

## **Safe, Respectful, Supportive and Positive: Ending Sexual Violence and Harassment in Irish Higher Education Institutions**

### **HEI Annual Report Template 2022-2023**

#### **Introduction:**

*Safe, Respectful, Supportive and Positive: Ending Sexual Violence and Harassment in Irish Higher Education Institutions*, commonly referred to as the 'Framework for Consent in Higher Education' or 'ESVH Framework', was published by the Government in April 2019. Since then, HEIs have submitted three progress reports to the HEA, most recently in December 2022.

These reports have provided invaluable information to the HEA on how the sector is responding to the issue of sexual violence and harassment, which has helped to inform policy and funding decisions. They have provided much evidence of promising progress and achievements in this area, while also supporting our understanding of the challenges and significant gaps that must be addressed, in order to ensure that all members of the higher education community are safe and supported. The findings of the 2021-22 reports have been collated and a synthesis report developed, which will be made available shortly.

As with previous templates, the structure of this report aligns with the 15 outcomes in the Framework (listed in Appendix 1), which fall under 4 main pillars or key outcome headings:

- A. Effective structures in place
- B. Recording of incidents
- C. Institutional policies
- D. Targeted initiatives

Please note that, on this occasion, an additional excel data table should be completed and submitted in accordance with Outcome 6 of the Framework on SVH statistics. Section E seeks information related to ESVH funding recently provided to eligible institutions, and Section F includes optional narrative questions. Further guidance for each section is provided below.

#### **Guidelines for completing the 2022-2023 report:**

In sections A-D pertaining to the Framework Outcomes, institutions are requested to apply a colour rating (red/no progress; yellow/planned; amber/in progress; green/complete) for each outcome based on a self-assessment of progress, in addition to evidence of progress, and commentary on achievements, challenges and feedback. Suggested indicators have been included for each outcome, and space has been provided for institutions to include indicators specific to their institutions if preferable. Please only provide one colour rating per outcome. Further guidance is provided in the table below.

We strongly encourage the provision of sufficient relevant detail in relation to all elements of the outcomes in question and an honest and open assessment of progress, so that an accurate picture of sectoral progress can be captured, and to ensure that future policy and support decisions are informed

by institutional experience and learning. In particular, we request that institutions provided sufficient evidence to justify and explain the selected colour rating for each outcome.

To facilitate the collation and analysis of reports by the HEA, it is requested that care is taken to include only the most relevant and pertinent information specific to each individual outcome in each section, to be as concise as possible and to avoid repetition of information across outcomes. Where links are provided, please ensure that these are accessible to those external to your institution.

#### Outcome 6 - SVH data reporting:

Framework Outcome 6 compels HEIs to record statistics on harassment, assault, and rape and to report them to the HEA. The first formal request for this data was issued by the HEA in March 2023 and it related to data gathered in the academic year 2021-2022 (September 2021 – August 2022).

As part of this reporting process, HEIs are requested to complete the attached excel table with SVH data pertaining to the **academic year 2022-2023 (September 2022 – August 2023)**. It should be completed in accordance with the detailed guidance notes provided in Appendix 2 below and returned to the HEA using HEAnet FileSender. It is crucial that HEIs refer to the guidance and ensure that data protection requirements are thoroughly considered before completing and submitting the template.

#### Outcome 11:

The analysis of the previous ESVH reports found that there was little consistency in how information pertaining to this outcome was reported across HEIs, and most reports omitted some key details. Also, several reports included data from activities implemented outside the scope of the reporting timeframe. To facilitate the streamlining and analysis of the data reported against this outcome for 2022-2023, a separate table has been provided for completion and submission alongside this report template.

Please complete the attached table with data related to **activities implemented during the 2022-2023 academic year** (September 2022- August 2023) only. Initiatives relevant to this outcome encompass **training, workshops and classes** provided to identified target audiences and following a specific curriculum for the purposes of **enhancing understanding and skills** related to consent and calling out unacceptable behaviour. A new table should be completed for each type of training provided.

Please **do not include awareness-raising** and campaign initiatives, or the dissemination of information, as these would be better captured under outcome 12.

#### Section E – ESVH funding (for relevant institutions<sup>1</sup>):

The purpose of this section is to report on recent funding allocated towards the advancement of the ESVH Framework in HEIs.

In December 2022, the HEA allocated a total of €185,000 to 17 eligible HEIs (€10,882 per institution) for the purpose of advancing implementation of the Framework. The funding was specifically intended to support the implementation of **targeted interventions** for staff and students, such as training, education, awareness-raising or campaigning initiatives, to further implementation of the Framework and the Ending Sexual Violence and Harassment HEIs Implementation Plan, 2022-2024. The letters of

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<sup>1</sup> ATU, DCU, DkIT, IADT, MIC, MU, MTU, NCAD, SETU, STAC, TU Dublin, TUS, TCD, UCC, UCD, University of Galway, UL.

allocation from the HEA indicated that institutions would be expected to provide a brief report on how the funding was used, the key outputs achieved and expenditure, as part of this report.

In addition, from January 2023, €1.5 million in core funding was allocated by the HEA to support the appointment of **Sexual Violence and Harassment (SVH) Prevention and Response Managers** in 17 HEIs. The amount of funding allocated was €88,235 per eligible institution. The parameters of this funding were outlined in a letter from the HEA to all eligible institutions dated 20 February 2023, including the requirement to provide a report on recruitment of this role as part of this reporting process. An update on recruitment is requested in this section. By way of a reminder, this funding is ringfenced for the enhancement of capacity in the system for addressing sexual violence and harassment and must be used for this purpose. To clarify, it is expected that HEIs utilise the funding towards the new SVH Manager position, and that any balance remaining in 2022 should be directed towards the implementation of the ESVH Framework.

Section F - Optional Narrative Questions:

As with last year, five narrative questions have been included (Section F). These questions are optional, but we strongly encourage institutions to complete them, as the information obtained is very useful to the HEA in planning future support and in making policy and funding decisions. If there is no change to the information provided last year, responses can be left blank.

**Further guidance for completing sections A-D:**

Sections A-D refer to the four ESVH Framework Pillars	
<b>Framework Outcome</b>	<i>These refer to the 15 Framework Outcomes listed under section 4.2 of the ESVH Framework (pages 17-18)</i>
<b>Sample Indicator</b>	<i>Sample indicators have been developed by the HEA with the support of the ESVH Advisory Group, to support an understanding of the type of progress and information expected against each outcome. These indicators are optional. Please delete any that are not applicable.</i>
<b>Institutional Indicator(s) (if different)</b>	<i>Where relevant, HEIs can include and report on their own indicators of progress as appropriate to their specific institution and ESVH action plans.</i>
<b>Status</b>	<div style="display: flex; justify-content: space-around; align-items: center;"> <span style="background-color: #4CAF50; color: white; padding: 2px 5px;">achieved</span> <input type="checkbox"/> <span style="background-color: #FF9800; color: white; padding: 2px 5px;">in progress</span> <input type="checkbox"/> <span style="background-color: #FFEB3B; color: black; padding: 2px 5px;">planned</span> <input type="checkbox"/> <span style="background-color: #F44336; color: white; padding: 2px 5px;">no progress</span> <input type="checkbox"/> </div> <p><i>Check the colour rating that reflects an accurate assessment of progress towards all elements of the outcome in question. Please only select one rating per outcome.</i></p>
<b>Details</b>	<ul style="list-style-type: none"> <li><i>Select green if all elements of the stated outcome have been fully completed / achieved to a high standard and implementation is ongoing. Provide evidence of progress with reference to the indicator(s). Include links as relevant.</i></li> <li><i>Select orange if some progress has been made towards the outcome (such as some elements initiated). Provide evidence of progress with reference to the indicator(s).</i></li> <li><i>Select yellow if plans related to this outcome have been developed but are not yet initiated. Provide a brief explanation and update on plans.</i></li> <li><i>Select red if no progress towards this outcome has been made to date. Provide a brief explanation and update on plans.</i></li> <li><i>Further specific guidance has been provided throughout the template specific to each outcome. Please delete guidance before submission.</i></li> <li><i>Max 400 words.</i></li> </ul>
<b>Comment</b>	<i>Comment on notable achievements, challenges, learning or support needs. This is optional. Max 200 words.</i>

*\*Please delete background information, guidance notes and appendices before submission\**

## Safe, Respectful, Supportive and Positive: Ending Sexual Violence and Harassment in Irish Higher Education Institutions

### HEI Annual Report Template 2022-2023

Institutional information:	
Name of institution:	University College Dublin
Key contact for the ESVH Framework	Name: Professor Colin Scott Title: Vice-President for EDI Email: edi@ucd.ie

Section A: Institutional Culture	
<i>Please refer to the guidance provided above before completing these tables</i>	
Framework Outcome 1	<b>A member of HEI senior management team will have responsibility for the implementation of the Framework.</b>
Sample Indicator	<ul style="list-style-type: none"> <li>Responsibility has been assigned to a member of SMT with clear reporting structures and this information is publicly available on the HEI website.</li> </ul>
Institutional Indicator(s) (if different)	
Status	<span style="background-color: green; color: white; padding: 2px;">achieved</span> <input checked="" type="checkbox"/> <span style="background-color: orange; color: white; padding: 2px;">in progress</span> <input type="checkbox"/> <span style="background-color: yellow; color: black; padding: 2px;">planned</span> <input type="checkbox"/> <span style="background-color: red; color: white; padding: 2px;">no progress</span> <input type="checkbox"/>
Details	<p><i>Include the name and title of the SMT member with responsibility for implementation of the Framework and detail on reporting structures. Provide links to evidence.</i></p> <ul style="list-style-type: none"> <li>Professor Colin Scott, Vice-President for EDI and chair of UMT Equality Diversity and Inclusion Group has responsibility for oversight of the action plan and progress reports. Dignity and Respect and the Ending Sexual Harassment and Violence Framework are standing agenda items at the EDI Group meetings and Gender Equality Action Group meetings.</li> <li>Other UMT members have a responsibility and support the implementation of the consent framework:               <ul style="list-style-type: none"> <li>The Chief People Officer through the implementation of the Sexual Misconduct policy and broader support framework</li> <li>Professor Aoife Ahern (College Principal and UMT member) as chair of the Dignity and Respect Oversight Group</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>- The Registrar/Deputy President through the work of the Student Experience Group and UCD ESHTe group chaired by the Dean of Students. <i>(The ESHTe group has recently been integrated into the overall Dignity and Respect Oversight group)</i></li> <li>• The Ending Sexual Harassment and Violence Framework action plan was approved at UMT, sponsored by Professor Colin Scott, prior to submission to the HEA. Progress reports will also be submitted to UMT and GA annually.</li> <li>• The Ending Sexual Harassment and Violence Framework action plan is published on the Dignity and Respect website <a href="https://www.ucd.ie/dignityandrespect/policies/sexualmisconductpolicy/endingsexualviolence">https://www.ucd.ie/dignityandrespect/policies/sexualmisconductpolicy/endingsexualviolence</a></li> </ul>
<p><b>Comment</b></p>	

<p><b>Framework Outcome 2</b></p>	<p><b>HEIs will establish an Institutional Working Group to coordinate Framework implementation. This will be comprised of key stakeholders including academics, support services, administration, and students’ unions, and will ensure due regard to balanced representation, in particular representation of groups at particular risk of experiencing sexual violence and harassment; women, those with disabilities, ethnic minorities and LGBT+.</b></p>
<p><b>Sample Indicator</b></p>	<ul style="list-style-type: none"> <li>Working group has been established with appropriate representation and membership.</li> <li>Working group meets on a regular basis and is progressing an agreed work plan aligned with the institution’s ESVH action plan. Meeting dates are published on HEI website.</li> </ul>
<p><b>Institutional Indicator(s) (if different)</b></p>	
<p><b>Status</b></p>	<p> <span style="background-color: green; color: white; padding: 2px;">achieved</span> <input checked="" type="checkbox"/> <span style="background-color: orange; color: white; padding: 2px;">in progress</span> <input type="checkbox"/> <span style="background-color: yellow; color: black; padding: 2px;">planned</span> <input type="checkbox"/> <span style="background-color: red; color: white; padding: 2px;">no progress</span> <input type="checkbox"/> </p>
<p><b>Details</b></p>	<p><i>Include a list of working group members, indicating names and titles/work areas, in addition to the dates of working group meetings held in the AY 2022-2023. Comment on the inclusion of representatives of at-risk groups, as per the wording of the outcome. Note specific items of work progress by this group.</i></p> <p><b>A Dignity and Respect Oversight Group</b>, a sub-group of the UMT EDI Group, was established in October 2021 and is chaired by a member of UMT.</p> <ul style="list-style-type: none"> <li>The purpose of this group is to oversee the implementation of the Sexual Misconduct policy (and Bullying and Harassment policy) for students and employees and the broader supporting framework to achieve culture change.</li> <li>It is the responsibility of this group to monitor this cultural change, to embed it into the fabric of the University and to report on progress to the senior management and Governing Authority of the University.</li> <li>This group is representative of the UCD community including academic experts in the area of sexual misconduct and bullying and harassment, representatives from minority groups, students, University supports for employees and students etc. There are also external representatives on this group from the DRCC, Men’s Development Network and the National Women’s Council. Membership and areas of representation is published on the D&amp;R website: <a href="https://www.ucd.ie/equality/groups/dignityrespectoversightgroup/">https://www.ucd.ie/equality/groups/dignityrespectoversightgroup/</a></li> </ul> <p>This group met on 2 occasions in 2022/23 academic year and in addition a sub-group of the Oversight group also met.</p>

	<p>A <b>UMT Equality, Diversity and Inclusion sub-group</b> was established in 2015 and is chaired by the Vice-President for EDI. This group is representative of categories of employees, grades, Colleges/Units, EDI related networks for under-represented groups, committees and student representation.</p> <p><a href="https://www.ucd.ie/governance/governanceandmanagementcommittees/universitymanagementteam/umtequalitydiversityandinclusiongroup/">https://www.ucd.ie/governance/governanceandmanagementcommittees/universitymanagementteam/umtequalitydiversityandinclusiongroup/</a></p> <p>This group has responsibility for implementation of the EDI Strategy 2021 – 2024 which includes a dedicated strategic objective with a range of actions around dignity and respect.</p> <p><b>ESHTE</b> - a UCD ESHTE group chaired by the Dean of Students was established in 2017 and comprises staff, faculty and student members to lead a coordinated approach to the consideration of sexual assault and harassment. It has now been integrated into the Dignity and Respect Oversight Group so that these topics are included in discussions as part of a senior university group.</p> <p>The Gender Equality Action Group, co-chaired by the VP for EDI and the Head of School of Physics, has a standing agenda item of dignity and respect including the consent framework.</p> <p><a href="https://www.ucd.ie/equality/groups/genderequalityactiongroup/">https://www.ucd.ie/equality/groups/genderequalityactiongroup/</a></p> <p>There are a number of actions to support the implementation of the consent framework in the Gender Equality Action Plan.</p> <p><a href="https://www.ucd.ie/equality/support/genderequality/implementationofthegeap20202024/">https://www.ucd.ie/equality/support/genderequality/implementationofthegeap20202024/</a></p>
<p><b>Comment</b></p>	



<b>Framework Outcome 3</b>	<b>Liaison and partnership with external specialist agencies to ensure effective engagement with external structures.</b>							
<b>Sample Indicators</b>	<ul style="list-style-type: none"> <li>Evidence and details of engagement and activities with external specialist agencies (e.g. rape crisis centres, RCNI, SATU, an Garda Síochána, special interest groups etc.).</li> <li>Working group membership includes external specialist agencies.</li> <li>Local external services mapped and are publicly available on the HEI website and other student/staff facing sources.</li> </ul>							
<b>Institutional Indicator(s) (if different)</b>	<ul style="list-style-type: none"> <li></li> </ul>							
<b>Status</b>	achieved	<input checked="" type="checkbox"/>	in progress	<input type="checkbox"/>	planned	<input type="checkbox"/>	no progress	<input type="checkbox"/>
<b>Details</b>	<ul style="list-style-type: none"> <li>UCD has had a relationship with the DRCC for a number of years. The DRCC provides training to key roles such as the Dignity and Respect Support Colleagues, Student Adviser roles and several units in UCD. The Dignity and Respect Support Service has also received in-depth training from the DRCC.</li> <li>The DRCC was involved in the development of the bespoke People Manager face-to-face training and online D&amp;R Employee online training programme.</li> <li>External members have been appointed to the D&amp;R Oversight Group from the NWC, the DRCC and Men’s Development Network.</li> <li>External experienced individuals are involved throughout the formal D&amp;R process such as an external member on the Screening Panel, use of external investigators and external mediators.</li> <li>In terms of support from external agencies for UCD employees and students, a dedicated webpage containing details of internal and external supports and contact details has been developed. <a href="https://www.ucd.ie/dignityandrespect/supports/">https://www.ucd.ie/dignityandrespect/supports/</a></li> <li>UCD collaborated with the IUA on a funding proposal for the establishment of a pilot process around D&amp;R Assessments. HEA funding was awarded for this project. An external assessor was appointed to carry out this pilot and develop a proposed framework for roll-out across the sector. This framework has been developed and is being tested across 4 other HEIs. The project continues to be led by UCD and UCC in collaboration with the IUA.</li> <li>Participation by UCD at external conferences – UCD participated at the HEA Ending Sexual Violence Conference on 8 December 22 and at a Culture Shift Conference in the UK on the same date. UCD also delivered a D&amp;R workshop at the Equitas Conference in SETU in May 2023 including case studies on Sexual Misconduct.</li> <li>UCD participated in the sector-wide project to develop an anonymous reporting tool ‘Speak Out’ through sharing the UCD</li> </ul>							

	<p>experience and practice of developing and operating an anonymous and is a member of the Advisory group.</p> <ul style="list-style-type: none"> <li>• UCD has representatives on the Ending Sexual Violence Practitioner Network</li> <li>• UCD held an Employee Wellbeing Day for all employees in October 2023. EDI had a number of stands present and invited the Gardaí from Donnybrook to take part where they had a stand and presented on domestic violence and Coco’s Law. The Dignity and Respect Support Service has very close links with the Garda liaison officer and Gardaí in Donnybrook.</li> </ul>
<p><b>Comment</b></p>	

Section B: Institutional Processes - Recording	
<b>Framework Outcome 4</b>	<b>HEIs will create an easy to use system for students and staff to disclose and report incidents, which would be reflected in a high level of awareness and understanding among both students and staff.</b>
<b>Sample Indicators</b>	<ul style="list-style-type: none"> <li>• Clear, accessible and well publicised formal and informal reporting routes are in place.</li> <li>• Evidence of how all staff and students have been informed of these systems in the AY 2022-2023, in particular vulnerable groups.</li> <li>• Online report and support tool or equivalent in place for students and staff to report incidents.</li> <li>• Senior staff member assigned responsibility for oversight of the online anonymous reporting tool, informal reporting and formal reporting mechanisms.</li> </ul>
<b>Institutional Indicators (if different)</b>	
<b>Status</b>	<span style="background-color: #4CAF50; color: white; padding: 2px;">achieved</span> <input checked="" type="checkbox"/> <span style="background-color: #FF9800; color: white; padding: 2px;">in progress</span> <input type="checkbox"/> <span style="background-color: #FFEB3B; color: black; padding: 2px;">planned</span> <input type="checkbox"/> <span style="background-color: #F44336; color: white; padding: 2px;">no progress</span> <input type="checkbox"/>
<b>Details</b>	<p><i>Include specific details of formal and informal reporting and disclosure mechanisms available to both staff and students.</i></p> <p><i>Note details of any awareness-raising activities specifically related to these mechanisms delivered in the AY 2022-2023, including details of the target groups. Include findings of any initiatives to track/measure awareness of these mechanisms among staff and students.</i></p>
<b>Comment</b>	<p>A dedicated Dignity and Respect website provides clear and accessible information for students and staff in relation to all aspects of Sexual Misconduct and Bullying and Harassment at UCD. The website includes information on how to raise concerns, seek support, make anonymous reports or formal complaints of incidents of sexual misconduct and bullying, harassment: <a href="https://www.ucd.ie/dignityandrespect/">https://www.ucd.ie/dignityandrespect/</a>.</p> <p>UCD has a dedicated Dignity and Respect website directing people as how to report incidents and seek support.</p> <p>The Dignity and Respect Support Service (DRSS) engages in extensive outreach. The D&amp;R Support Advisers have been actively engaged in outreach activities targeting both student and employee cohorts.</p> <p>During UCD Orientation 2022 the DRSS contributed content to various modules, websites and undergraduate and graduate information</p>

booklets. They participated in President's Welcome events and provided training for student leader groups, such as UCD Sport Club Officers, Peer Mentors, Auditors, Residential Assistants, Global Guides, and the Students' Union. They presentations to 19 Programme Orientations, addressing over 3,500 students. An information stand at the Student Support Services Hub received over 7,500 visitors, and 3,500 D&R Service branded highlighters were distributed to students. The Service's social media following increased by over 700 users during this period.

To provide convenient access to disclosures and support, the DRSS opened satellite clinics at UCD Smurfit and UCD Village in Belfield and engaged in a pilot programme to roll out D&R pre-placement workshops to students in collaboration with the School of Agriculture and Food Science.

As part of a new initiative to foster a respectful and welcoming environment for students in UCD, DRSS has recruited D&R Student Ambassadors for 2023/24. The Ambassadors, who have received appropriate training, are student champions and role models who will support DRSS outreach work.



Photo 1 - D&R Student Ambassadors

- Means of reporting incidents, resolution options and supports in relation to issues of sexual misconduct including sexual violence are all promoted via new online Dignity and Respect staff training programme and the online student training module provided as part of the Welcome to UCD Module.

- Options for resolution and reporting are included in the report section of UCD Report and Support website.

	<p>UCD Report and Support <a href="#">tool</a> has been in place since 2020. The tool has recently been enhanced by offering an additional option for those reporting to be able to submit their contact details to request a follow-up communication from the Dignity and Respect Support Service.</p>
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<p><b>Framework Outcome 5</b></p>	<p><b>The reporting system is compatible with reporting party/survivor rights, cognisant of the needs of vulnerable groups, and has the confidence of the higher education community.</b></p>
<p><b>Sample Indicator</b></p>	<ul style="list-style-type: none"> <li>• Reporting pathways are periodically assessed by specialist advisers external to the institution to ensure it is compatible with reporting party/survivor rights.</li> <li>• Reporting pathways periodically reviewed by the working group with responsibility for the Framework, to ensure that the system is functioning effectively and is accessible to all and to analyse the emerging data and lessons.</li> </ul>
<p><b>Institutional Indicator(s) (If different)</b></p>	
<p><b>Status</b></p>	<p> <span style="background-color: #28a745; color: white; padding: 2px;">achieved</span> <input checked="" type="checkbox"/> <span style="background-color: #ffc107; color: white; padding: 2px;">in progress</span> <input type="checkbox"/> <span style="background-color: #ffc107; color: white; padding: 2px;">planned</span> <input type="checkbox"/> <span style="background-color: #dc3545; color: white; padding: 2px;">no progress</span> <input type="checkbox"/> </p>
<p><b>Details</b></p>	<p><i>Please comment on all elements of the outcome, including compatibility of the reporting system with survivor rights, responsiveness to vulnerable groups and confidence of the HEI community, providing sources of evidence as relevant.</i></p> <p>Reporting/Disclosures can be made in a number of ways. Reporting pathways are kept under review by the Dignity and Respect Oversight Group as part of its remit.</p> <ul style="list-style-type: none"> <li>• Students and staff are encouraged to report through the Dignity and Respect Support Service. They can make an appointment to meet with one of the Advisors or use the drop-in option. The Service will provide support, discuss options for resolution, get involved in informal interventions if requested, provide guidance around making formal complaints, and support the individual to engage with the Garda liaison officer if they wish.</li> <li>• Dignity and Respect Support Colleagues who receive disclosures training are available to provide peer support to colleagues experiencing bullying, harassment and sexual misconduct and to signpost to the D&amp;R Support Service and other support available.</li> <li>• Student Advisers and Chaplains, also trained in dignity and respect, provide support to students that may approach them with issues of a sexual misconduct nature and they will be put in contact with a member of the Dignity and Respect Support Service.</li> <li>• Operationally Report and Support is reviewed annually. Based on the analysis of data the tool's questions and option responses are updated to enhance the quality and detail of the</li> </ul>

	<p>information it provides. Responses to particular questions in the tool that relate to why the person is reporting anonymously and whether they have accessed university supports help us to identify where improvements may be needed. Those reporting through the tool can also now choose to request a D&amp;R Support Adviser to contact them. Supports are highlighted regularly throughout the Report and Support tool and throughout the formal complaints process.</p> <p><a href="https://www.ucd.ie/equality/support/dignityrespect/reportandsupporttool/">https://www.ucd.ie/equality/support/dignityrespect/reportandsupporttool/</a></p> <ul style="list-style-type: none"> <li>• People can report formally through submitting the formal complaints form. The Sexual Misconduct policy and formal complaint procedures are kept under regular review by the EDI unit. Feedback on the operation of these policies and supports is obtained through many sources including the EDI survey, feedback mechanisms to the D&amp;R Support Service and feedback received from those operating different aspects of the policy and process.</li> </ul>
<p><b>Comment</b></p>	

<b>Framework Outcome 6</b>	<b>Institutions shall record statistics on harassment, assault, and rape and report them in the context of their strategic dialogue with the HEA.</b>
<b>Sample Indicator</b>	<ul style="list-style-type: none"> <li>Statistics recorded and submitted to HEA annually on request.</li> </ul>
<b>Institutional Indicator(s) (if different)</b>	In addition to submission of statistics to the HEA upon request, UCD has continued its commitment to transparency by annually publishing statistical information in relation to bullying, harassment and sexual misconduct in terms of disclosures, formal complaints and anonymous reports.
<b>Status</b>	<span style="background-color: green; color: white; padding: 2px;">achieved</span> <input checked="" type="checkbox"/> <span style="background-color: orange; color: white; padding: 2px;">in progress</span> <input type="checkbox"/> <span style="background-color: yellow; color: black; padding: 2px;">planned</span> <input type="checkbox"/> <span style="background-color: red; color: white; padding: 2px;">no progress</span> <input type="checkbox"/>
<b>Details</b>	<p><i>The accompanying data table should be completed using the guidance provided (in Appendix 2) and submitted as part of this report.</i></p> <p><i>Comment here on whether the data requested was collated and reported as per the guidance.</i></p>
<b>Comment</b>	<p>The University developed and published its first D&amp;R Annual Report 2022/23 dedicated to Sexual Misconduct and Bullying and Harassment at UCD. The report presents statistical data on the number of disclosures, anonymous reports and formal complaints the university receives each year providing an overarching picture of all incidents reported to the university. These stats are disaggregated by gender, students and employees, and the types of behaviours - sexual misconduct, bullying and harassment. The annual report is submitted to UMT and GA and published on the D&amp;R website publicly.</p> <p>All stats are submitted to the HEA as requested.</p> <p><b>An example of some of the data for 2022/23 includes:</b></p> <p>The D&amp;R Support Advisers received 185 reports of issues of a D&amp;R nature (from employees and students) which led to 635 follow-up support interactions, resulting in a total of 820 interactions. 25% of these 185 reports were of a sexual misconduct nature and 78% of the reports of sexual misconduct was made by students.</p> <p>The total number of anonymous reports made in 2022/23 was 60. 15% of these complaints were of a sexual misconduct nature and were all made by students (i.e. no employees reported anonymously issues of a sexual misconduct nature under through the Report and Support tool).</p> <p>Formal complaints continue to be higher than before the new policies were published. 26 formal complaints were made in total in 2022/23</p>



	and 43% of these were of a sexual misconduct nature. Full data is available in the HEA template provided as requested.
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Section C: Institutional Processes - Policy	
<b>Framework Outcome 7</b>	<b>Dedicated policies of breadth and depth consistent with the Framework aims referencing IUA/THEA guidelines and policies where appropriate.</b>
<b>Sample Indicator</b>	<ul style="list-style-type: none"> <li>Policies and procedures (both informal and formal) for staff and students, which explicitly address sexual violence and sexual harassment, are in place and published online.</li> </ul>
<b>Institutional Indicator(s) (if different)</b>	
<b>Status</b>	<span style="background-color: green; color: white; padding: 2px;">achieved</span> <input checked="" type="checkbox"/> <span style="background-color: orange; color: white; padding: 2px;">in progress</span> <input type="checkbox"/> <span style="background-color: yellow; color: black; padding: 2px;">planned</span> <input type="checkbox"/> <span style="background-color: red; color: white; padding: 2px;">no progress</span> <input type="checkbox"/>
<b>Details</b>	<p>A Sexual Misconduct Policy (including sexual harassment and sexual violence) for students and employees was developed following an 18 month review of dignity and respect in UCD and incorporated key elements of the IUA guidelines. This policy is published and was implemented from September 2021.</p> <ul style="list-style-type: none"> <li>A policy summary and key principles are available on a dedicated landing page: <a href="https://www.ucd.ie/dignityandrespect/policies/sexualmisconductpolicy/">https://www.ucd.ie/dignityandrespect/policies/sexualmisconductpolicy/</a></li> <li>A linked page on 'Options for resolution' includes information on informal options, reporting to the Gardai, making formal complaints and reporting anonymously. <a href="https://www.ucd.ie/dignityandrespect/policies/sexualmisconduct-optionsforresolution/">https://www.ucd.ie/dignityandrespect/policies/sexualmisconduct-optionsforresolution/</a></li> <li>Procedures for formal complaints processes for Sexual Misconduct and Bullying and Harassment are published. <a href="https://www.ucd.ie/dignityandrespect/policies/formalprocess/">https://www.ucd.ie/dignityandrespect/policies/formalprocess/</a></li> </ul>

	<ul style="list-style-type: none"> <li>● A formal complaint form is available on the website. <a href="https://www.ucd.ie/dignityandrespect/policies/formalprocess/commencingaformalcomplaint/">https://www.ucd.ie/dignityandrespect/policies/formalprocess/commencingaformalcomplaint/</a></li> <li>● The D&amp;R Support Service provides supports to students and employees impacted by these behaviours and explains the policy to them in terms of supports available (internal and external), options for resolution including the formal complaints process. A member of the Service can guide an individual in completion of the formal complaint form and also attend formal investigation meetings as a support and listening ear for the individual.             <ul style="list-style-type: none"> <li>● A bespoke People Manager face-to-face programme and bespoke online Employee training programme including bystander training has been developed including tailor-made videos and scenarios – the material is based on our UCD Sexual Misconduct and Bullying and Harassment policies. External providers supported the development and roll-out of these trainings. (see further details below)</li> </ul> </li> <li>● The Bystander online training programme for incoming students as part of orientation highlights the Sexual Misconduct policy and supports and includes bespoke videos and scenarios for UCD.</li> <li>● A communications and awareness-raising campaign was launched in September 2022 (#not in our UCD) and will continue to run on an ongoing basis with different messaging based on the data outputs (see further details below).</li> </ul>
<p><b>Comment</b></p>	

<p><b>Framework Outcome 8</b></p>	<p><b>Policies are explicitly linked to clear lines of responsibility, active responses, institutional reporting, and regular review.</b></p>
<p><b>Sample Indicators</b></p>	<ul style="list-style-type: none"> <li>• HEI Action Plan indicates ownership of response, reporting and review actions in relation to policies addressing sexual violence and sexual harassment.</li> <li>• An external review of policies is part of this plan.</li> </ul>
<p><b>Institutional Indicator(s) (if different)</b></p>	
<p><b>Status</b></p>	<p> <span style="background-color: green; color: white; padding: 2px;">achieved</span> <input checked="" type="checkbox"/> <span style="background-color: orange; color: white; padding: 2px;">in progress</span> <input type="checkbox"/> <span style="background-color: yellow; color: black; padding: 2px;">planned</span> <input type="checkbox"/> <span style="background-color: red; color: white; padding: 2px;">no progress</span> <input type="checkbox"/> </p>
<p><b>Details</b></p>	<p><i>Include information on how policy implementation is overseen, monitored and reviewed.</i></p> <p>The UCD Sexual Misconduct policy clearly outlines roles and responsibilities from senior management to people managers and support roles.</p> <p>A statement is included in the policy around the accountability of roles and actions that will be taken if responsibilities are not upheld by these roles.</p> <p>Reporting and Monitoring section in the policy clearly outlines reporting commitments to EDI Group, UMT and the Governing Authority.</p> <p>The Sexual Misconduct policy and formal complaint procedures are kept under regular review by the EDI unit as these are evolving documents. Feedback on the operation of these policies and supports is obtained through many sources including the EDI survey of all employees, feedback mechanisms to the D&amp;R Support Service and feedback received from those operating different aspects of the policy and process.</p> <p>The policy is iterative and will be kept under review to take account of developments nationally and issues identified as the policy is utilised. Periodic policy reviews are conducted in line with the University’s <a href="#">Policy Management Framework</a> and will continue to involve consultation including with external experts as was undertaken as part of the review. External experts will also contribute through their membership on the D&amp;R Oversight group.</p>

<b>Comment</b>	
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<b>Framework Outcome 9</b>	<b>Policies include guidelines for addressing student and staff complaints, including transparency for all involved.</b>
<b>Sample Indicators</b>	<ul style="list-style-type: none"> <li>Guidelines have been developed for policies for addressing student and staff complaints.</li> <li>Guidelines outline how transparency will be achieved for all involved.</li> </ul>
<b>Institutional Indicator(s) (if different)</b>	
<b>Status</b>	<span style="background-color: green; color: white; padding: 2px;">achieved</span> <input checked="" type="checkbox"/> <span style="background-color: orange; color: white; padding: 2px;">in progress</span> <input type="checkbox"/> <span style="background-color: yellow; color: black; padding: 2px;">planned</span> <input type="checkbox"/> <span style="background-color: red; color: white; padding: 2px;">no progress</span> <input type="checkbox"/>
<b>Details</b>	<p><i>Comments on measures in place to ensure transparency for all parties related to relevant complaints.</i></p> <p>In addition to the Sexual Misconduct policy, a number of supporting materials and guidelines have been developed:</p> <ul style="list-style-type: none"> <li>- Dedicated webpage around options available for resolving issues including exploration of informal options</li> <li>- Formal complaints procedures outlining the formal complaints process including screening panel stage, precautionary measures, formal investigation process and potential outcomes</li> <li>- Establishment of the Dignity and Respect Support Service with three full-time staff members to provide support to those involved in issues of a sexual misconduct nature. These roles will provide information on the formal and informal process and provide guidance on the completion of the formal complaint form. These roles can also accompany individuals to formal investigation meetings as a support.</li> <li>- A communication and awareness raising campaign has been rolled out to raise awareness around the culture of dignity and respect in UCD and to ensure that students and employees are aware of supports, their options for resolution and how to make a formal complaint</li> <li>- A three-tier training programme (blended learning) aimed at all students and employees, those in key roles whom people are likely to disclose issues of sexual misconduct and dedicated support roles has been rolled out. This training will ensure that all members of the UCD Community have a common understanding of the culture of dignity and respect at UCD and again will raise awareness around options for resolution and the formal process.</li> </ul> <p>A new panel of staff was convened to hear cases referred from investigations under the UCD Dignity and Respect Policies to the Student Discipline Procedure. A small number of members were self-nominated from the University's broader Student Conduct Panel. Bespoke training facilitated by an external provider and covered all aspects of the Bullying and Harassment and Sexual</p> <p>Misconduct policies and investigative processes and the supports</p>

	<p>available to both complainant and respondent students. Key aims of the new panel are support those making decisions in relation to alleged bullying, harassment and sexual misconduct, build experience of hearing cases this category of misconduct and promote consistency in decision-making. The new panel has been operational since September 2023.</p>
<b>Comment</b>	

<p><b>Framework Outcome 10</b></p>	<p><b>Policy implementation is supported by compiling relevant information, leadership of high-level HEI officer, and through the appropriate structures, an annual report on institutional initiatives and data to the Governing Authority.</b></p>
<p><b>Sample Indicators</b></p>	<ul style="list-style-type: none"> <li>• Annual report of progress towards the outcomes in the Framework provided to Governing Authority.</li> <li>• The annual report is included as an agenda item and is formally discussed during at least one meeting of the SMT and the Governing Authority.</li> <li>• A statement on consent framework implementation included in the Annual Governance Statements.</li> </ul>
<p><b>Institutional Indicator(s) (if different)</b></p>	
<p><b>Status</b></p>	<p> <span style="background-color: #28a745; color: white; padding: 2px;">achieved</span> <input checked="" type="checkbox"/> <span style="background-color: #ffc107; color: white; padding: 2px;">in progress</span> <input type="checkbox"/> <span style="background-color: #ffc107; color: white; padding: 2px;">planned</span> <input type="checkbox"/> <span style="background-color: #dc3545; color: white; padding: 2px;">no progress</span> <input type="checkbox"/> </p>
<p><b>Details</b></p>	<p><i>Please include the number and dates of SMT and / Governing Authority meetings in which the Framework was included as a formal agenda item in the AY 2022-2023, as relevant.</i></p> <p>Annual reports are submitted to UMT and GA on the implementation of the Sexual Misconduct policy and bullying and Harassment policy and D&amp;R Supporting Framework every November for the previous academic year. This report includes an update on the wide range of initiatives taking place, namely:</p> <ul style="list-style-type: none"> <li>• Training</li> <li>• Communications and Awareness Raising Campaign</li> <li>• Outreach and workshops undertaken by the D&amp;R Support Service</li> <li>• Data - informal reporting, formal complaints and anonymous reports</li> </ul> <p>The first D&amp;R Annual report 2021/22 was published in January 2023 and the next report 2022/23 has been submitted to UMT and GA and will be published in January 2024 on the D&amp;R website. The item will be on the agenda for these meetings.</p> <p>A dedicated section is also included in the EDI Annual Reports and this provides a further opportunity for Sexual Misconduct and Bullying and Harassment to be discussed by UMT and GA each Spring.</p>

<b>Comment</b>	
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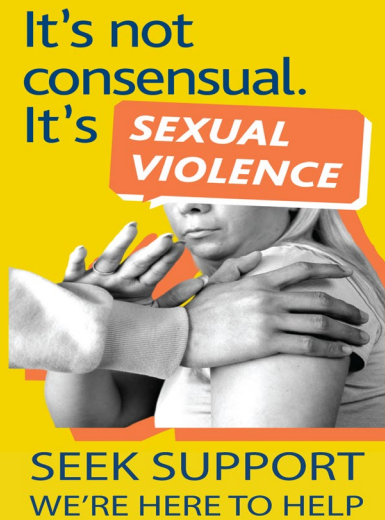


Section D: Targeted Initiatives	
Framework Outcome 11	HEIs will provide direct student and staff-facing activities including workshop/classes that promote an understanding of consent; student understanding and skills for speaking up and calling out unacceptable behaviour.
Sample Indicators	<ul style="list-style-type: none"> <li>See table provided.</li> </ul>
Institutional Indicator(s) (if different)	
Status	<span style="background-color: #008000; color: white; padding: 2px;">achieved</span> <input type="checkbox"/> <span style="background-color: #ffa500; color: white; padding: 2px;">in progress</span> <input checked="" type="checkbox"/> <span style="background-color: #ffff00; color: black; padding: 2px;">planned</span> <input type="checkbox"/> <span style="background-color: #ff0000; color: white; padding: 2px;">no progress</span> <input type="checkbox"/>
Details	<p><i>For the purpose of reporting on this outcome, please complete the attached document, in accordance with the guidance provided.</i></p> <p><i>Initiatives relevant to this outcome encompass training, workshops and classes provided to identified target audiences for the purposes of enhancing understanding and skills related to consent and calling out unacceptable behaviour.</i></p> <p>Building on the success of the previous ‘Active Bystander’ Programme, a new iteration of the module was rolled out in September 2022 to all incoming students. It received high engagement with 3867 undergraduate students and 1047 postgraduate taught students completing the training. 96% of students who completed the training said they would recommend it to a peer. Comments included:</p> <ul style="list-style-type: none"> <li>• “What a great movement for a university to have. “</li> <li>• “As a person that is part of a certain sexual orientation and community it is really reassuring to see that the UCD is very concerned about this topic and that they raise awareness on this specific topic.”</li> <li>• “It is great to see UCD offering this course to students. As a woman in a course where over 70% of my peers are men, I am glad I know if I experience any of the behaviours witnessed in this course I have support facilities I can reach out to.”</li> <li>• “This was an excellent course which provided me with useful information on how to support others should any difficult scenarios arise. It certainly encouraged me to look out for others in University.”</li> <li>• “This course has shown me that the university really takes bullying/harassment/sexual misconduct seriously</li> </ul> <p>In-person training for staff was tailored and prioritised according to their role:</p>

	<ul style="list-style-type: none"> <li>- In-depth training for the dedicated Dignity and Respect Advisers and for the Dignity and Respect Support Colleagues was provided by the Dublin Rape Crisis Centre. The D&amp;R Advisers receive regular upskilling.</li> <li>- A full-day, face-to-face training programme for People Managers tailored specifically for UCD and a half-day session for key signposted roles took place. In 2022/23, 313 people managers (46% of the people manager population) completed it. Just under 40 sessions were held.</li> </ul> <p>Feedback on the training has been extremely positive with over 90% of people managers surveyed agreeing that the training is effective. Typical feedback:</p> <ul style="list-style-type: none"> <li>o <i>“Excellent course. Nuanced approach to a complex area. Sent out a strong message that culture change in this area is a priority”</i></li> <li>o <i>“This was a really informative, valuable and thought-provoking course”</i></li> <li>o <i>“I’ve learned so much about behaviours which are not acceptable and how to navigate situations and provide support to colleagues”</i></li> <li>o <i>“From being a little overwhelmed to becoming a role model and providing a safe environment for people to work”</i></li> </ul> <p>A comprehensive Dignity and Respect Toolkit was also developed to continue to support managers and complement the training.</p> <p>The Dignity and Respect online training for employees “Building a Respectful Culture at UCD” was launched in September 2022. It includes information on both the Sexual misconduct policy and Bullying and Harassment policy and tailored scenarios etc. A total of 629 employees completed the online D&amp;R training between September 2022 and August 2023 (15% of employees). Feedback is exceeding expectations and it is clear that the training is meeting its objectives:</p> <ul style="list-style-type: none"> <li>● 100% of participants would recommend the course to a colleague and 90% of participants feel more confident about recognising inappropriate behaviours that constitute bullying, harassment and sexual misconduct after completing the course.</li> <li>● 83% of participants feel more comfortable in coming forward to report</li> <li>● 93% of participants understand the importance of being an active bystander and would intervene if safe to do so</li> <li>● 92% of participants agree that the course will support them in ensuring that UCD is a safe and respectful environment.</li> </ul> <p>The DRSS utilises multiple platforms including orientation events (student and employee), workshops, training programmes, discussion</p>
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	<p>cafés, information stands, and social media to promote the Service, disseminate information around unacceptable behaviours and supports and engage with the UCD community.</p> <p>Consent workshops are held but further structures are to be put in place to ensure sustainability of these workshops.</p>
<p><b>Comment</b></p>	

<p><b>Framework Outcome 12</b></p>	<p><b>Ongoing messaging to disseminate information consistent with the Framework aims for cultural change and awareness.</b></p>
<p><b>Sample Indicators</b></p>	<ul style="list-style-type: none"> <li>• Evidence of awareness-raising initiatives and campaigns targeted at staff and students including schedule of activities implemented in AY 2022-2023.</li> <li>• Policies are accessible and clearly signposted, and relevant staff, student union officers and class reps have received training on the content of these policies.</li> </ul>
<p><b>Institutional Indicator(s) (if different)</b></p>	
<p><b>Status</b></p>	<p> <span style="background-color: green; color: white; padding: 2px;">achieved</span> <input checked="" type="checkbox"/> <span style="background-color: orange; color: white; padding: 2px;">in progress</span> <input type="checkbox"/> <span style="background-color: yellow; color: black; padding: 2px;">planned</span> <input type="checkbox"/> <span style="background-color: red; color: white; padding: 2px;">no progress</span> <input type="checkbox"/> </p>
<p><b>Details</b></p>	<p><i>Activities to include under this outcome include awareness-raising and campaign initiatives, and the dissemination of information. Please avoid duplicating information provided in response to outcomes 11 and 13. Specify the specific aims and target groups of awareness-raising and campaign initiatives.</i></p>
<p><b>Comment</b></p>	<p>In addition to the activities highlighted in Framework Outcome 12, a hugely visible online and on campus campaign (- #Not in our UCD) was developed to complement and promote a culture free from bullying, harassment and sexual misconduct including sexual harassment and violence.</p> <p>Phase two of the communications strategy was developed over Spring/Summer 2022 to support the culture change journey by raising awareness and changing behaviours and was rolled out for the new academic year 2022/23. This rollout included high-profile banners running the length of the Belfield Campus spine. The #NotInOurUCD banners highlighted unacceptable behaviours and encouraged community members to take the bespoke UCD D&amp;R training. Thematic social media posts were also issued directly and through partners (e.g. The Students' Union and other UCD Units) to reinforce the messages on the banners and the call to action. Communications point back to the Dignity &amp; Respect website which details the training and support available.</p>



#NOTINOURUCD

[ucd.ie/dignityandrespect/](http://ucd.ie/dignityandrespect/)

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The campaign was extended to the Blackrock campus with the installation of a series of wall decals in prominent positions within the buildings in the second trimester.

The campaign in high-footfall areas across both campuses was augmented with a series of three posters highlighting unacceptable behaviours and encouraging those impacted by harassment, bullying and sexual misconduct to seek support. 450 posters were distributed through the D&R Oversight Group and EDI Group and sub-groups for members to put up in public spaces within their buildings.



The campaign is now progressing to identify further positions in high-footfall buildings where wall decals could be installed to further spread the campaign message for the academic year 2023/24. The ongoing campaign will be supported by social media promotion.

As well as highlighting specific examples of unacceptable behaviours it directed students and staff to the training modules being developed and encourages participation. Multiple channels were utilised including social media, websites, posters and building banners. The campaign benefited from the support and active promotion by the SU team.

The SU sabbatical officers received a bespoke two-day induction session which included presentations by the EDI Manager and the Head of the Dignity and Respect Support Service.

Website highlights training: <https://www.ucd.ie/dignityandrespect/>

D&R Support Service have been actively engaged in outreach activities targeting both student and employee cohorts as described above.

The D&R Student Ambassadors, who have received appropriate training, are student champions and role models who will support the outreach work relating to sexual misconduct and bullying and harassment.

<p><b>Framework Outcome 13</b></p>	<p><b>HEIs will create and implement an education plan to ensure all staff and relevant students have at least a minimal agreed understanding and capacity to support students; create and implement a training plan for staff and students who contribute to initiatives and services.</b></p>
<p><b>Sample Indicators</b></p>	<ul style="list-style-type: none"> <li>• All Staff/Student Education plan with dedicated resources in place.</li> <li>• # of staff, student union reps, class reps and student society members that received 1<sup>st</sup> responder training or equivalent (disclosure training / psychological 1<sup>st</sup> aid training etc.) in AY 2022-2023</li> </ul>
<p><b>Institutional Indicator(s) (if different)</b></p>	<ul style="list-style-type: none"> <li>•</li> </ul>
<p><b>Status</b></p>	<p> <span style="background-color: green; color: white; padding: 2px;">achieved</span> <input type="checkbox"/> <span style="background-color: orange; color: white; padding: 2px;">in progress</span> <input checked="" type="checkbox"/> <span style="background-color: yellow; color: black; padding: 2px;">planned</span> <input type="checkbox"/> <span style="background-color: red; color: white; padding: 2px;">no progress</span> <input type="checkbox"/> </p>
<p><b>Details</b></p>	<p><i>Activities relevant to this outcome include initiatives to enhance the capacity of staff and students to respond appropriately to disclosures of SVH. Please also comment here on any support measure in place for staff / students that receive and / or respond to disclosures of sexual violence and harassment.</i></p> <p><i>Please ensure to avoid duplicating information provided in response to outcomes 11 and 12.</i></p>
<p><b>Comment</b></p>	<p>Key roles that are likely to be disclosed to receive training (in addition to that outlined for all employees and students) to ensure they can respond appropriately to disclosures of sexual misconduct.</p> <p>The programme of consent education activities included:</p> <ul style="list-style-type: none"> <li>• The <a href="#">Cycling Through Consent video</a> was played during Orientation for all incoming students.</li> <li>• Building on a pilot programme delivered in 2021 the embedding of the Active* Consent workshop into core first year modules continued as more academic staff were trained to deliver the workshop extended to include programme areas across the College of Social Sciences &amp; Law, College of Health Sciences and Agriculture, College of Engineering &amp; Architecture and College of Science and the College of Business.</li> <li>• Students' Union sabbatical officers undertake sexual assault disclosure training with the Dublin Rape Crisis Centre are trained to deliver Active Consent workshops. They collaborate with faculty to help facilitate the embedding of consent messaging at programme level and in the educational environment.</li> <li>• Training is provided to cohorts of student leaders such as Residential Assistants and Peer Mentors through the D&amp;R Support</li> </ul>

	<p>Service. A training module has also been incorporated into the training of Sports Club Officers.</p> <ul style="list-style-type: none"><li>• People managers receive specific 1 day face-to-face training to support them to be able to respond appropriately to disclosures and take action.</li><li>• The D&amp;R Support Advisers have undergone indepth training in relation to sexual violence and also undergo refresher training from organisations such as Women’s Aid and the DRCC.</li></ul>
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<b>Framework Outcome 14</b>	<b>HEIs will create and implement a system for measuring effectiveness of initiatives.</b>
<b>Sample Indicator</b>	<ul style="list-style-type: none"> <li>• HEI monitoring framework in place to track progress and measure effectiveness of framework-related training and activities.</li> </ul>
<b>Institutional Indicator(s) (if different)</b>	<ul style="list-style-type: none"> <li>•</li> </ul>
<b>Status</b>	<span style="background-color: #28a745; color: white; padding: 2px;"><i>achieved</i></span> <input type="checkbox"/> <span style="background-color: #ffc107; color: white; padding: 2px;"><i>in progress</i></span> <input checked="" type="checkbox"/> <span style="background-color: #ffc107; color: white; padding: 2px;"><i>planned</i></span> <input type="checkbox"/> <span style="background-color: #dc3545; color: white; padding: 2px;"><i>no progress</i></span> <input type="checkbox"/>
<b>Details</b>	<p>Evaluation tools are incorporated into all training programmes to evaluate the success and impact of these programmes.</p> <p>The EDI survey of all employees captures feedback from employees relating to their perspectives of the implementation of the Sexual Misconduct and Bullying and Harassment policy in UCD. It captures levels of awareness of the policies, awareness of the D&amp;R policies and perspectives on the supports available.</p> <p>All of the data gathered as regards those disclosing through various means and making formal complaints are all indicators of the effectiveness of initiatives in relation to sexual misconduct and bullying and harassment.</p> <p>The DRSS also undertake a periodic survey of those that have used its services to obtain feedback on how useful the service was to them.</p> <p>Undertaking an EDI related survey of all students is under discussion which could encompass sexual misconduct, bullying and harassment - this would provide valuable information from students on the effectiveness of activities in this space.</p>
<b>Comment</b>	

<b>Framework Outcome 15</b>	<b>HEIs will provide accessible, trauma-informed services; for supporting student and staff disclosure, reporting and complaints, and for counselling and advocacy.</b>
<b>Sample Indicator</b>	<ul style="list-style-type: none"> <li>• Evidence that services are trauma-informed</li> <li>• Evidence of range of services available to staff and students, including capacity to meet demand in AY 2022-2023.</li> <li>• Evidence of awareness of formal and informal reporting mechanisms and the internal and external support services available by all members of the college community in AY 2022-2023, in particular vulnerable groups.</li> </ul>
<b>Institutional Indicator(s) (if different)</b>	<ul style="list-style-type: none"> <li>•</li> </ul>
<b>Status</b>	<span style="background-color: #28a745; color: white; padding: 2px;">achieved</span> <input type="checkbox"/> <span style="background-color: #ffc107; color: white; padding: 2px;">in progress</span> <input checked="" type="checkbox"/> <span style="background-color: #ffc107; color: white; padding: 2px;">planned</span> <input type="checkbox"/> <span style="background-color: #dc3545; color: white; padding: 2px;">no progress</span> <input type="checkbox"/>
<b>Details</b>	<p>Training</p> <ul style="list-style-type: none"> <li>• Team members of the Dignity and Respect Support Advisers undertook a two-day bespoke training programme created and delivered by training experts from the Dublin Rape Crisis Centre which focused on accepting disclosures and supporting individuals in a trauma-informed way. They attend refresher training and upskilling in other areas such as providing a trauma informed service, suicide prevention, domestic violence etc.</li> <li>• All UCD Student Advisers have attended the Dublin Rape Crisis Centre Training on Sexual Assault Disclosure and annual refresher sessions were held prior to the appointment of Dignity &amp; Respect Support Advisers.</li> <li>• UCD Counselling Team attended a 2 day training course with the Dublin Rape Crisis Centre in January 2022, which covered ensuring a trauma focussed service. A review of procedures and environment followed and plans are underway to enhance the physical space to provide a more discrete waiting area intended to enhance privacy.</li> </ul> <p>Accessible supports:</p> <ul style="list-style-type: none"> <li>• A dedicated webpage provides information and contact details of all available support services available to staff and students. To enhance ease of access supports are arranged into those available to staff and students and to university and external services. the website also includes a video explaining the role of the Dignity and Respect Support Service. Link to supports page: <a href="https://www.ucd.ie/dignityandrespect/supports/">https://www.ucd.ie/dignityandrespect/supports/</a> Link to Dignity and Respect Support service video: <a href="https://www.ucd.ie/dignityandrespect/supports/dignityrespect-supportservice/">https://www.ucd.ie/dignityandrespect/supports/dignityrespect-supportservice/</a></li> </ul> <p>It challenging to undertake trauma informed investigations due to the nature of investigations which may involve an alleged criminal act. More guidance is required nationally as to how these investigations</p>

	could be undertaken in a trauma informed way as well as training for investigators.
<b>Comment</b>	

<b>Section E: ESVH Funding</b> <i>To be completed by eligible institutions<sup>2</sup></i>	
<b>1. Funding for targeted interventions</b>	
<b>Narrative update:</b>	<p><i>Provide a brief update on how this funding was utilised and the key outputs. Quantify where relevant.</i></p> <p>This funding was used mainly to support the communications and awareness raising campaign that has been described in detail above.</p>
<b>Financial update:</b>	<p><i>Indicate what balance, if any, is remaining.</i></p> <p>This fund has been fully utilised.</p>
<b>2. SVH Prevention and Response Managers</b>	
<b>Update:</b>	<p><i>Provide an update on the recruitment of the new role, including title and start date of individual recruited.</i></p> <p>This role will be advertised in early 2024 on a permanent basis. UCD was the first HEI to establish a dedicated D&amp;R Support Service to provide support to those experiencing bullying, harassment and sexual misconduct. As UCD had established this Service on a temporary basis prior to any funding being made available for resources, a review had to take place of internal structures before proceeding with advertising this role.</p>

**Section F: Optional Narrative Questions**  
*Note - If there is no change since the last report, this can be indicated.*

<sup>2</sup> ATU, DCU, DKIT, IADT, MIC, MU, MTU, NCAD, SETU, STAC, TU Dublin, TUS, TCD, UCC, UCD, University of Galway, UL.

**1. On reflection, what is your institution's most significant achievement to date in implementing the Framework? Would you like to highlight exemplars of good practice or innovative initiatives?**

The establishment of the Dignity and Respect Support Service has been the flagship initiative to date. From the numbers of people coming forward to make contact with the Service and the positive feedback received from users in relation to the service provided, it is clear that this service has been extremely successful. The outreach provided by the Service in multiple ways as described above is a key factor in achieving a culture change in UCD as regards sexual violence and harassment.

The establishment of Dignity and Respect Student Ambassadors is extremely beneficial. Students are more likely to approach their peers for information but also they are trained to lecture addresses and take on other tasks which alleviates the pressure on the D&R Support Advisers.

Dignity and Respect Assessments - The Pilot Framework provides an alternative option for third level institutions to tackle and uncover issues whilst also respecting individual's rights not to pursue a report or other course of action specific to their own situation at that time. Whilst the findings/recommendations of an Assessment may not lead to sanctions against individuals, it will lead to a set of recommendations that the School/College/Unit must implement through the development of a Dignity and Respect action plan in their area. Where an assessment is conducted, it creates a climate where individuals that might be experiencing issues will be more confident in coming forward, be aware of supports and where individuals themselves might be more aware of their own behaviour and what is or is not acceptable. This is a pilot initiative being led by UCD and is being extended to a second phase where areas in four other HEIs will test out the framework.

**2. How would you describe the one or two most significant challenges or barriers to effective Framework implementation?**

Training uptake – it is very challenging to get people to engage in training. In relation to face-to-face training, there is a cancel culture which is costly as the training course is therefore not full but also means there are people not getting trained in skills they need to have. As regards online training, completion rates are low and staff from particular cohorts and genders are more likely to engage in the training than others.

Formal Complaint investigations and trauma informed approaches - complaints of alleged sexual violence and harassment are very difficult to undertake. This is due to factors such as respondents engaging legal advisors and the right to cross examine which can be in contradiction to a trauma informed investigation. A panel of trained investigators in undertaking cases such as these in a HEI may somewhat address the challenges being experienced. Evidence of the challenges are becoming clearer as complex cases are being reported. The fundamental issue is the right to due process for all parties concerned and this in reality can run counter to trauma informed approaches.

**3. Please provide an overview of the key lessons learnt through implementation of the Framework to date. Your answer could include how learning was used to enhance policy or practice, and efforts made to disseminate learning internally and externally.**

Dignity and Respect Support Service – it is essential that there is more than one support adviser supporting individuals in order to avoid a conflict of interest from arising and from a resource perspective.

Self-Care – supporting individuals impacted by sexual violence and harassment can be emotionally difficult. Important to ensure that supports are put in place for people in these roles.

Transparency through reporting is important to build trust. The D&R Annual report is an important means of enhancing that transparency.

Consent Workshops – a more structured approach to the roll out of workshops to maintain momentum is required.

**4. Please provide details of the human resources dedicated specifically to the implementation of the Framework in your institution, on a full or part-time basis (as evidenced by job descriptions and / or formal work objectives).**

The Sexual Misconduct and Sexual Violence is managed by EDI overall through ownership of policy and procedures up to investigation. EDI also encompasses the supports and outreach provided by the Dignity and Respect Support Service and also the EDI training co-ordination.

Two UMT members (Chairs of D&R Oversight Group and VP for EDI) also have responsibilities in relation to the implementation of this framework as does the Dean of Students. Other roles involved include:

Student Engagement, Conduct, Complaints and Appeals (SECCA) and Employee Relations manage all formal investigations. Culture and Engagement manage the awareness raising campaign across the University.

**5. Do you have any specific feedback in relation to the Framework itself, and how it could be improved?**

The Framework focuses on sexual harassment and sexual violence only. Whilst it is aware that instances of this nature that occur are different to bullying and harassment issues, it is felt that there should be some referencing to bullying and harassment across the equality grounds also. From an intersectionality perspective, there are some groups across equality grounds who may be more likely to experience issues of a sexual harassment nature.

As Sexual Violence managers are appointed across HEIs, it is important that these roles receive the necessary supports and self-care is strongly encouraged. This includes other roles also that may be likely to receive disclosures. A question on this could be included in progress reports also.

As indicated above, managing formal investigations in relation to issues of alleged sexual harassment and violence is very challenging and often could be a criminal act. An aspect of the

framework could focus more on investigations regarding sexual violence and harassment and challenges associated with these investigations.

**Section G: Signatures**

**Submitted by:**

**Name:** Professor Colin Scott

**Job title:** Vice-President for EDI

**Signed:**

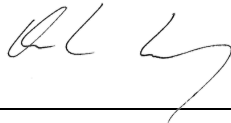


**Date:** 13/12/2023

**President:**

**Name of President:** Professor Orla Feely

**Signature of President:**



**Date:** 14/12/2023

## Appendix 1:

### Framework Outcomes

Section 4.2 of Safe, Respectful, Supportive and Positive: Ending Sexual Violence and Harassment in Irish Higher Education Institutions (the Framework)

#### Institutional Culture

- 1** A member of HEI senior management team will have responsibility for the implementation of the Framework.
- 2** HEIs will establish an Institutional Working Group to coordinate Framework implementation. This will be comprised of key stakeholders including academics, support services, administration, and students' unions, and will ensure due regard to balanced representation, in particular representation of groups at particular risk of experiencing sexual violence and harassment; women, those with disabilities, ethnic minorities and LGBT+.
- 3** Liaison and partnership with external specialist agencies to ensure effective engagement with external structures.

#### Institutional Processes for Recording

- 4** HEIs will create an easy to use system for students and staff to disclose and report incidents, which would be reflected in a high level of awareness and understanding among both students and staff.
- 5** The reporting system is compatible with complainant/survivor rights, cognisant of the needs of vulnerable groups, and has the confidence of the higher education community.
- 6** Institutions shall record statistics on harassment, assault, and rape and report them in the context of their strategic dialogue with the HEA.

#### Institutional Policies

- 7** Dedicated policies of breadth and depth consistent with the Framework aims.
- 8** Policies are explicitly linked to clear lines of responsibility, active responses, institutional reporting, and regular review.
- 9** Policies include guidelines for addressing student complaints, including transparency for all involved.
- 10** Policy implementation is supported by compiling relevant information, leadership of high level HEI officer, and through the appropriate structures, an annual report on institutional initiatives and data to the Governing Authority.

#### Targeted Initiatives

- 11** HEIs will provide direct student-facing activities including workshop/classes that promote an understanding of consent; student understanding and skills for speaking up and calling out unacceptable behaviour.
- 12** Ongoing messaging to disseminate information consistent with the Framework aims for cultural change and awareness.

- 
- 13** HEIs will create and implement an education plan to ensure all staff and relevant students have at least a minimal agreed understanding and capacity to support students; create and implement a training plan for staff and students who contribute to initiatives and services.
- 
- 14** HEIs will create and implement a system for measuring effectiveness of initiatives.
- 
- 15** HEIs will provide accessible, trauma-informed services; for supporting student disclosure, reporting and complaints, and for counselling and advocacy.
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## Appendix 2:

### HEI Reporting on SVH Statistics, Academic Year 2022-2023

#### Guidance Note

##### Introduction:

*Safe, Respectful, Supportive and Positive: Ending Sexual Violence and Harassment in Irish Higher Education Institutions*, commonly referred to as the ‘Framework for Consent in Higher Education’, was published by the Government in April 2019. Under the second pillar, Recording Incidents, the Framework includes the following outcome:

***Institutions shall record statistics on harassment, assault, and rape and report them in the context of their strategic dialogue with the HEA.***

The first formal request for this data was issued to HEIs by the HEA in March 2023, and it pertained to reported cases received by the institution in the academic year of 2021-2022 (September 2021 – August 2022). Section 48 of the Higher Education Authority Act 2022 provides the statutory basis for this request. The HEA is now requesting the submission of SVH data for the following academic year, 2022-2023.

**Please note that this template is intended to capture data that has been formally recorded and collated by institutions in an appropriate manner that is sensitive to the rights of reporting parties and data protection legislation. If a particular category of data, such as informal disclosures, is not currently collated appropriately, then this section of the table should be left blank.**

##### How will the data be used?

The statistical data gathered through this process will be analysed alongside other sources of evidence, including anonymous data gathered via online reporting tools and national survey data, to enhance our understanding of sexual violence and harassment in HEIs, to monitoring trends over time, and to inform policy and practice.

The data provided by HEIs through this template will be aggregated, analysed and published by the HEA. Only aggregated data will be released. HEI level data will not be published. To guard against any misinterpretation, any data released will be accompanied by contextual information and guidance that explains the nature and purpose of the data.



### Development of the template:

Although no personal data is being sought as part of this exercise, due to the sensitive nature of the data and subject matter, the HEA completed a comprehensive risk assessment process in 2022 to inform the development of the template. It was also informed by extensive consultation, including with the HEA expert [Advisory Group on Ending Sexual Violence and Harassment in Irish Higher Education Institutions](#), the HEA’s Data Protection Officer (DPO), the Data Protection Commission, HEI DPOs, and HEI Equality, Diversity and Inclusion representatives.

### HEI Data Protection Responsibilities:

HEIs, as data controllers of the personal data collected for the purposes of generating aggregated statistical data, must ensure that this processing is lawful and transparent to data subjects. It is the responsibility of institutions to ensure that any individual assigned responsibility for reporting or collating data on reports of sexual violence and harassment have been provided with sufficient training to manage that data safely and appropriately and to ensure that the data is stored securely.

Data subjects should be made aware that this data will be further processed for statistical purposes at an aggregated, anonymised level. If data subjects have not been adequately informed, the data should not be reported, and the relevant section of the table should be left blank. Consent to share data should not be sought retrospectively.

### Definitions:

For the purposes of this reporting template, the definitions in the table below should be applied.

The definition of sexual misconduct, sexual harassment and sexual violence provided here aligns with the definition used for the purposes of the National Surveys of Staff and Student Experiences of Sexual Violence and Harassment in Irish HEIs, which was agreed by the HEA expert Advisory Group on Ending Sexual Violence and Sexual Harassment in HEIs.

The HEA recognises that shared terminology is constantly evolving in line with new understanding, guidance and legislation, and endeavours to continuously review and update the terminology used in documentation in consultation with stakeholders.

<p><b>Sexual Misconduct, Sexual Harassment and Sexual Violence</b></p>	<p>Sexual Misconduct is defined as any form of unwelcome behaviour of a sexual nature that may be subject to disciplinary proceedings. This includes crimes of sexual violence, sexual cyberbullying of any kind including non-consensual taking and/or sharing of intimate images, creating, accessing, viewing, or distributing child pornography material online or offline, stalking behaviours whether online or offline in a sexual context, and any verbal or physical harassment in a sexual context.</p> <p>Sexual misconduct can be committed by a person of any gender and it can occur between people of the same or different genders. It is often gender targeted and perpetrated to demean, diminish, and intimidate. Sexual misconduct may occur between strangers or acquaintances, including people involved in an intimate or sexual relationship.</p>
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	For the purposes of this report, sexual violence and sexual harassment collectively refer to physical contact or non-physical conduct of a sexual nature in the absence of clear, knowing and voluntary consent. It also refers to conduct that derogates, demeans, or humiliates a person based on that person’s sex or gender. Examples include sexual or gender-based harassment, stalking, and sexual violence.
<b>Formal complaints</b>	<p>Incidents of sexual misconduct, harassment or violence formally reported to the institution by an individual staff member, student or other member of the college community (such as a visitor, alumni, contractor etc.), in accordance with institutional policy / formal procedure. An incident may encompass one or more occurrences of harassment or violence.</p> <p>This category does <u>not</u> include informal reports or disclosures, anonymous reports made via Speak Out / Report &amp; Support, or disclosures to counselling services.</p>
<b>Informal disclosures</b>	<p>Incidents of sexual misconduct, harassment or violence reported or disclosed by an individual staff member, student or other member of the college community, to staff, students or student’s union of the institution, which may or may not result in a formal complaint.</p> <p>This category could include reports made to HR, designated liaison people, class reps, student union officers, training facilitators etc. that were not formally reported.</p> <p>It should <u>not</u> include anonymous reports made through Speak Out (or other) online tool, or disclosures made to counselling services.</p>
<b>Formal complaints investigated</b>	Complaints of sexual misconduct, harassment or violence made by staff, students and other members of the collect community that were formally investigated by the HEI, by internal or external investigators.

## Statistical data table

Instructions for completing the Excel table:

- Referring to the definitions provided, complete the table with the number of reports of sexual misconduct, sexual harassment and sexual violence (one category) received by the institution in the academic year 2022-2023.
- If a category of data is not formally collated by your institution, indicate this in Column C and leave the remainder of that row blank.
- It is not intended to collect any personal identifying data as part of this process. Please do not provide any information that could identify any individuals e.g., name, student number or position.
- If personal data is accidentally included as part of this return, the HEA will immediately delete the information received and request that the HEI resubmit the data with the personal data removed.

- Capturing gender identity: In addition to the total number per category, provide the gender breakdown of reporting parties. If this breakdown is not available, include only the total in column T and leave the M (men), W (women) and O (other) columns blank.
- If low numbers (<10) are reported as part of this statistical return, please be aware that no numbers with a value <10 will be published in any form by the HEA in any future reporting. This is in line with the CSO's Guidelines on Microdata Statistical Disclosure Control. Any numbers less than this will be asterisked in any future reports.
- Completed templates should be returned to the HEA via HEAnet FileSender. Once ready to submit, the person submitting should contact [edi@hea.ie](mailto:edi@hea.ie) for instructions and a voucher link for this purpose.

## Sample data table

Please note: The following table has been provided in Excel for completion. This is a sample.

Type of report / data category*	Is this data formally collated?		Reporting Party (HEI)															
			Staff				Students				Other (visitors, contractors etc.)				Total			
	Yes	No	T	M	W	O	T	M	W	O	T	M	W	O	T	M	W	O
# of formal complaints	✓		7	2	5	0	14	2	8	4	0				21	4	13	4
# of informal disclosures (not including Speak Out data)		✓													0	0	0	0
# of formal complaints investigated	✓		3	1	2		7	0	7		0				10	1	9	0

\*in AY 2022-2023 (September 2022 – August 2023)

**T:** Total | **M:** Men | **W:** Women | **O:** Non-binary or other gender identity