students, it is important to consider how privacy and confidentiality requirements may differ in activation contexts.

Through this activation, it was evident that students are more likely to engage in groups. When one person in a group chose to participate, others would follow, often leading to discussion about the subject and making the process more immersive for all involved.

Preferred person/service to engage with and method of engagement

Through participation in the activations, students highlighted that they would like to be able to share their voice with their university (Q1). Students indicated preference for engaging with their peers, student leaders, clubs, associations and societies, or professionals working in the respect area (Q3). Three quarters of responses indicated a desire to engage through posters, surveys, merchandise, workshops, curriculum, and events whilst formal committee structures were the least desirable option (Q4).

Contextualising engagement

The purpose and intended use of responses was made clear to students as part of the activation, either through verbal invitations to participate or through information provided on poster boards. Students responded positively, noting that they appreciated sharing their voice, and knowing that their input would be valued and responses used.

Other considerations for student consultation

Language and context

Questions and options that reflect students' local context are likely to improve the quality of data collected and the value of results noting that terminology and language used by service providers or university staff may not always be understood by students.

Location and type of consultation

The target audience for activations or interventions should be considered to determine the most appropriate location. For broad-reaching activations, public, high-traffic locations are best to gain high-levels of engagement. When seeking to better understand the perspectives of those who have experienced sexual harm, privacy, anonymity, and personal safety are critical. In these cases, safe spaces, expert facilitators, and safe methods of consultation are essential.

Peer-led engagement

Universities should seek to involve peers and student leaders in the delivery of consultation activities. This supports the findings of this specific consultation process which highlighted that peer-to-peer interaction is a key preference for students (Q3).

Informing participants of the use of the data

The purpose of consultation should be clear and transparent to students, including how information provided will inform and guide future practice (Q2). Universities should consider opportunities to collaborate across the institution to reduce participation fatigue and ensure meaningful engagement.

Sharing and promoting the insights learned

Acknowledging the contributions made by students, and sharing insights, and planned actions as a result with the community demonstrates authentic engagement and transparency. This can help to build trust, strengthen community, and increase future student involvement.

Incorporating inclusive practice

Gaining a truly representative picture of the student body can be challenging. As an example, student activations conducted such as the style conducted in this section can fail to capture the voice of diverse student cohorts. In-person models of student consultation might not always be accessible and alternate options should also be considered including online surveys, targeted invitations to specific cohorts of students, or focus groups to provide greater context to the purposes of the consultation.

Summary on utilising the student voice

Universities are in a unique position to seek, embrace and listen to the student voice through consultation and co-design to guide primary prevention initiatives. Students want to engage, share their perspectives and lived experiences, and know that their contributions are heard, valued and included. Universities should create opportunities to engage with students to ensure that programs of work are relevant, accessible and impactful.

Section three – good practice approaches

Areas of action in the university setting

A whole of institution approach in the university context means working with the entire university community. This includes students, teaching and research staff, professional staff, administrators, contractors, colleges and other accommodation providers, clubs and societies, and community and business partners. This guide considers the following areas of focus as a means of capturing the range of interventions universities have undertaken, providing good practice examples under each area of practice:

- whole of institution, leadership and capability development
- student life
- safe learning experiences and career ready
- research and HDR students
- student living
- sector collaboration, and
- intersectional approach.

Practice examples

The following section outlines case studies from universities in Australia which exemplify good practice across the areas of action. Universities were invited to contribute case studies highlighting good practices in the prevention of sexual harm within the university context. Case studies received were reviewed, assessed and selected against the following criteria:

- Evidence-based: Case studies which are informed by contemporary literature and evidence-informed theories of change, referenced in Section One of this guide were prioritised.
- Primary prevention: Initiatives that addressed the drivers of gender-based violence were prioritised over early intervention, response and recovery initiatives.
- Balanced representation: Suitable case studies were then selected to ensure a balanced representation of universities located in different regions.

How to use these practice examples to inform your work

The examples of good practice included in this guide may not be appropriate for all universities. As primary prevention requires understanding the context in which interventions are taking place, universities may need to adapt examples to their own unique culture, structure and models of practice. Universities may also have different priorities, resourcing discrepancies, or be at different stages of establishing sexual harm prevention and response systems. In assessing whether a good practice example may be suitable to adopt, it may be helpful to consider the following factors.

- **Audience** – Do you have the same target audience? What is unique about your community and target audience which may impact how the practice example is received or delivered? How would you consult with your target audience to ensure it is well received?
- **Culture** – How would the practice example be received at your university? Would it have the same level of buy-in? How would you promote and communicate with your community about the practice example to ensure buy-in?
- **Resourcing and sustainability** – How much resourcing did the practice example utilise? Do you have available resourcing, or how would you leverage additional resourcing if required? Does this allocation of resourcing suit your other prevention and response priorities, and would it be sustainable in the future?
- **Scale** – What size university was the practice example adopted in? How would you increase or reduce scale to work most effectively for your target audience?
- **Evaluation** – How would you evaluate the practice at your university? Would this need to be adapted to align with your university's policies and processes around evaluation? Have you assessed the impact of the intervention on your target audience?

Consultation and collaboration with universities that have led these initiatives is encouraged to ensure further development and sharing of good practice across the sector. Further information around prevention techniques, including what constitutes effective, promising and less effective or harmful practice, can also be found in Element 5 of [Our Watch's Change the Story Framework](#).

Area 1: Whole of institution, leadership and capability development

The promotion of respect and prevention of gender-based violence should never be the responsibility of one individual or department. A whole-of-institution approach is critical to building individual and organisational capability to prevent gender-based violence and for fostering a positive university culture. This duty of care extends to physical campuses and online learning environments.

Universities may consider partnering with relevant departments, divisions, specialist research centres, academic staff, peer leaders and students across the university as part of the development, design, review and ongoing enhancement of institution-wide strategies and action plans.

Governance and leadership

TEQSA's [Good Practice Note](#) states that providers should also “establish a taskforce or a working group to bring people with different perspectives to work together on this challenge”. These taskforces or working groups provide governance and leadership and have become standard practice across Australian universities. Examples include the [Safer Communities Working Group](#) at the University of Western Australia and the Safer Community Taskforce at the University of Tasmania.

Senior leaders within universities have a [critical role](#) in shaping culture and ensuring the primary prevention of sexual harm and gender-based violence is prioritised. Their capacity to reach a wide range of stakeholders ensures a [critical mass can be engaged to assist in influencing cultural change](#). Social marketing campaigns, developed for behaviour and social change can enhance and support senior leadership messaging and shift harmful stereotypes and norms. Consistent messaging can also encourage community led and supported prevention initiatives, including in clubs and societies.

Whole-of-institution approaches can be strengthened through the collection of centralised data which is analysed and shared through annual reporting. Publicised annual reports that share key response and prevention data send a message of commitment, transparency and accountability to the university community. Annual reporting can also provide an opportunity to celebrate success and share information with the sector.

Online modules to support your whole-of-university approach

One of the ways in which support for a whole-of-institution approach to the prevention of gender-based violence can be developed, along with knowledge and awareness, is embedding e-learning modules into staff and student induction and orientation systems. This ideally will be supported by a range of other educational offerings for a university community, including in-person training, events and seminars.

Online modules are particularly useful for new staff and students to help establish an understanding of rights, responsibilities and the expectation that all have a role to play in the prevention of harm, including gender-based violence. Online modules work best when they are part of a broader prevention strategy and stand-alone modules are unlikely to be effective in changing behaviour.

Following the publication of the *Change the Course Report*, many universities sought to implement pre-existing, for-purchase modules – such as *Consent Matters* – while others have created their own online modules informed by their context, staff and students. In assessing whether an online module is suitable, research, benchmarking and consultation, including drawing on resources such as Our Watch’s *Best Practice Principles for Online Learning*, is recommended.

Some institutions have compulsory student modules. For example, since 2019, Monash University has required all students to complete an online module on consent and respectful relationships called Respect at Monash. This enables the wide dissemination of primary prevention messages and the collection of data on student understandings of consent, gender equality and respectful relationships. Since its introduction, Monash University has expanded the singular *Respect at Monash* module into a suite of tailored compulsory modules for coursework students, graduate research students and staff.

La Trobe University has also recently reviewed its *Respectful Behaviour and Culture module* to expand content and apply a human rights-based framework. The module includes topics such as sexual and reproductive health rights, gender equality, family violence, respectful relationships and consent. It also draws on bystander intervention and responding to disclosure content through topics titled ‘What to do if things go wrong’ and ‘Be the change’. This module is compulsory for all students living on-campus and is undergoing work to become compulsory for all commencing students.

Other institutions use various methods to encourage students to complete online primary prevention modules, such as using a combination of mandatory completion and positive reinforcement. The South Australian universities (referenced in Area 6: Sector Collaboration) only require select cohorts such as residential students and student leaders to complete their module, while encouraging general uptake across their university communities.

Case study 1: Australian National University (ANU) – Sexual Violence Prevention Toolkit

In 2023, ANU released its *Sexual Violence Prevention Toolkit*, a practical guide for implementing change within local areas. Designed, developed and piloted throughout 2022 with key stakeholders including staff and students, the toolkit is a practical guide to be used in any academic, professional, or residential context to assist local teams to better understand the problem of sexual harassment and sexual assault, take action that is more likely to meet the needs of their community, and move towards the desired outcome of sustained prevention.

The toolkit is also intended to be a connector between broader governance priorities and the operational plans of local areas, especially in the domain of gender equity, diversity and inclusion.

Creation of the resource was resource intensive, with six full time staff engaged as part of the Respectful Relationships Unit whose responsibilities also included education, community engagement, research, and communication, and a significant non-salary expenditure budget for the design, printing and launch of the toolkit.

Whilst application is in early states, ANU has designed a bespoke evaluation framework to capture use of the toolkit, outlining a mixed-method, iterative and community-driven approach. This will be used to capture both the implementation and impact of prevention approaches in local areas of ANU.

To find out more, please contact: respect@anu.edu.au.

Case study 2: RMIT – Addressing Gender-Based Violence Theory of Change

In 2023, RMIT developed and launched a [theory of change for addressing gender-based violence](#) for implementation until 2027. A theory of change approach is important as it is an explicit process by key stakeholders for thinking through and documenting how programs of work and interventions will address gender-based violence. This includes why it will work, who will benefit, and the conditions required for success. In addition to the evidence-base, RMIT's work in this space was influenced by an independent review of RMIT processes and procedures by Deloitte (2018) and the University of Adelaide ICAC Response by KMPG (2021).

RMIT's overarching vision is the creation of a safe place for all staff and students, where everyone feels included, respected and supported. Guided by this vision, as part of the plan, RMIT aims to achieve three long-term impacts including:

- gender-based violence and gender inequality are reduced
- respect, safety and a culture of collective care are normalised, and
- victims/survivors and users of violence are appropriately considered and supported.

Immediate, five-year, and long-term outcomes have been outlined as part of the plan. These outcomes will be the focus of planning, implementation, monitoring, and reporting, and provide the basis for evaluating success. The delivery of the theory of change has been woven into a five-year Strategic Action Plan and two-year workplan.

Significant resources were involved in the development of the document. RMIT engaged a consultant specialising in the development of theory of change, monitoring, and evaluation systems, and further engaged with key internal and external stakeholders across the University including subject matter experts and academics. RMIT's student union (RUSU) were also involved in the review of the theory of change via participation in the Vice-Chancellor's Advisory Group on Addressing Gender-based Violence.

For more information, please contact: respect@rmit.edu.au.

Case study 3: University of New South Wales (UNSW) – Sexual Misconduct Annual Report

The University of New South Wales (UNSW) was the first university in Australia to make publicly available a comprehensive annual report detailing activities in preventing and responding to sexual misconduct in August 2021 – the UNSW [Sexual Misconduct Annual Report](#). The Annual Report highlight key actions, achievements and progress made since the first survey and Change the Course Report in 2017. The document also outlines:

- UNSW's position
- governance framework and policy on gendered violence
- information regarding prevention activities and campaigns (with accompanying metrics), and
- the number of reports of sexual misconduct involving students, staff, and the public, including outcomes of investigations and reports on systemic or emerging risk areas and recommended improvements.

Since the report was first published UNSW has received qualitative feedback from staff, students, and external agencies including the NSW Police (State Crime Command Sexual Violence project) in the interests of discussing best practice and sharing of insights.

For more information, please contact: gvprevention@unsw.edu.au.

Area 2: Student life

Universities are spaces where many people have formative experiences beyond the classroom. Extra-curricular activities are an important part of the university experience for some students, including sports, work, socialising and events (including student associations and clubs and societies). These formative experiences can include affirming or questioning social norms related to gender and gender-based violence. Given this, evidence-based public health social marketing approaches can have an impact and contribute to shaping a culture where community members feel empowered to act when they see problematic behaviour.

Data such as that from the NSSS can help inform social marketing campaigns and other student life focused initiatives. For example, the [NSSS](#) revealed that almost half (46 per cent) of the cases of sexual harassment at universities were in 'general campus areas,' and over a quarter (25.8 per cent) of cases of sexual assault were linked to clubs and societies. Initiatives related to student life are an essential part of a prevention strategy.

In the student life area, student leaders are well positioned to be agents of change, modelling positive behaviour and social norms. Student leaders may also have influence in spaces not accessible to staff and benefit from the professional development and training which universities can provide.

Case study 4: Macquarie University – Good Night Out

Working with Full Stop Australia, twenty Macquarie University staff working within the main student venue, UBar, participated in a Good Night Out accreditation program for licensed premises. The Good Night Out Campaign aims to prevent and respond to sexual violence in licensed venues. The Campaign first emerged in the UK in 2014 as a grassroots response to sexual violence, with a focus on nightlife communities. The program supports those who work in, or run, venues, pubs, bars, clubs and festivals to better understand, respond to and ultimately prevent sexual harassment and assault.

All bar staff receive a two-hour training session 'Understanding and Responding to Sexual Harassment and Assault in Licensed Premises'. The session addressed the following key topics:

- what sexual assault and harassment mean
- 'whole-of-team' approaches to handling sexual violence in a licensed space
- racism, homophobia and sexual harassment
- barriers to reporting an incident to a member of staff and how to remove or reduce barriers
- creating an environment that prevents harassment, and
- de-escalation techniques and responding carefully to shock and trauma

As part of the initiative, Full Stop Australia reviewed what practices were already in place at UBar and produced a best-practice policy document for the premises. The policy included in-depth information about legal aspects and licensing which was tailored to the venue's needs. Full Stop Australia also provides posters and a signed certificate to display behind the bar which helps to encourage reporting and informs customers that staff are trained appropriately.

The program requires limited resourcing. Casual bar staff were paid for their time to attend the training. Full-time staff contributed their time to complete the training.

Feedback on the program is obtained via a survey post training. Results showed that staff members' knowledge of sexual harassment and assault had improved significantly, and that they felt more confident to respond to sexual assault and harassment following the training. Macquarie University intend to survey staff again in the future about their implementation of the policy and procedures and their level of confidence in responding to incidents of sexual assault and harassment.

For more information, please contact: respect@mq.edu.au.

Case study 5: Monash University – BRIGHT (Bystander Intervention, Respect, Intimate Partner Violence and Gender in Higher Education Training)

BRIGHT is a two-hour peer-led, student-focused interactive training session aimed at fostering respectful relationships and gender equality in the Monash community. BRIGHT is compulsory for student leaders, including Monash Student Organisations and Club and Society leaders, Residential Advisors and Residential Committee members.

BRIGHT is intended to provide participants with:

- an understanding of the link between gender inequality and gender-based violence
- increased confidence to challenge problem behaviours, comments and attitudes in various situations
- practical bystander tools to challenge any form of discrimination and harassment, and
- skills to appropriately respond to a disclosure of sexual assault, including identifying the student's role in this situation and how to provide information on resources, reporting options and support services available to those impacted.

The program has been a cornerstone of Respectful Communities' training suite since its development in 2018 and has been reviewed and updated over the course of this time. Administration of the training and responsibility for updates for BRIGHT form part of 1.0 FTE role in the Respectful Communities team. BRIGHT uses a peer-led facilitation model and is almost exclusively conducted by student casuals employed by Respectful Communities, with students also supporting training evaluation and content updates.

Students complete a pre-session and post-session survey to measure whether the training has led to a change in understanding based on the learning objectives of the training. Immediate post sessions outcomes, with responses from more than 1,600 students, include:

- 98.5 per cent of participants strongly agreed/agreed that they had knowledge on how to prevent gender-based violence (compared to 40.2 per cent pre-survey), and
- 95.3 per cent of participants strongly agreed/agreed that they had confidence to challenge everyday sexism that drives gender-based violence (compared to 64.7 per cent pre-survey).

For more information, please contact: respectful-communities@monash.edu.

Case study 6: Flinders University – Re-launch of Be a Better Human (BABH)

Be a Better Human (BABH) is a student-led campaign focused on consent, sexual harassment and sexual assault, bystander education, respectful relationships and reporting and support options for university students. This grassroots campaign was developed by a group of Flinders students and delivered by the Flinders University Student Association (FUSA) team and staff from Flinders University's Student Services portfolio; with input from the Sexual Violence Project Officer (SVPO). The BABH campaign was relaunched in 2022 to ensure ongoing relevance and student engagement. Information about Flinders University's support and reporting services were also reviewed to ensure accuracy.

Whilst a student-led campaign, development also involved consultation with the SVPO and the Director of Student Services, who provided advice on the initiative to the project lead on current research, best practice strategies, resources, and services regarding gender-based violence both within and beyond the higher education sector. In 2021, students were asked to provide feedback on the BABH campaign resources and promotional materials via a survey and focus groups. This feedback was incorporated into a comprehensive suite of new resources and promotional materials developed alongside revisions of existing materials. Key stakeholders reviewed drafts of the new and revised resources and promotional materials, with feedback incorporated into the final versions.

The BABH campaign was officially relaunched in August 2022 with celebrations including events held at the Flinders main campus at Bedford Park in Adelaide and smaller events on other Flinders campuses. The re-launch of the BABH campaign will be evaluated and reviewed on an ongoing basis in the future.

The campaign requires a moderate amount of resourcing. The project lead for the initiative was the FUSA Media Officer. Others involved included other FUSA staff, FUSA Student Representative Council members, SVPO student volunteers and other key stakeholders.

The BABH campaign received awards for Most Successful Visual Design, Best Marketing Campaign and Most Successful Digital Initiative as the Tertiary Access Group Campuslink Awards in 2019. There are further plans for the BABH campaign to be relaunched at Flinders University's smaller campuses, and following this an evaluation of the relaunched campaign materials will be undertaken. Currently, at least nine other Australian universities have adopted the BABH campaign.

For more information, please contact: fusa@flinders.edu.au.

Case study 7: University of Technology Sydney (UTS) – Wanna Spoon? Ask First!

In 2018, UTS co-designed an engagement strategy with students and staff based on a ground-up cultural change approach to sexual harm prevention and response. The approach centred around participatory co-design at large-scale public activations and workshops, incorporating novel artefacts designed to attract, engage and educate participants around the prevention of sexual harm.

A recognisable brand with an approachable look and feel is maintained to support the campaign.

Free ice-cream and merchandise are handed out to community members branded with the ‘Wanna Spoon? Ask First!’ slogan, with the intent of encouraging conversations around respect and consent. Novel interactive modes such as sticker voting, poster writing, competitions and dialogue are used to address topics such as attitudes that underpin sexual violence, active and ethical bystander intervention and support services. Activations are held up to five times each year, allowing insights into UTS’ community to be collected to guide future action by UTS.

The program ‘targets’ highly visible opportunities early in students’ commencement to set and model expectations of behaviour and build distributed leadership networks. These interactions are designed to facilitate experiential learning initiatives which serve to strengthen informal support networks within the UTS community.

The program is resource intensive. Initial research was undertaken by a research team and UTS employs a dedicated Program Manager, supported by a Communications Advisor, Graphic Designer and Project Officer. Student and staff volunteers are involved on an ongoing basis to assist in the delivery of the campaign.

Early findings, concepts and ideas were tested with the UTS student community to gain feedback and identify additional opportunities for strategic action including research interviews, co-design workshops, research and engagement stalls, student intern contributions and engagement with a student consultation group.

The initiative engages an average of 5,000 students and staff engaging with the activations each year. The Wanna Spoon? Ask First! was the winner of the 2020 Good Design Award (Best in Class) in the Social Impact category.

For more information, please contact: respect.now.always@uts.edu.au.

Case study 8: University of New South Wales (UNSW) – SEXtember Sexual Health Festival

SEXtember at UNSW is an annual sexual health festival over two weeks promoting sex-positive conversations. It aims to normalise conversations around healthy relationships and consensual sex and encourage sexual health check-ups. Messages around consent and support services for victims/survivors of gender-based violence are provided throughout the festival, which has been co-created with UNSW staff and students and the sexual health community. A series of events are also offered with specific target groups including residential colleges, student organisations, international students, and post-graduate students.

UNSW designed the festival taking into account the [NSW health 2021-2025 HIV strategy](#), [NSW Health Sexually Transmissible Infection Strategy](#) and [UNSW Gendered Violence Strategy: STOP, EMPOWER, SUPPORT](#).

The festival involves initially engaging with UNSW students via a survey. Stakeholder meetings involving staff and students are then conducted to discuss survey findings and to determine a theme based on current health and UNSW priorities. A marketing campaign is developed and implemented including video creation, social media posts and playlists. Events are then broadcast to the UNSW community with an opportunity for funding or collaborative delivery.

Sexual health trained peers support the delivery of events, run individual events within residential colleges and host a one-day in-person event called HUMP Day which focuses on activations and sexually transmitted infections testing.

The festival is evaluated via pre and post event surveys, stakeholder feedback, social media and website engagement, and event attendance. It is resource intensive, involving a project manager and marketing assistant, with collaboration and resourcing from other areas of the UNSW.

For more information, please contact: healthy@unsw.edu.au.

Case study 9: Griffith University – MATE Bystander and Be There app

MATE Bystander is an education and intervention program teaching individuals what they can do to prevent violence using a bystander approach.

Based on best practice, MATE (Motivating Action Through Empowerment) teaches people to become proactive bystanders by empowering them with the tools and understanding to step in and address problematic behaviour, prevent gender-based violence, racism and discrimination and promote equality. Individuals are presented with real-world scenarios that enable them to put the MATE bystander intervention framework into practice.

MATE programming includes the following initiatives:

- Be There bystander app.
- MATE cultural change training: discussing drivers of gender-based violence, leadership and affecting positive change, before exploring MATE's bystander intervention framework.
- MATE Train the Trainer: accreditation program for individuals to run cultural change and/or creating respectful workplaces training within their own organisation.
- MATE Creating Respectful Workplaces: supporting positive duty in the workplace - discussing personal impact and contributions to workplace culture and bystander actions to support respectful and inclusive workplaces for all.
- MATE eLearning modules: 6-module training package focusing on the bystander framework, gender inequality and gender-based violence prevention.
- free webinars.

MATE's Be There app is the world's first bystander support platform for domestic, family and sexual violence and coercive control. The app provides free education, awareness and empowerment for bystanders and victim-survivors. Through simple and effective tools, and prioritising user safety, Be There offers ways to help recognise abuse to educate oneself or support others who may be experiencing or using abuse.

MATE's offerings draw on a wide range of academic literature. The program has undergone an impact evaluation by the Australian Council for Educational Research (ACER). Evaluation results showed 90 per cent of participant respondents felt more confident intervening to stop problematic behaviour after completing MATE training. In addition, all MATE Bystander sessions incorporate post training evaluation surveys from participants. Accredited MATE trainers are inducted into the MATE Trainer Community of Practice which are a place of upskilling, reskilling, sharing and focus group testing and feedback. Any new MATE content and offerings, including the Be There app is evaluated by the Griffith University Disrupting Violence Beacon in line with current best practice evidence and strategies.

For more information, please contact: mate@griffith.edu.au.

Area 3: Safe learning experiences and career ready

Universities have an obligation to provide and ensure safe and inclusive learning experiences for all students. This includes physical campuses and online environments, general learning, and students' experiences as part of study abroad/exchange and course workplace internships and placements.

Higher education institutions are committed to open and accessible campuses. Stakeholders across the university, including security, campus operations, student life, infrastructure and property, should be involved in efforts to enhance students' physical security. The results of the [NSSS](#) highlighted the increased occurrence of sexual harassment incidents in shared/common spaces, including general campus areas (54.7 per cent), university libraries (24.4 per cent), lecture theatres and computer labs (21.7 per cent).

[Reports of online harassment have also increased](#) as universities shifted to remote learning during the COVID-19 pandemic and have progressively incorporated online technology as part of classroom activities. There is benefit in ensuring university policies and procedures adequately address online learning environments, raise awareness of online harms (within and beyond the university) and educate students and staff about appropriate online behaviours to ensure safe learning experiences. Universities may wish to refer to the [Toolkit for Universities](#) suite of resources, developed in partnership between the eSafety Commissioner and UA.

The classroom setting is also an important location for safe learning considerations. Healing, inclusive and trauma-informed teaching practices, content advisory notes, clarity around informed-consent and the sharing of support resources are important. Students should also be made aware of their rights and responsibilities whilst participating in workplace learning experiences and as professionals entering the workplace, noting that some professions are likely to be exposed to instances of gender-based violence.

Case study 10: The University of Notre Dame Australia – Upskilling Preservice Professionals – Curriculum Mapping

Upskilling Preservice Professionals is an initiative to identify and further embed primary prevention messaging within the curriculum across the Doctor of Medicine students' pre-clinical years. A working party of relevant university staff was established within The University of Notre Dame Australia Fremantle School of Medicine to undertake a curriculum mapping project to identify gender equality and primary prevention concepts present in preclinical curriculum, and to identify further opportunity to enhance and embed such content.

As part of the project, the working group completed training on responding to disclosures of sexual harm, read Our Watch's 'Upskilling Preservice Professionals' resources and attended a workshop on addressing the drivers of gender-based violence facilitated by Our Watch. Following the completion of the curriculum mapping, the working group developed an action plan to prioritise changes to learning content or materials within the curriculum. The action plan is currently being implemented over the next twelve to eighteen months.

This project was resource intensive requiring significant work from specialist prevention staff, academic staff within the University of Notre Dame School of Medicine, the involvement of other relevant university and external stakeholders, including a student representative from the Medical Students Society.

Following participation in the gender-based violence training and curriculum mapping process, two surveys were conducted to evaluate the curriculum mapping process. Initial evaluation included measurement of change in staff knowledge, skills, and confidence in addressing gender-based violence in a classroom setting. Following this, feedback was sought from staff on perceptions of student engagement with the primary prevention messaging and the application of the Our Watch Upskilling Preservice Professionals resources and framework. Students will be given the opportunity to evaluate the content post-implementation.

For more information, please contact: respectofficer@nd.edu.au.

Case study 11: Western Sydney University – Partnership Pedagogy with Bachelor of Business (Sports Management)

At Western Sydney University, staff from the Bachelor of Business (Sports Management) program and Respectful Relationships team partnered to develop a work-integrated learning (WIL) opportunity for undergraduate students completing the Bachelor of Business (Sport Management).

The WIL opportunity was a 120-hour placement, with four students across disciplines completing the initiative during a 10-week period. As part of the project, students were provided with education in prevention and response theory before applying it to their selected content areas. To support student learning at the preliminary stage, the Unit Coordinator and members of the Respectful Relationships team met with students on a weekly basis via Zoom. A guest speaker from Our Watch's Equality and Respect in Sport team also presented, and students conducted mini research projects with community athletes. Students further unpacked case studies addressing prevention, response, and intersectionality in the sports management context, including pay equity within the World Surf League and the inclusion of transgender athletes. Finally, students workshoped, developed, and pitched curriculum artefacts for inclusion in a first- and third-year unit for the Bachelor of Business (Sports Management) degree.

Support resources included TransAthletica, Sports Australia, TransHub, NSW NRL and ReachOut. The project involved moderate resourcing. While no additional non-salary expenditure was required, this project required weekly contribution from three staff members over ten weeks, in addition to the time and support of guest speakers and research participants.

The project has been evaluated using pre and post surveys on students' understanding of sexual harm, reflective journals, post-project narrative reflective assessment and within unit evaluative systems. Follow-on initiatives from this intervention included annual presentation within units by the RR team, and the RR team's presentation to School faculty on disclosure response.

Subsequently, Sport Management student contributions have been embedded through the first year World of Sports Business unit assessment and allied learning resources where students are required to respond to a gender equity issue involving the treatment of women sport journalists. The mentioned 3rd year Strategic Sport Leadership has been revised to include a module relevant to violence prevention and the role of senior sport leadership.

For more information, please contact: respectnowalways@westernsydney.edu.au.

Case study 12: La Trobe University – Embedding Gender Equity into Public Health Curriculum

In 2021, La Trobe University's Department of Public Health developed a new subject to build future public health professionals' capacities to understand and embed gender equity into their future public health practice, supporting the prevention of gender-based violence.

Through six weeks of intense learning materials including lectures, readings and tutorials, the Gender Equity in Health unit was intended to:

- provide postgraduate students with the ability to identify, describe and compare current theoretical practices of gender
- critique, interpret and communicate how gender is a critical determinant of health
- apply theories of gender equity to current and past public health approaches, policies and programs, and
- conduct a gender analysis of public health issues, policy or programs to develop a gender transformative approach.

Assessments within the unit included reflecting critically on gender theory and lived experiences; a presentation to test students' capacity to communicate the gendered nature of health issues; and gender analysis of an existing national policy with design of a gender transformative approach to improve this policy.

A range of academic evidence and grey literature was drawn on throughout the development of this subject. This includes but is not limited to Gender Transformative Practice (Women's Health Victoria), Free from Violence Strategy (Victorian Government) reports from other bodies including VicHealth, WGEA, WEF, WHO and UN women and research by a wide range of academics.

The project requires a moderate degree of resourcing including dedicated commitment of 1.0 FTE to design and deliver this subject.

Deemed a subject of excellence in 2021, the unit received high student satisfaction relating to quality (at 4.83/5). Qualitative feedback was sought from students regarding the content, what they found most challenging, what surprised them the most and what the most useful thing learnt was. The subject is currently available to postgraduate students and will be rolled out to undergraduate students in semester 2, 2023.

For more information, please contact: respect@latrobe.edu.au.

Area 4: Research and higher degree research

In developing and implementing primary prevention of sexual harm initiatives, particular cohorts of students may require tailored activities and strategies to ensure impact, including prevention initiatives for graduate research students. A significant power imbalance exists within supervisory relationships between students and staff at universities, particularly within the supervisor and graduate research student relationship. As recognised in the *Universities Australia Principles for Respectful Supervisory Relationships*, universities have numerous legal, regulatory and ethical obligations to ensure safe learning and teaching environments for students and staff. Universities also have a duty of care to ensure targeted primary prevention initiatives are in place that recognise the unique challenges in preventing harm in the research space.

The *NSSS* revealed that postgraduate students were more likely than undergraduates to report experiences of sexual harassment in the past 12 months on work experience or professional placements (11.1 per cent compared with 4.9 per cent) or in academic or administrative staff offices (10.9 per cent compared with 1.4 per cent). In addition, postgraduate research students (14.5 per cent) were more likely than other students to report the perpetrator was a university staff member, as were students aged 35+ years (16.1 per cent). Such statistics are consistent with international research, which demonstrates the extent and impacts of sexual harassment particularly on female postgraduates who, in many disciplines, are predominantly supervised by male academics.

Case study 13: University of Sydney – Higher Degree Research (HDR) Supervisors Respectful Research Pilot Training

The Higher Degree by Research (HDR) Supervisors Respectful Research training involves a three-hour small-group workshop for supervisors in the HDR space to discuss and reflect on the supervisor student dynamic in a safe space, with direction and support from the Safer Communities Office. The training aims to help participants understand the expectations for conduct as HDR supervisors, and to improve their understanding on how to refer students who have experienced sexual violence to support within the University.

This project started initially as a pilot project in 2022 and is a collaboration between the University's Safer Communities Office and the Director of Graduate Research. Consultations were conducted with both staff and students in the HDR space, two pilot sessions of small-group workshops and a pre- and post-survey to gauge the impact of training. Improvement in knowledge and confidence to intervene, and to refer to support were measures used in the surveys. Participants reported improved knowledge of supervisory dilemmas, an increase in likelihood to intervene if witnessing supervisory misconduct (80 per cent), and improved confidence in having a conversation with a colleague to bring up witnessed supervisory dilemmas (73 per cent). Due to the success of this pilot, this project is now a core requirement for registration of HDR supervisors and currently monthly sessions are delivered.

Low resourcing is required for this initiative with no additional non-salary expenditure required, only existing time contributions from staff within the Safer Communities Office.

For more information, please contact: safer-communities.officer@sydney.edu.au.

Case study 14: RMIT – Respectful Research Training Program

RMIT University's Respectful Research Training Program provides professional development for research supervisors on how to maintain professional boundaries within staff–student relationships in the context of supervision. In 2019, RMIT committed to a comprehensive rollout of the Australian Council of Graduate Research (ACGR) professional development program Respectful Research Training (RRT) for higher degree by research (HDR) supervisors and candidates. The program is designed to help combat sexual harassment, gender bias and discrimination in research training programs.

Program design included primary evidence provided informally within RMIT from the Counselling Service and the Student Association (RUSU). HDR candidates were consulted on the development of the candidate facing module and workshop through in-person and other feedback mechanisms, and candidate voices are also included in the e-module, which incorporates video commentary from four HDR candidates representing diverse communities.

To date more than 1,400 research supervisors have completed both the online module and workshop, with workshops occurring twice per month to complete the rollout (this coverage represents 91 per cent of the eligible supervisor population). ACGR materials were customised for the RMIT context with the development of an online module which is undertaken prior to participation in either online or face-to-face workshops. Completion of the training became a policy requirement for all supervisors to take on new candidates from 2022. It is also now a standard component of training for all supervisors and HDR candidates new to the University. Program development was resource intensive with dedicated FTE and non-salary expenditure, but ongoing delivery is being managed within existing resources.

The RRT program used two evaluation mechanisms: post-seminar supervisor evaluations and a comprehensive participant evaluation. The post-seminar supervisor evaluation has been completed by 250 participants to date with results suggesting high levels of satisfaction with the program (mean response of 4.5/5). Comprehensive participant evaluation is used to survey supervisors to measure their pre-and post-training levels of understanding and confidence in using key concepts. The survey was complemented by select interviews. The results showed improvement on every item tested across two broad scales: enhanced knowledge and understanding of key concepts, and confidence in putting into practice their learnings from the program.

The RRT program has attracted attention in the United States, with program leads invited to present on their work at the National Academy of Science Engineering and Medicine Summit on Preventing Sexual Harassment in Higher Education in October 2020, in Europe's Centre for Higher Education Futures, and in Australia, where it has been showcased by SAGE.

For more information, please contact: respect@rmit.edu.au.

Case study 15: Deakin University – Positive and Ethical Supervision: Capacity Building for Higher Degree by Research (HDR) Candidates and Supervisors

Deakin's Positive and Ethical Supervision Capacity Building initiative launched in 2022 and seeks to build the capacity of both HDR candidates and supervisors and to strengthen their existing and future supervisory relationships. In 2022, 132 people participated in nine workshops/webinars.

The initiative has involved:

- the development of strong relationships and engagement with key stakeholders including Deakin's Graduate Research Academy, HDR Unit Chairs and the Dean of Students
- a review of existing policies, procedures, support services and resources for HDR candidates and supervisors
- workshops for HDR candidates and supervisors
- a tailored online module for HDR candidates and supervisors, building upon the general student 'Respect at Deakin' module (with additional content covering power, authority, and intersectionality, respectful and constructive feedback, and support for candidates and supervisors), and
- tailored communications, promoting initiatives via newsletters, emails and a panel discussion involving the Dean of Students.

Beyond the evidence base, work in this space has been informed by informal and anecdotal feedback from students, academics and staff responding to student complaints and student support services suggesting that supervisory relationships may not always be a positive, collegial, and empowering experience was also taken into consideration.

The program requires a low level of resource allocation and is delivered as one part of the role of a full time Coordinator of Primary Prevention. No additional salaried or non-salary expenditure is required.

Participants are invited to give qualitative and quantitative feedback via a confidential and de-identified online survey. Feedback from 88 HDR candidates who completed the online Respect at Deakin HDR module in 2022 found that:

- **80 per cent** agreed/strongly agreed that they had learnt new and relevant information from the online module
- **80 per cent** agreed/strongly agreed that they would recommend the module to others
- **81 per cent** agreed/strongly agreed that they had learnt more about their rights and responsibilities, and
- **93 per cent** agreed/strongly agreed that they know where to seek support for themselves or others.

For more information, please contact: respect@deakin.edu.au.

Area 5: Student living

Many domestic and international students live away from home as part of their university experience. Across Australia, the style and operation of student accommodation varies from university-owned and managed, to private residential colleges, to purpose-built student properties. Accommodation may be on-campus or offsite, with different arrangements to support residential life, including live-in, on-call staff or round-the-clock operations to provide after-hours support and incident management.

Residents benefit from a high level of support via the availability of residential experience staff who are responsible for facilitating social and/or academic programs, enforcing rules and community values, and generally supporting residents. Varying arrangements of peer leadership are also in place, with students assisting with events, activities and, in some cases, student support.

Despite these provisions, students who live within student accommodation experience high rates of sexual harm. Survey data highlighted that those living in student accommodations or residences at the time of the [NSSS](#) were more likely than any other student to experience sexual assault in a university context.

Addressing these issues will require close cooperation and partnership between universities and student accommodation providers. Living quarters, common areas and residential grounds are all important locations of consideration for primary prevention. Interventions to address the drivers of sexual harm on residences may include provision of appropriate education and induction programs, risk identification and management, behaviour change social marketing campaigns and establishment of robust governance settings. Strong reporting and complaints processes, while not primary prevention in themselves, can support prevention by supporting a culture of accountability. Staff and students in positions of leadership should also be provided with additional and appropriate training and support regarding bystander intervention, responding to disclosures, and mental health.

Case study 16: Deakin University – Residential Services (DRS) RESPECT values

Introduced in 2016, DRS RESPECT values guide behavioural expectations and standards amongst the on-campus residential student cohort of approximately 2,700 students each year. These values provide a proactive approach to encouraging positive behaviours, responding to inappropriate behaviours, and fostering a sense of belonging and shared ownership amongst the residential cohort.

DRS RESPECT values are an acronym which stands for Responsive, Encouraging, Safe and Secure, Proactive, Enjoyable, Connected, and Tolerant. RESPECT values inform all induction and programming at Deakin Residential Services, and assist with incident response, behaviour management and creating a positive culture. RESPECT values are embedded as part of respectful relationships training for student leaders (as well as broader education offerings), DRS's compulsory online resident induction, [promotional materials](#) and 'Real Talk' events, with external drawcard speakers facilitated for the residential population throughout the year.

DRS RESPECT values were first developed using a 'students as partners' approach and aligned with best practice research in student engagement and student accommodation fields. The values were developed and implemented prior to the Change the Course Report but have continued to be reviewed in light of emerging research, surveys and reports regarding respectful relationships and sexual harm prevention.

Uptake of the values are measured via an annual residential survey which demonstrates a high level of engagement with and understanding, and an overall RESPECT index showing efficacy of individual values. Over the past five years, 99 per cent to 100 per cent of residents have indicated awareness of RESPECT values year on year. Written feedback received from DRS's online induction reinforces the importance of the values for new students.

The initiative requires a low level of resourcing. Limited work was involved in the initial design and development of the values, and the program has become part of year-on-year planning, programming, and reporting.

DRS RESPECT values received recognition in 2021 with receipt of a Deakin University Vice Chancellor Award, have featured in the [Journal of Australia and New Zealand Student Services Association](#), and have been presented as an example of best practice at a number of national and international conferences.

For more information, please contact: drscentral@deakin.edu.au.

Case study 17: James Cook University – Respectful relationships workshops for residential college students

A series of interactive Respectful Relationships workshops are facilitated face-to-face annually to students living on campus at James Cook University (JCU) (approximately 1,700 students). Three face-to-face workshops have been developed specifically for different residential student cohorts and are updated annually, which includes workshops for new residents (two hours), continuing residents (1.5 hours) and student leaders (three hours). The workshops are designed to promote:

- peer conversations around gender inequality
- target social norms that create a culture of disrespect
- build awareness towards recognising sexual harassment and sexual assault, and
- provide education on consent, being an active bystander, responding to disclosures, and reporting to JCU.

The JCU Respect Student Reference Group (including both residential and non-residential students) has been involved in developing content for the workshops and continues to provide feedback on workshop content. In addition to the evidence base, the program has been informed by JCU's Broderick Review and JCU's ongoing relationship with the local specialist Sexual Assault Support Services.

JCU student residents are required to attend such workshops as part of their residential contract; however rather than focusing on compliance, JCU's Respect team takes a strengths-based approach to student engagement in these workshops. Residential Colleges are supported to promote the program via an information and communication guide provided by JCU Respect. The success of the program depends on strong partnerships between the Residential Colleges and JCU Respect.

A moderate amount of resourcing is required to coordinate and facilitate workshops as part of a 0.6 FTE role, and existing time contributions from a Professor in Social Work, who is Academic Lead for JCU's broader prevention and response week. An additional five facilitators are retained on a casual basis for the key workshop delivery periods of O-Week, and week one and two (totalling 30 workshops). Students are also employed as casual workshop facilitators to encourage conversations among residential students.

Student participants provide feedback at the end of each workshop to assist in the continual development of the workshop content, via a digital evaluation form. Student feedback has been overwhelmingly positive with the interactive nature of the workshops and opportunity for small and large group discussions with peers being highly valued. Most workshops finished at 8pm, and there are always students who stay back to talk with facilitators. The workshops create a ripple effect with some students electing to join the Student Reference Group or organising their own events like film screening and panel discussions. The impact of the workshops is evident in the NSSS which demonstrated that JCU students have more knowledge of reporting channels and university supports/assistance than the sector average, for example: 69.6 per cent of students knew everything, a lot, or some about support/assistance available for sexual assault (sector average = 55.7 per cent).

For more information, please contact: jcurespect@jcu.edu.au.

Case study 18: The University of Newcastle – Australia Student Living Sexual Health and Relationships Education pilot program

Student Living Sexual Health and Relationships Education is a pilot educational program within the University of Newcastle aimed at students living on campus. It is the result of an identified need for a targeted, sustainable, and comprehensive sex and relationships education program for this cohort. The Sexual Health and Relationships Education program utilises the Residential Mentors to support the delivery of the educational components of the program, drawing on the benefits of peer-to-peer education and communication, and components of comprehensive sexuality education.

The program is designed to ensure conversations around sexuality, sexual health and relationships are normalised and ongoing within the student living community; as opposed to single, 'tick box' offerings. The program also partners with external educational organisations to provide training for peer educators and the residential community as required.

Program development includes focus groups, resident questionnaire, and engagement with external providers to determine priorities. Consent Labs provide training for all Mentors and lectures for all new residents. Mentors are then split into four teams to run different events through the year including:

- "Let's Talk About..." – weekly conversations about sex and relationships, with themes chosen responsively to community needs
- micro-education module development – five-minute sex and relationships education modules for fortnightly delivery
- [Elephant Ed Workshops](#) - scheduled workshops across the year run by an external provider, covering intimacy, privilege, porn, and pleasure, and
- communications - communicating program events and activities.

In addition to the evidence base, development of the program drew from students who were involved in program design via focus groups, questionnaire and consultation. A Work Integrated Learning student from the University of Newcastle's Public Health program was also engaged to undertake evaluation.

The initiative is resource intensive. No additional salary expenditure is required as the program forms part of the Student Living Support Coordinator's responsibilities, however Mentors require casual payment and there are costs associated with external partner activation.

Pre-implementation focus groups and a questionnaire supported an evidence-based approach to program development. A formative evaluation has been undertaken of the Consent Labs and Elephant Ed workshops. 97 per cent of students who completed the Consent Labs workshops indicated that they 'walked away with a practical takeaway that they could implement into their day to day lives.' Elephant Ed Intimacy workshops are well regarded by participants, with all students rating the workshop as positive.

For more information, please contact: studentlivingsupport@newcastle.edu.au.

Case study 19: University of Western Australia – introduction of a College Row wellbeing adviser

College Row, which includes both university owned and affiliated college residences supporting 2,500 students, introduced a wellbeing adviser position. This staff member is employed at the university but funded in partnership by the Colleges to provide advice, support and care navigation for College Row students and staff. The College Row wellbeing adviser works directly with each College residence to coordinate and design, deliver and evaluate training relevant to the needs of their communities.

Development of the role was informed by UWA's College Row Cultural Review 2020 and the [NSSS](#). Students were not involved in the development of this role however they remain actively consulted during the development phase of prevention initiatives and the ongoing improvement of programs. Student feedback and data is collected through the service to inform upstream prevention initiatives in partnership with the university's Health Promotion Team. This enables the university to be responsive to emerging student issues.

Over the first 12 months of the initiative, the College Row wellbeing adviser has:

- provided weekly drop-in sessions at each residential college for students to share disclosures or receive support for interpersonal challenges
- provided a central contact point for residential staff for advice regarding sexual harm and emerging cultural issues, and
- coordinated primary prevention education initiatives in partnership with the Health Promotion Team in response to the unique needs identified by college staff and students in the college drop-in sessions. These have included consent and healthy relationships, sexual health and appropriate boundaries and confidentiality as a Student Leader.

The College Row wellbeing adviser also enables immediate and tailored response to disclosures and provides debriefing reflection sessions to student leaders and staff responding to sexual harm to ensure best practice responses and a central point of incident recording.

In the short time that the service has been provided, staff and students have benefited from the responsive nature of support.

Student Residential Adviser, St Thomas More College: "It's so convenient to have such an incredible support provider at College. It's good to know that support is always there if needed, whether it's for an emergency or just a vent or check-in. Our wellbeing adviser has definitely contributed to the improvement of my wellbeing, so I consider her and her role invaluable."

Deputy Head, St Catherine's College UWA: "Our residents, particularly our Resident Advisors, have applied the knowledge and skills gained from the training to their work, ensuring that students receive the support and guidance they need, when they need it. The wellbeing adviser provides a low barrier safe space for residents to share their experiences and ideas, and her ability to actively listen and validate their feelings is truly commendable. Her commitment to ongoing learning and professional development in this field is evident, as she will actively seek out new resources and tailor new initiatives based on what the students say needs improving."

The initiative requires a dedicated 1.0 FTE. The role is funded via shared contributions from the university, and each of the affiliated residences. All five residences have agreed to fund the role past the 12-month pilot period after responding positively to the support offered by the role.

For more information, please contact: studentwellbeing@uwa.edu.au.

Area 6: Sector collaboration

Since the release of the *Change the Course Report*, there has been increased acknowledgment that universities and their students benefit when the sector comes together to promote respect and prevent sexual harm within our communities.

Collaboration may involve inviting specialist groups to provide training, guidance or feedback on resources, policies or procedures, or working in partnership to facilitate events, campaigns or to launch new initiatives. It also includes collaboration across the tertiary sector, exploring opportunities to engage and share knowledge, examples of best practices and expertise.

Change the Story reinforces the value and importance of building partnerships and opportunities for collaboration among key stakeholders. For higher education, this includes engagement beyond institutional boundaries by working in partnership with external community groups, specialist providers, and government agencies. Universities have opportunities to work in close cooperation with support and referral groups, councils and other relevant organisations within their local area, fostering positive and productive community relationships. Universities can also contribute to community education and awareness raising by hosting and facilitating public events and campaigns, through engaging their professional and academic staff.

Case study 20: University of South Australia – Respect Month

The University of South Australia's (UniSA) inaugural *Respect Month* campaign was held in April 2022 to coincide with Sexual Assault Awareness Month (SAAM). The campaign focuses on education and awareness raising about safety, respect, sexual assault and sexual harassment at UniSA through participation in a range of creative activities and forums.

A variety of initiatives were held as part of the month, including:

- **on-campus craft events:** Students were invited to make their own clay pots to paint their own messages about what respect means to them. Collages were created and compiled into a *Respect Month zine*.
- **collaborative webinars:** Bringing together local service providers and subject matter experts, including South Australia Police, BFriend, ShineSA and PEACE Multicultural Services, to raise awareness and provide information on the topics of sexual assault and the law, and Respect 101.
- **DIY Body Posi Pottery Activity:** In collaboration with UniSA Student Association (USASA), students were sent body positivity pottery kits for DIY creations.
- **student art competition:** In partnership with UniSA Creative, students were encouraged to submit an art piece on the theme of respect and safety within their university community.
- **social media campaign:** Focusing on Introduction to Sexual Assault Awareness Month, respect, sexual consent, active bystander awareness and healthy relationships.

The campaign is resource intensive and led by two dedicated staff (1.6FTE). Collaboration with internal and external stakeholders with moderate non-salary expenditure is also required.

Post-event surveys of the craft events showed strong student enjoyment, and the DIY Body Posi Pottery activity sold out in less than a day. Analytics revealed the social media campaign reached 5,362 students and received 84 engagements. Most popular topics included consent, bystander awareness and support services information.

For more information, please contact: respect@unisa.edu.au.

Case study 21: Sector collaboration via the Victorian Tertiary Primary Prevention Network (TPPN)

The Victorian Tertiary Primary Prevention Network (TPPN) was first created in response to increased focus on the tertiary sector regarding sexual assault and sexual harassment through the Respect. Now. Always. Campaign. In 2022, the TPPN was reinvigorated following a lull during COVID and the release of the [NSSS](#).

The primary purpose of the group is to promote respect initiatives and the prevention of sexual assault and sexual harassment in the tertiary education sector; support a community of best practice in the prevention and elimination of sexual violence in tertiary education institutions; provide a platform for the exchange of information and resources; build external partnerships with key organisations to share their expertise with the group; and to encourage and create a greater understanding of an intersectional approach to prevention, acknowledging that gender inequality cannot be separated from other forms of inequality. The group also discusses and commits to several collaborative priority projects each year, reporting back to the Victorian Vice Chancellor Committee.

A member of the VTPPN is elected as the (volunteer) Network Coordinator on an annual basis to lead the strategic direction of the group and provide support with coordinating meetings and administration. Initiatives are member-driven, and staff are involved in the program above and beyond their day-to-day responsibilities. Meetings are held every second month, with a face-to-face half day forum held one or two times per year. Members are regularly surveyed regarding forums and topics of discussion to ensure relevancy.

A major initiative of the network has been a coordinated and collaborative Respect at Uni Week, held for the first time in March 2023. This week saw nine universities across the state promote student safety, respect, inclusion, and the prevention of sexual harm via a coordinated campaign involving shared messaging, logo and statement of support. Selected events within universities involved were promoted to all students and staff across the state.

For more information, please contact: respect@deakin.edu.au.

(Note: Deakin University is the current Network Coordinator)

Case study 22: Flinders University, University of Adelaide, University of South Australia and Victoria University – ‘Consent and Respectful Relationships’ online course

In 2022, the University of Adelaide, Flinders University and the University of South Australia began work on a project to source and customise a ‘Consent and Respectful Relationships’ online training resource for all South Australian university students. Victoria University’s ‘Consent and Respectful Relationships’ online module was selected by the Steering Group as the preferred training course. The collaborative project has provided the opportunity for all three universities to offer best practice training and information, whilst tailored content to individual institutional requirements.

As part of the project, the Steering Group was responsible for reviewing the suitability of existing modules, seeking feedback from students and staff, benchmarking student consent and respectful relationships training across the Australian university sector, scoping the cost of developing joint training, developing a project plan to design, test and implement the new training program and an accompanying communications plan, including consultation with students from all three universities.

Each university is implementing its own training requirements. For example, the training is open to all Flinders University students but is compulsory for residential students, student leaders and for any staff completing First Responder training or similar programs at Flinders University. The program is also open to staff to complete.

The program has required a low level of resourcing with no additional non-salary expenditure beyond the time commitment from select staff at each university.

Students from specific diverse cohorts were invited to provide feedback on the first version of the customised module to ensure its relevancy to a broad range of students. A project team is responsible for monitoring student feedback at each university.

For more information, please contact: 2023rna.actionplan@flinders.edu.au, respect@unisa.edu.au or counselling.centre@adelaide.edu.au.

Case study 23: Collaborative implementation and evaluation of Flip the Script with EAAA between Australian universities (Monash University, La Trobe University, Australian National University and the University of Windsor in Ontario, Canada)

The Flip the Script with EAAA™ (Enhanced Assess, Acknowledge, Act) program, known simply as *Flip the Script*, focuses on sexual assault awareness and resistance education. A [randomised control trial](#) of the program facilitated across Canadian Universities reduced participant completed and attempted rape by almost 50 per cent, sustained two years post training.

Monash University was the first university to implement the Flip the Script in 2019 and collaborated with La Trobe University to implement the program there in 2020. In 2023, Australian National University joined. In addition to collaboration between professional staff implementing the program and student peer facilitators delivering the program, this concurrently saw the establishment of a research partnership.

Across 2023, the program will be piloted at Monash University, La Trobe University, and Australian National University and will be evaluated by La Trobe University, led by Dr. Jess Ison, through the WEACT Partnership, (originally established in 2020 by La Trobe Associate Professor Leesa Hooker). This will include assessing the feasibility of implementing the program in the Australian University context (recruitment, retention, fidelity); reducing the incidence of sexual assault/rape experienced by students; and collecting preliminary data and pilot evaluation methods to demonstrate initial effectiveness of the program and establish evaluation tools. This includes quantitative evaluation through surveys and short evaluations, as well as qualitative through interviews. Flip the Script with EAAA founder, Professor Charlene Senn from the University of Windsor is also a member of the WEACT partnership delivering this work.

The implementation and research of Flip the Script is an excellent example of collaboration not only between different Universities (in Australia and abroad) but also between academic and professional staff to contribute to the growing evidence base around sexual harm prevention. By collaborating on implementation, these Universities have significantly reduced the resourcing requirements to implement the program.

For more information, please contact: respectful-communities@monash.edu, respect@latrobe.edu.au, or respect@anu.edu.au.

Area 7: Intersectional approach

The term ‘intersectionality’ was coined by Professor Kimberlé Crenshaw to highlight that anti-discrimination law in the United States did not adequately reflect Black women’s experiences of discrimination. As an approach enabling an analysis of power dynamics and inequality as they relate to individual experiences of violence or other oppression, intersectionality is essential in effective primary prevention work. Taking an intersectional approach enables practitioners to move away from a single, and presumably neutral, perspective when designing, implementing and evaluating prevention initiatives. This can also enable practitioners to focus on the institutions and structures that enable the oppression/violence rather than pointing at specific groups or individuals as “marginalised”.

Adopting an intersectional approach is not a linear process. Below are important points to consider:

- effective participation or partnership: Involving students with varied lived experiences in program design and implementation through meaningful opportunities and employment. Effective partnerships will look different in different settings and with different groups; reflecting on what constitutes an effective partnership in your context and with the target population is important for this work.
- being aware of power differentials: In the context of universities, this involves recognising power differentials between students and staff as well. For example, although student representatives may be invited to formal decision-making bodies such as forums or committees, people who may be unfamiliar with the dynamics of these groups are not likely to feel able to participate or effectively raise their concerns in these contexts. Beginning to shift expectations (of behaviour, appearance, seniority, ways of speaking, etc.) in these settings is a longer-term but important part of this work.
- examining one’s own power and privilege as well as biases held about groups of students and moving beyond a monolithic representation of student groups.
- undertaking a review of policy and support services with an intersectional approach that acknowledges students’ barriers to access.

The case studies selected below are not a comprehensive list of intersectional approaches but showcase examples of how programs can consider intersectionality in design, or programs that aim to reach specific groups.

Case study 24: La Trobe University – LGBTIQ+ Ally Program

La Trobe University’s Ally Program was re-launched in July 2022 and includes the LGBTIQ+ Ally and Bystander Training. The program contributes to La Trobe’s primary prevention body of work through its focus on addressing the drivers of gender-based violence utilising an intersectional lens, with a focus on challenging and preventing hetero-sexism in the La Trobe community.

Through this training, participants gain skills in recognising heterosexist, hetero-normative and cis-normative norms, practices, and structures. Bystander action in the different contexts of one’s everyday lives is taught, and participants are provided with practical tools to challenge and prevent gender-based violence throughout the social ecology. Training is presented over 5 hours in face-to-face or online workshops.

Delivery methods used in this training include participatory self-reflective exercises, analysis of case studies and scenarios and presentation of information using PowerPoint slides, videos and storytelling. Low resourcing is required for the training, with only existing time contributions from staff across the University.

Staff that have completed the LGBTIQ+ Ally and Bystander Training are eligible to become part of La Trobe’s Ally Network, which includes information sharing, additional training, and connection.

Training is evaluated using process evaluation methodology. Participants are asked to complete pre and post training surveys which measure the self-reported increase in confidence about their ability to be an effective ally. Suggestions for improvements are also invited. Process evaluation data suggests participants are overwhelmingly enthusiastic about the sessions and report increased confidence. The training will undergo impact evaluation in 2023 and will involve input from students and staff who have completed the training.

For more information, please contact respect@latrobe.edu.au.

Case study 25: University of South Australia (UniSA) – LGBTIQ+ Sex Ed 101

In September 2022, the University of South Australia delivered a tailored and inclusive sexual health and education workshop for queer students to assist in awareness-raising about the disproportionate impacts of gender-based violence and sexual harm on this community, and to create a supportive, connected space for open discussions about healthy sexual behaviours.

Coinciding with Sexual Health Week under the theme 'Better in Bed' the project involved consultation with UniSA Rainbow Club regarding content that should or should not be included in the workshop, and collaboration with a ShineSA Community Educator to deliver a 1.5-hour workshop, with opportunities for students to ask questions throughout.

Student consultation has been implemented throughout the planning and delivery process.

The project required low resourcing with minimal additional non-salary expenditure needed to cover external presenter costs and catering. Salary expenditure was required from dedicated sexual assault and sexual harassment (SASH) staff who used their existing time contributions to help deliver the project.

Post-workshop surveys indicated 100 per cent of students rated the program positively.

For more information, please contact: respect@unisa.edu.au.

Case study 26: Monash University – The Masculinities Project: Mobiliser Workshops

Working to address rigid gender stereotyping and dominant forms of masculinity is an important part of prevention of gender-based violence. An intersectional approach helps unpack traditional norms of masculinity through exploring non-conforming masculinities and the interconnectedness of gender and other experiences of discrimination, disadvantage and privilege.

The Masculinities Project (TMP) is a primary prevention, gender transformative and feminist-centred project aimed at engaging university-aged men and gender diverse people in the prevention of gender-based violence using masculinities theory. The Mobiliser Program seeks to engage a small cohort of men and gender diverse university students as mobilisers for change amongst their peer groups in four two-and-a-half-hour workshops. It seeks to overcome the challenges of engaging broad cohorts of men by equipping the already curious or convinced with skills to make this change happen themselves. Specifically, participants are engaged through the discussions of masculinities to address gender inequality and gender-based violence through bystander action.

A review was undertaken in 2018–2019 of current masculinities programming and literature, all of which informed the program creation. This included resources such as [Men in focus: practice guide and evidence review](#), [The Man Box study](#), [XY online](#), [Masculinities and Health](#), and [Engaging Men and Boys in Violence Prevention](#).

This initial design of the program was resource intensive, requiring considerable staffing resources to undertake the literature review, stakeholder consultation, promotion, and creation of program content. Facilitation of the workshop requires a moderate level of resources to coordinate the program and content. Additional expenditure is incurred for student facilitators (24 hours total), resources for workshops and review.

Research and development of the program structure was undertaken by a student casual, who was supervised and assisted by senior staff. Facilitation of the program is undertaken by students and students are involved in the updating of program content and communications with program participants.

Respectful Communities entered a partnership with VicHealth in early 2020 to have the pilot of TMP Mobiliser Workshops evaluated. This evaluation is included in [Evaluating programs aimed at gender transformative work with men and boys: a multi-cohort, cross-sector investigation](#) and found:

- **Strength of peer-led, mixed gendered facilitation:** The facilitation was peer-led (i.e., both facilitators were Monash University students) and heavily involved in researching and developing the program content. This delivered comprehensive and knowledgeable facilitation and allowed for strong rapport to be built with participants. The mixed-gender facilitation team (i.e., having one woman and one-man facilitator) was also found to enhance the delivery of content.
- **Effective structuring of sessions:** The scaffolded learning and strategically planned narrative of the Mobiliser Program was praised for generating greater engagement. In particular, using discussions of masculinities to create buy-in with participants to leverage in discussions around violence and bystander intervention and the interweaving of personal storytelling was well regarded. However, it was advised that RC look at reducing the length of sessions to ensure engagement was sustained.
- **Preparedness of participants:** The targeted nature of the program towards participants who already had a foundational understanding of the content was praised for engaging participants in discussion about the connection between masculinities and gender-based violence. However, RC was advised to consider further upskilling participants in active bystander strategies amongst less convinced cohorts of men and adjusting program content to bring more of these individuals into the learning environment.
- **Gender transformative approach:** The active bystander component of the program was well regarded in the evaluation. Equipping participants with practical tools to recognise and respond to problematic behaviours was a poignant takeaway of the program by participants.
- **Increased understanding of equality:** The Mobiliser Program was found to have achieved an attitudinal shift amongst participants in understanding the prevalence and impact of everyday sexism.

Respectful Communities has also undertaken its own internal evaluations of the program, showing success in increasing understandings of the drivers of gender-based violence and confidence in bystander action.

After the successful pilot in 2020, Respectful Communities ran the program again in 2022 with alterations made based on the feedback from the evaluation. Internal evaluations of the second iteration were also overwhelmingly positive.

For more information, please contact: respectful.communities@monash.edu.

Section four – self-audit tool

This self-audit tool has been designed to provide universities with a list of considerations in relation to primary prevention in university settings and under each area of focus outlined within this guide. The questions included are not exhaustive or prescriptive, but rather are intended to prompt reflection and discussion. Universities could consider undertaking this internal review on a regular basis, reflecting on opportunities for focus or improvement and consideration as part of strategic and annual action plans. It should be noted that primary prevention work is always ongoing and there are opportunities to learn from our students, other higher education institutions (nationally and internationally), research and organizations more broadly.

Primary prevention in university settings – considerations	
Be guided by <u>public health principles and frameworks</u>	<ul style="list-style-type: none"> • Are you familiar with, and guided by, the principles which underpin primary prevention as a health promotion activity? • Have your staff working on prevention initiatives had access to appropriate training to ensure they can deliver impactful and safe initiatives? For example, have they received training in responding to disclosures of sexual harm by an expert organisation?
Take a <u>whole of institution approach</u>	<ul style="list-style-type: none"> • Have you ensured your university response and recovery systems are connected to primary prevention work? • Have you considered policy and systems change? • Are you using existing research and academic knowledge unique to the university sector to guide your work? • Do you have resourcing (salary and non-salary) allocated to prevention initiatives? Is this suitable for your scale? • Does this allocation of resourcing suit your other prevention and response priorities, and would it be sustainable in the future? • See further questions below under Area of Focus – Whole of Institution, Leadership and Capacity Development.
Take an <u>intersectional approach</u>	<ul style="list-style-type: none"> • Are you taking an intersectional approach, designing, implementing and evaluating prevention initiatives that consider how different forms of oppression and disadvantage shape people’s experience of gender-based violence? • See further questions below under Area of Focus – Intersectionality.
Seek and incorporate the student voice	<ul style="list-style-type: none"> • Are you engaging students as co-design, delivery and evaluation <u>partners</u> in all work that is undertaken in the primary prevention space? • Have you engaged a diverse group of students as part of your co-design, delivery and evaluation? Including but not limited to Indigenous students; diverse genders, sexes and sexualities; and international students from a range of countries?
Establish partnerships	<ul style="list-style-type: none"> • Have you explored partnerships with other universities, gender equity and violence prevention specialists, response staff and students to strengthen sustainability, reach and resourcing?
Address the <u>Essential Actions</u> required to challenge the drivers of gender-based violence	<ul style="list-style-type: none"> • Have you considered the social context and drivers of violence your work will address against the Our Watch Framework’s essential actions?

Primary prevention in university settings – considerations

Consider a broad range of primary prevention techniques	<ul style="list-style-type: none"> • Have you designed multi-strategy programs addressing the drivers of violence at different levels of the social ecology?
Ensure ongoing reflection, monitoring, <u>evaluation</u> and learning	<ul style="list-style-type: none"> • Have you incorporated reflection and learning? • How will you evaluate your programs of work and use these to guide learning? • Do you have a clear strategy, vision or goals around the prevention of sexual harm and gender-based violence? • Have you implemented an ongoing process of monitoring and evaluation for your prevention initiatives? • Do you regularly report on impact, data and progress to your university community, particularly to leadership?

Area of focus – considerations

Whole of institution, leadership and capacity development	<ul style="list-style-type: none"> • Have you considered physical campuses and online learning spaces as part of your approach to primary prevention? • Have you partnered with relevant departments, divisions, specialist research centres, academic staff, peer leaders and students across the university? • Have you established and maintained a taskforce or working group to work together on sexual harm prevention? • Do you have representation from various stakeholders in taskforces/working groups? • Do senior leaders demonstrate strong and visible commitment to the prevention of sexual harm? • Do you produce and publish an annual report outlining prevention work and sexual harm reporting? • Do you provide an online module(s) to your students and staff to ensure their knowledge and understanding of sexual harm? • Have you consulted widely across the whole of the university to ensure a diverse range of people have had an opportunity to contribute to prevention initiatives?
Student life	<ul style="list-style-type: none"> • Do you consult with students and student leaders, including representatives such as presidents and, women's officers, international student officers, and other relevant groups, as part of your prevention program of work? • Do you have a range of prevention programs and initiatives which speak to your diverse university community? In other words, do you have unique, nuanced offerings for cohorts, such as undergraduate students, graduate students, staff? • Do your programs and initiatives involve and speak to international students (while recognising international students are not one homogenous group and that nuance is required to understand the diversity of this cohort)? • Do you provide training to student leaders to support their understanding and involvement in prevention? • Do you partner with student associations, clubs and societies? • Have you considered the employment of students as casuals to contribute to prevention initiative design and delivery? Have you considered internships for students to get involved in prevention? • Do staff that work with students have access to, or are mandated to attend, training related to the prevention of sexual harm and gender-based violence? • Do you deliver and promote primary prevention or respect campaign(s) to students and staff?

Area of focus – considerations

<p>Safe learning experiences and career ready</p>	<ul style="list-style-type: none"> • Have you considered students' safety and experiences beyond campus, including as part of exchange/study abroad, course workplace internships and placements? Are your students aware of their rights and responsibilities? • Are stakeholders across the university, including security, campus operations, student life, infrastructure and property, involved in efforts to enhance students' physical security? • Have you reviewed and considered the safety and inclusiveness of shared/common spaces, including general campus areas, university libraries, lecture theatres and computer labs? • Do your policies and procedures address online learning environments, raise awareness of online harms (within and beyond the university) and educate students and staff about appropriate online behaviours? • Have you considered inclusive and trauma-informed teaching practices and use content advisory notes? • Are there opportunities to integrate respect, gender equity and sexual harm prevention messaging and education into the curriculum?
<p>Research/HDR</p>	<ul style="list-style-type: none"> • Do you have targeted primary prevention initiatives in place that recognise the unique challenges in preventing harm in the research space? • Do you provide training and capacity building to research/HDR students and supervisors regarding positive and ethical supervisory relationships, including power imbalance and boundaries?
<p>Student living</p>	<ul style="list-style-type: none"> • Is there close cooperation and partnership between the university and student accommodation provider(s) including university owned and managed, private colleges and purpose built, on and off-campus? • Are there appropriate and tailored induction and education programs, risk identification and management, and communication campaigns for residents which consider their unique circumstances? • Are there strong connections between residential and university incident and conduct management processes, including after-hours? • Is appropriate training provided to residential staff and students in positions of leadership?
<p>Sector collaboration</p>	<ul style="list-style-type: none"> • Have you considered opportunities to work in partnership with external community groups, specialist providers, and government agencies? This could include in relation to training, review of policies and procures, or campaigns. • Is there the opportunity to work with support and referral groups, councils, and other relevant organisations within your local area, fostering positive and productive community relationships? • Have you considered opportunities to collaborate with other universities to share knowledge, resources, examples of good practice, and expertise? • What role can you play in contributing to community education and awareness raising by hosting and facilitating events and campaigns engaging internal experts?
<p>Intersectionality</p>	<ul style="list-style-type: none"> • Have you involved students with varied lived experiences in program design and implementation? • Are you considerate of power differentials, engaging with student representatives via forums or committees but also in other ways which enable effective participation and feedback? • Have you considered intersectionality as part of your policies, procedures, processes, programs, events and campaigns, acknowledging students' lived experiences, specific needs, and any barriers to access?

Definitions

Definitions are drawn, and adapted for the sector, from the [National Plan to End Violence Against Women and Children 2022–2032](#). Other specific sources are noted below for particular definitions.

Gender-based violence	Any type of harm that is perpetrated against a person or group of people because of their perceived sex, gender, sexual orientation and/or gender identity. While victims/survivors of gender-based violence can be anyone, it is important to recognise that the majority of victims/survivors are women, girls and LGBTIQ+ people (particularly trans, gender-diverse and non-binary people). Gender-based violence is deeply rooted in gender inequality and the power inequalities that exist between genders based in a binary understanding of gender.
Family violence	Family violence refers broadly to any form of violence, abuse or controlling behaviour within a family or family-like relationship. Family violence is any abusive behaviour with an intent to control, dominate or assert power. It includes intimate partner violence, ex-partner violence, child abuse and elder abuse. The use of the term 'family' acknowledges the variety of relationships and structures including current or former partners, children (including adolescent or adult children), siblings, parents, grandparents, extended family, kinship networks and carers.
Coercive control	Coercive control is often a significant part of a person's experience of family and family violence and describes someone's use of abusive behaviours against another person over time, with the effect of establishing and maintaining power and dominance over them. A focus on coercive control reflects a shift from specific, isolated incidents (of primarily physical violence) to a recognition that individual acts can be used by perpetrators to form a broader pattern of abusive behaviours that reinforce and strengthen the control and dominance of one person over another.
Sexual harm	Any unwanted, behaviour of a sexual nature. Sexual harm includes sexual assault, rape, sexual harassment, sex-based harassment, and any other unwanted sexual behaviour, whether online or in person. The harm may result in a person feeling uncomfortable, frightened, distressed, intimidated, or harmed either physically or psychologically. The use of the term sexual harm is intended to capture the broad range of behaviours that may not fall into the categories of 'sexual assault' or 'sexual harassment'. By using the term sexual harm, particularly in the University sector, it can support awareness and confidence in reporting a wide range of behaviours, which students may not have previously perceived as meeting the threshold for reporting.
Consent	All state and territory laws require consent to sexual activity be either "freely and voluntarily given" or that consent involves "free" or "free and voluntary" agreement. However, legal definitions of consent vary between Australian state and territory jurisdictions. There are ongoing reforms in several states and territories to amend the definition of consent to require affirmative communication of consent
Intersectionality	Explains the ways in which systems of inequality based on gender, race, ethnicity, sexual orientation, gender identity, disability, class and other forms of discrimination "intersect" to create unique dynamics and effects (Centre for Intersectional Justice).

Appendix 1: Additional case study submissions

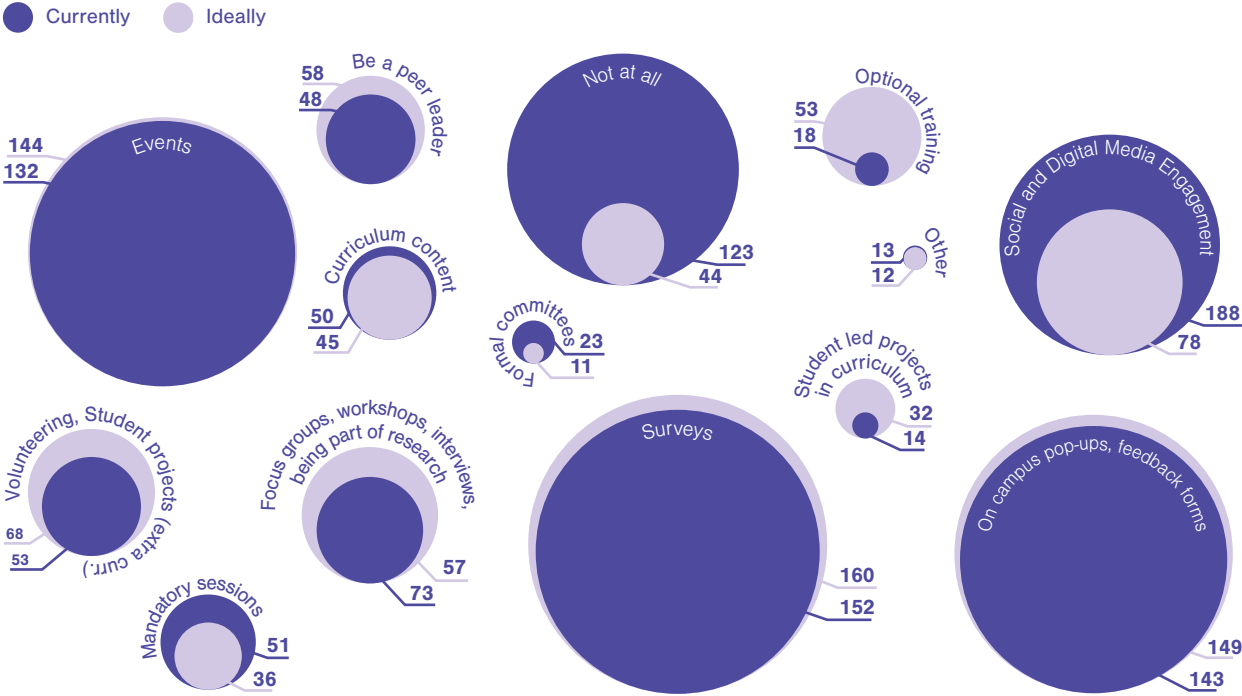
Case study title	Summary	Institution + contact
Fostering Cultures of Respect – national online webinar event	Panel discussion exploring the role community can play in preventing gender-based violence.	respectofficer@nd.edu.au
‘Respect on Placement’ – a pre-practicum workshop	Workshop for undergraduate and VET students undertaking study activities off campus to develop an understanding of the drivers of gender-based violence and skills to positively impact workplace cultures.	respectofficer@nd.edu.au
R.E.S.P.E.C.T. module of the Kickstart induction program	Workshop as part of a series for first year undergraduate students to introduce values of equity, diversity and respect, with emphasis on sexual harassment and sexual assault.	respect@mq.edu.au
<u>Stop. Empower. Support UNSW Gendered Violence Strategy and Action Plan 2022–2025</u>	Strategic document establishing a framework for an all-of-university approach to responding to and preventing gendered violence.	gvprevention@unsw.edu.au
Guest lecture program	A diversity, equity and inclusion practitioner delivers tailored content in consultation with academic staff on gender equality and interpersonal violence as part of student’s curriculum.	respect@deakin.edu.au
<u>A university-wide approach to respect and sexual harm prevention</u>	Strategic document outlining Deakin University’s approach to further support and nurture a safe, inclusive, and respectful university community.	respect@deakin.edu.au
JCU Respect: <u>Respectful Relationships workshops</u>	Compulsory workshop for HDR candidates and academic supervisors exploring gender, power and consent.	jcurespect@jcu.edu.au
JCU Respect <u>online module</u>	Compulsory online module for all students and staff on respect.	jcurespect@jcu.edu.au
Respect: Let’s Act Now	Awareness campaign in alignment with the 16-days of Activism, focusing on gender-based violence.	safercommunity@swin.edu.au
<u>Rights, Relationships and Respect at ANU</u>	Consent and healthy relationships program comprising an online module, supplementary peer-led workshops and a specialist workshop for residential students.	student.wellbeing@anu.edu.au

Case study title	Summary	Institution + contact
<u>Respect and Responsibility online training</u>	Two online modules mandatory for some students focusing on consent, respectful relationships and bystander action.	respect.responsibility@vu.edu.au
<u>UQ Respect Ambassadors</u>	Ambassador program for students interested in promoting a safe and respectful environment and providing education to others.	uqrespect@uq.edu.au
Consent Matters Peer Facilitation Project	Student co-designed and facilitated workshops for residential students covering consent, power dynamics, bystander action, and report and support services.	safer-communities.officer@sydney.edu.au
Youth led sexual harm prevention training	Training day for students and select staff on sexual harm prevention.	safcu@utas.edu.au
Respect program for La Trobe residential students	Comprehensive education program for all students in residential living on campus, including modules and workshops.	respect@latrobe.edu.au
<u>A student partnership approach to leadership and governance through the Safer Communities Working Group</u>	Working group co-chaired by students and staff overseeing prevention and response initiatives.	studentwellbeing@uwa.edu.au
College Row cultural review	Independent review of sexual misconduct in college settings, with a report and recommendations published.	studentwellbeing@uwa.edu.au
Respect Education Program	Professional-development and behaviour change program to build capability of all staff to prevent sexual harassment and assault.	Respect-Education@unimelb.edu.au
Sex and Consent Primary Prevention Educative Campaign	Educative poster campaign focusing on raising awareness of the importance of consent.	safercommunities@usq.edu.au
<u>Sexual Harm Prevention and Response Policy</u>	Policy formalising University of Technology's activities to prevent and respond to sexual harm.	respect.now.always@uts.edu.au
Healthy Relationship Program	5-week program run by counsellors for women students on safe and healthy relationships.	counsellor@griffith.edu.au

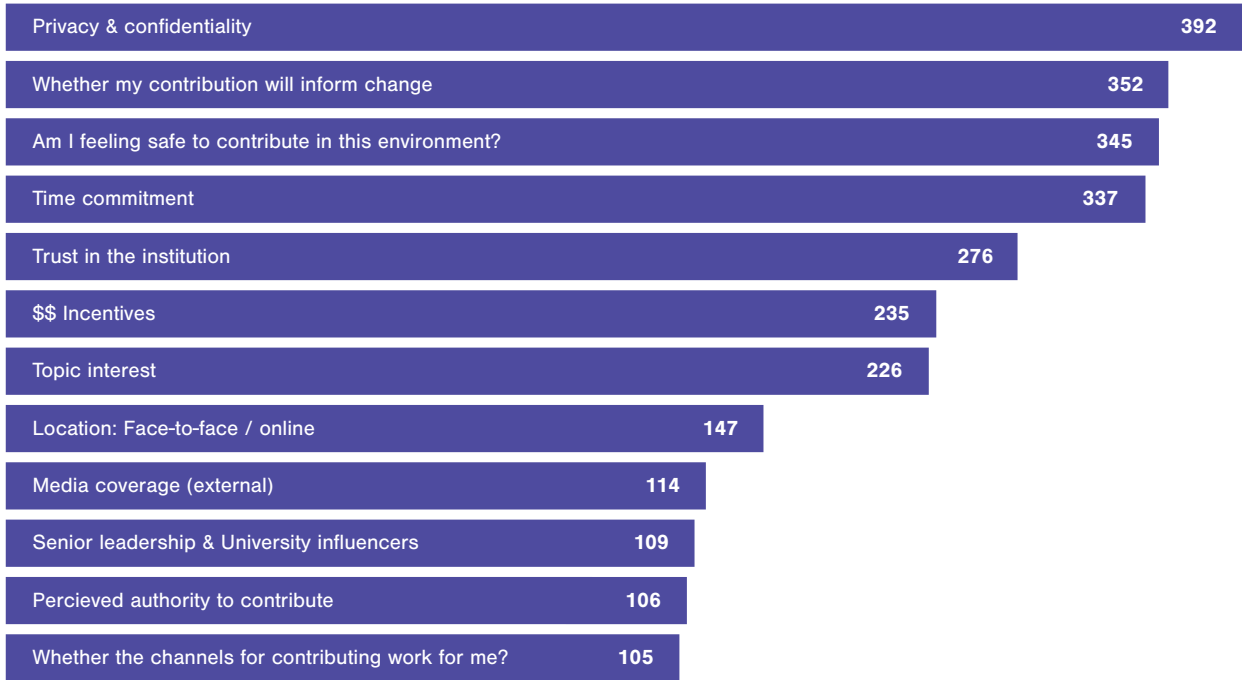
Appendix 2: Snapshot – an approach to student consultation

The following graphics, designed by the University of Technology Sydney, were used by the seven universities involved in the student consultation activations outlined in section two present some of the data collected through this process. 2,200 students participated in the activation events across the seven universities.

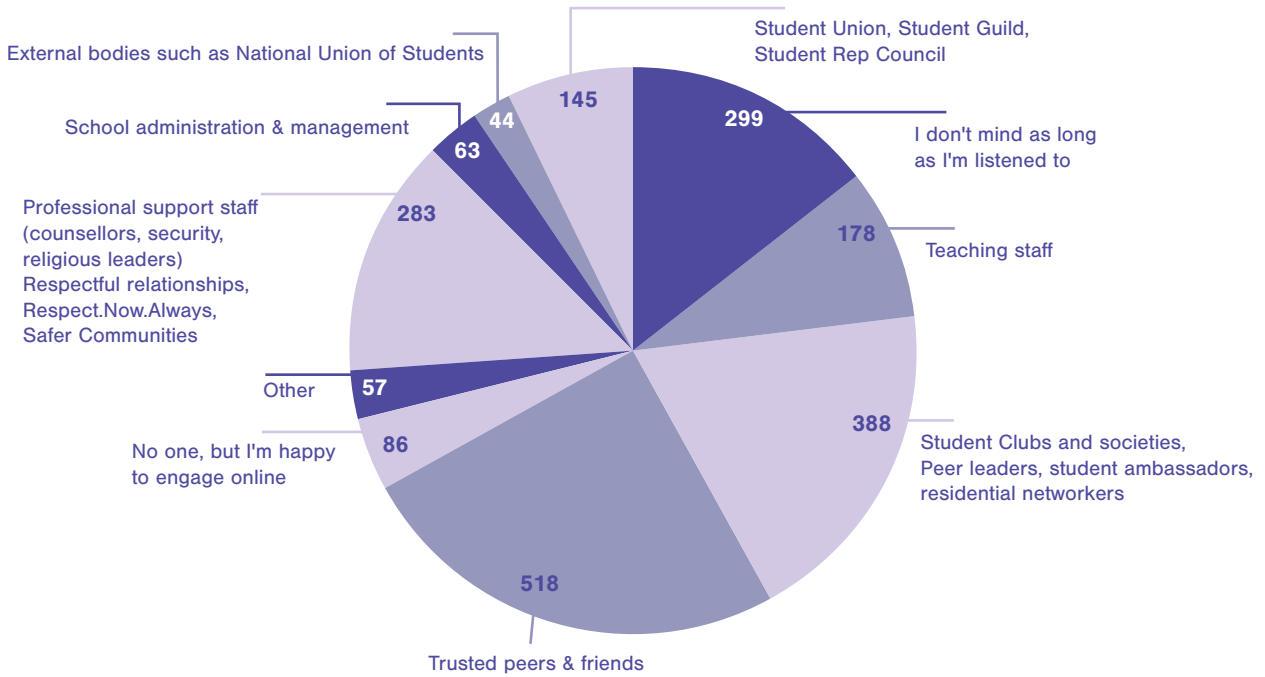
1: Sharing your voice: current and ideal states



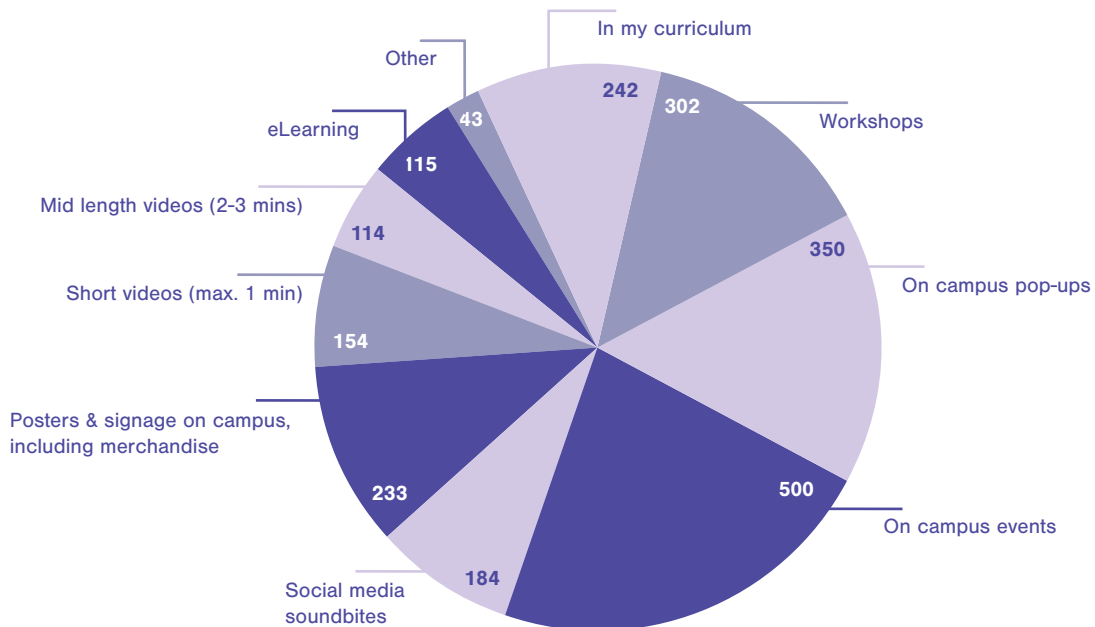
2: Factors informing students’ decision about sharing their voice



3: Who do you want to engage with?



4: How do you want to engage in the content?



Endnotes

- 1 Quantum Market Research, 2021. National Sexual Violence Campaign Research, Developmental Report (not publicly available).
- 2 Wilcox S, 2015. Chronic diseases in Australia: Blueprint for preventive action, Australian Health Policy Collaboration Policy paper No. 2015-01. Melbourne, Australian Health Policy Collaboration, page xiii.
- 3 Image adapted from Our Watch, 2021. Change the story: A shared framework for the primary prevention of violence against women in Australia (2nd ed.). Melbourne, Australia, page 58.
- 4 Our Watch, 2021, page 55.
- 5 Ibid.
- 6 Refer to 'Reinforcing Factors' in Our Watch, 2021, and, Respect at Work, 2022. Good Practice Indicators Framework for Preventing and Responding to Workplace Sexual Harassment.
- 7 Image adapted from Our Watch, 2021, page 34.
- 8 UN Women, 2015, How to Design Projects to End Violence Against Women and Girls, a step by step guide to taking action. UN Women Pacific Multi-Country Office. Suva, Fiji, page 7.

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