

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

HEI Annual Report Template 2022

Guidelines for completing the 2022 report:

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. Since then, HEIs have submitted two progress reports to the HEA, most recently in November 2021.

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. The reports 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 college community are safe and supported.

As with previous templates, the structure of the 2022 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

Institutions are requested to apply a colour (red/no progress; amber/in progress; yellow/planned; green/complete) rating for each outcome based on a self-assessment of overall 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.

We strongly encourage the provision of as much detail as possible, so that an accurate picture of sectoral progress can be captured, and to ensure that future policy and funding decisions are informed by institutional experience and learning. In particular, we request that institutions provided sufficient detail and evidence to justify and explain the selected colour rating for each outcome.

Additional narrative questions have been included in Section E. These questions are optional, but we strongly encourage institutions to complete them, as the information obtained will support the HEA in monitoring framework implementation and future policy and funding decisions.

Institutional information:	
Name of institution:	University of Galway
Key contact for the Framework	Name: Helen Maher Title: Vice President for Equality, Diversity and Inclusion Email: helen.maher@universityofgalway.ie

Section A: Institutional Culture	
Framework Outcome 1	A member of HEI senior management team will have responsibility for the implementation of the Framework.
Sample Indicator	Responsibility has been assigned to a member of SMT with clear reporting structures and this information is publicly available on the HEI website.
Institutional Indicator(s) (if different)	N/A
Status	achieved <input checked="" type="checkbox"/> in progress <input type="checkbox"/> planned <input type="checkbox"/> no progress <input type="checkbox"/>
Details	The Vice President for Equality Diversity and Inclusion, Dr Helen Maher, has responsibility for the implementation of the ESVH Framework at senior management level. There are clear reporting structures. The EDI office work in collaboration with colleagues in academic, professional support services and the Students' Union to implement the ESVH Framework actions. Information on the Framework is publicly available on the University of Galway website: here .
Comment	The development and delivery of First Point of Contact training for staff and students is a notable achievement in 2021-2022. This training is a collaborative initiative between the University of Galway's Student Counselling service, the Active* Consent programme and the Galway Rape Crisis Centre. The training was delivered five times between April and November in 2022, with 62 (7 students, 55 staff) participants. The training is based on a trauma informed response to support both staff and students who have experienced sexual violence and harassment.

<p>Framework Outcome 2</p>	<p>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+.</p>																																				
<p>Sample Indicator</p>	<ul style="list-style-type: none"> Working group has been established with appropriate representation and membership and meeting dates are published on HEI website. 																																				
<p>Institutional Indicator(s) (if different)</p>	<p>N/A</p>																																				
<p>Status</p>	<p> achieved <input checked="" type="checkbox"/> in progress <input type="checkbox"/> planned <input type="checkbox"/> no progress <input type="checkbox"/> </p>																																				
<p>Details</p>	<p>The Vice President for Equality, Diversity and Inclusion and the Head of School of Psychology, Dr. Pádraig MacNeela have co-chaired the Consent Framework Implementation Working Group since 2019. In April 2022, the name of the working group changed to the Sexual Violence and Harassment Prevention and Response Committee to reflect our broad programme of work.</p> <p>Sexual Violence and Harassment Prevention and Response Committee Membership</p> <table border="1" data-bbox="533 1220 1399 2020"> <tr> <td>Dr Helen Maher (Co-Chair)</td> <td>Vice President for Equality, Diversity and Inclusion</td> </tr> <tr> <td>Dr Pádraig Mac Neela (Co-Chair)</td> <td>Head of School of Psychology, co-lead Active* Consent programme</td> </tr> <tr> <td>Dr Dara Cannon</td> <td>Senior Lecturer, Dept of Anatomy</td> </tr> <tr> <td>Ms Sinéad Clarke</td> <td>Nominee of the Academic Secretary</td> </tr> <tr> <td>Ms Aoife Cooke</td> <td>Head of Equal Opportunities</td> </tr> <tr> <td>Ms Cathy Connolly</td> <td>Executive Director, Galway Rape Crisis Centre</td> </tr> <tr> <td>Mr Declan Courell</td> <td>Registrar, St. Angela's College, Sligo</td> </tr> <tr> <td>Dr Nata Duvvury</td> <td>Director, Global Women's Studies</td> </tr> <tr> <td>Mr John Hannon</td> <td>Director of Student Services</td> </tr> <tr> <td>Ms Josephine Hynes</td> <td>Director of Human Resources</td> </tr> <tr> <td>Ms Sinéad Wynne</td> <td>HR Employee Relations manager</td> </tr> <tr> <td>Prof Donal Leech</td> <td>Dean of Postgraduate studies</td> </tr> <tr> <td>Dr Niall Madden</td> <td>Lecturer, School of Mathematical and Statistical Sciences</td> </tr> <tr> <td>Ms Gemma MacNally</td> <td>Student Counsellor</td> </tr> <tr> <td>Mr James McCormack</td> <td>Director of Student Counselling</td> </tr> <tr> <td>Prof Michelle Millar</td> <td>Dean of Students</td> </tr> <tr> <td>Dr Elizabeth Tilley</td> <td>IFUT Representative</td> </tr> <tr> <td>Mr Hugh Rodgers</td> <td>Garda Liaison Officer</td> </tr> </table>	Dr Helen Maher (Co-Chair)	Vice President for Equality, Diversity and Inclusion	Dr Pádraig Mac Neela (Co-Chair)	Head of School of Psychology, co-lead Active* Consent programme	Dr Dara Cannon	Senior Lecturer, Dept of Anatomy	Ms Sinéad Clarke	Nominee of the Academic Secretary	Ms Aoife Cooke	Head of Equal Opportunities	Ms Cathy Connolly	Executive Director, Galway Rape Crisis Centre	Mr Declan Courell	Registrar, St. Angela's College, Sligo	Dr Nata Duvvury	Director, Global Women's Studies	Mr John Hannon	Director of Student Services	Ms Josephine Hynes	Director of Human Resources	Ms Sinéad Wynne	HR Employee Relations manager	Prof Donal Leech	Dean of Postgraduate studies	Dr Niall Madden	Lecturer, School of Mathematical and Statistical Sciences	Ms Gemma MacNally	Student Counsellor	Mr James McCormack	Director of Student Counselling	Prof Michelle Millar	Dean of Students	Dr Elizabeth Tilley	IFUT Representative	Mr Hugh Rodgers	Garda Liaison Officer
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	Dr Sara Farrona	International Staff Network representative
	Dr Declan Coogan	Chair of the LGBT+ network
	Ms Mary Dempsey	Vice-Dean EDI - CSE
	Dr Deirdre Curran	Vice-Dean EDI - CBPPL
	Dr Kasia Whysall	Vice-Dean EDI - CMNHS
	Dr John Walsh	Vice-Dean EDI - CASSCS
	Mr Sai Gujulla)	Student's Union President
	Ms Imogen O'Flaherty Falconer	Student's Union VP & Welfare Officer
	Mr Joseph Mee	Student's Union Education Officer
	Mr Barry Ó Siochrú	Vice President for Gaeilge
	<p>Meeting Dates AY 2021 - 2022 Five meetings of the Sexual Violence and Harassment Prevention and Response Committee were held in the Academic Year 2021–2022 on the dates below: 18/10/2021 06/12/2021 07/02/2022 02/04/2022 20/06/2022</p> <p>All Committee meeting dates can be found here.</p>	
Comment	<p>The SVH Prevention and Response Committee includes broad representation from within the university, comprising of staff and student representatives and our external partner the Galway Rape Crisis Centre. This wide representation is essential in terms of the ability to affect change and implement actions within different functions and units across the university. It also allows for effective discussion and the development of new initiatives given the level of expertise among the various representatives. We are also mindful of the necessity of ensuring that the membership of the committee is inclusive of at-risk groups.</p>	

Framework Outcome 3	Liaison and partnership with external specialist agencies to ensure effective engagement with external structures.
Sample Indicators	<ul style="list-style-type: none"> Evidence and details of engagement and activities with external specialist agencies (e.g. rape crisis centres, RCNI, etc.). Working group membership includes external specialist agencies. Local external services mapped and are publicly available on the HEI website and other student/staff facing sources.
Institutional Indicator(s) (if different)	N/A
Status	Achieved <input type="checkbox"/> in progress <input checked="" type="checkbox"/> planned <input type="checkbox"/> no progress <input type="checkbox"/>
Details	<p>The Director of Galway Rape Crisis Centre (GRCC) is a member of the SVH Prevention and Response Committee and in addition, she is a member of the University’s Governing Authority, Údarás na hOllscoile and the Equality, Diversity, Inclusion and Human Resources Committee, a sub-committee of Údarás. The First Point of Contact training programme was developed and delivered as a partnership initiative between the University, Active* Consent programme and GRCC in 2022. This training continues to be delivered in 2023.</p> <p>There is also an ongoing partnership between GRCC and the Active* Consent programme in relation to designing and delivering training programmes, including a Level 9, 10 ECTS professional development module (Consent, Sexual Violence and Harassment: Practitioner Skills & Practice, PS6158), and the First Point of Contact disclosure and organisational culture change initiative.</p> <p>Internal university services and local external services are publicly available on the University website, and other student/staff facing media sources.</p> <p>At national level, members of the University’s SVH Prevention and Response Committee are also represented on the HEA Advisory Group on Ending Sexual Violence and Harassment in Irish Higher Education Institutions, the Department of Justice DSGBV Campaign Advisory Group, the PCHEI National Speak Out Steering Group, and the National Women’s Council’s National Advisory Committee.</p>
Comment	<p>The engagement with GRCC is a key aspect of the implementation of the ESVH Framework, both in terms of the delivery of training and enhancing knowledge and expertise through contributing at committee meetings.</p>

Section B: Institutional Processes - Recording	
Framework Outcome 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.
Sample Indicators	<ul style="list-style-type: none"> • Clear, accessible and well publicised formal and informal reporting routes are in place. • Evidence of how all staff and students have been informed of these systems in the AY 2021-2022, in particular vulnerable groups. • Online report and support tool or equivalent in place for students and staff to report incidents. • Senior staff member assigned responsibility for oversight of the online anonymous reporting tool, informal reporting and formal reporting mechanisms.
Institutional Indicators (if different)	N/A
Status	achieved <input type="checkbox"/> in progress <input checked="" type="checkbox"/> planned <input type="checkbox"/> no progress <input type="checkbox"/>
Details	<p>The University of Galway has a reporting system in place for both students and staff in relation to sexual harassment and sexual violence. The formal reporting procedures are governed by separate policy instruments for both staff and students. Information about the reporting process is available on the University of Galway’s HR (Staff Harassment and Sexual Harassment Policy) and student (Student Sexual Harassment and Harassment Policy) pages on our website. In 2022, the OVPEDI worked in collaboration with the Head of School of Psychology, Dean of Student Services, members of the Student Counselling Service, the Students’ Union and the Feminist Society to amend the Student Sexual Harassment and Harassment policy.</p> <p>The University is part of the Speak Out anonymous online disclosure programme with a dedicated page on our website. Speak Out has been publicised within the University, for example through an announcement on the local Blackboard Virtual Learning Environment, through events and all staff/student communications.</p>
Comment	<p>While we now have the data on occurrence of incidents of harassment, sexual harassment, violence and bullying on Speak Out, the rate of formal disclosure and reporting appears to be relatively low among students and staff. While this is relatively common in other HEIs, we are aware that where there is a separate infrastructure in relation to report and support mechanisms in place, the rate of formal reporting tends to be higher. One of our objectives for 2023 is to actively explore and adopt best practice.</p>

Framework Outcome 5	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.
Sample Indicator	<ul style="list-style-type: none"> Reporting pathways are periodically assessed by specialist advisers external to the institution to ensure it is compatible with reporting party/survivor rights. 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.
Institutional Indicator(s) (If different)	N/A
Status	achieved <input type="checkbox"/> in progress <input checked="" type="checkbox"/> planned <input type="checkbox"/> no progress <input type="checkbox"/>
Details	<p>The reporting system for students and staff has been developed with internal and external stakeholder engagement, approved by the University quality assurance mechanism and is subject to regular review. For example, on the basis of feedback from Student representatives, the student policy on Sexual Harassment and Harassment was amended in 2022.</p> <p>However, we are cognisant that this is not equivalent to periodical assessments by specialist advisers external to the institution, and we recognize that in line with developing and emerging standards for enhanced practice in this area, there is a need to involve specialists in reviewing and improving the reporting system. Accordingly, we are embarking on a 12-month project to undertake a systematic policy analysis and review project with the objective of:</p> <ul style="list-style-type: none"> Leading on a review of our existing institutional policies related to consent, sexual violence and harassment to an international best practice standard. Engaging internal stakeholders and external experts in the policy review process. Ensuring the integration of relevant policies into a coherent, complementary framework of policy instruments and protocols. <p>A full-time senior administrative post for a policy specialist has been advertised, with a view to appointment in Q1 2023 to undertake this work.</p>
Comment	We would welcome the opportunity to share expertise in relation to policy analysis, reporting procedures and supports taking into account legal advice, practitioners, administrators, and survivors.

Framework Outcome 6	Institutions shall record statistics on harassment, assault, and rape and report them in the context of their strategic dialogue with the HEA.
Sample Indicator	<ul style="list-style-type: none"> Statistics recorded and submitted to HEA annually on request.
Institutional Indicator(s) (if different)	N/A
Status	achieved <input type="checkbox"/> in progress <input checked="" type="checkbox"/> planned <input type="checkbox"/> no progress <input type="checkbox"/>
Details	Details of the number of complaints made to the institution are recorded through the formal reporting mechanisms. In addition, incidents recorded on the Speak Out tool are shared with the HEA.
Comment	It is intended that the policy review project will enhance the procedures for reporting. The project will also include consideration of an integrated approach to the range of mechanisms for recording incidences of sexual violence and harassment.

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Section C: Institutional Processes - Policy	
Framework Outcome 7	Dedicated policies of breadth and depth consistent with the Framework aims referencing IUA/THEA guidelines and policies where appropriate.
Sample Indicator	<ul style="list-style-type: none"> 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.
Institutional Indicator(s) (if different)	N/A
Status	achieved <input checked="" type="checkbox"/> in progress <input type="checkbox"/> planned <input type="checkbox"/> no progress <input type="checkbox"/>
Details	<p>The University of Galway has policies and procedures in place for both students and staff in relation to sexual harassment and sexual violence. The policies are available on the University website here:</p> <ul style="list-style-type: none"> Student Sexual Harassment and Harassment Policy Staff Harassment and Sexual Harassment Policy <p>The University also has a policy on Domestic Violence Leave, effective since 2021:</p> <ul style="list-style-type: none"> Domestic Violence Leave Policy
Comment	As referenced above, the University’s policy analysis and review project will examine the policy framework in detail and amend policies and procedures where relevant in order to meet the changing expectations and standards of practice in this area.

Framework Outcome 8	Policies are explicitly linked to clear lines of responsibility, active responses, institutional reporting, and regular review.
Sample Indicators	<ul style="list-style-type: none"> • HEI Action Plan indicates ownership of response, reporting and review actions in relation to policies addressing sexual violence and sexual harassment. • External review of policies are part of this plan.
Institutional Indicator(s) (if different)	N/A
Status	<i>achieved</i> <input checked="" type="checkbox"/> <i>in progress</i> <input type="checkbox"/> <i>planned</i> <input type="checkbox"/> <i>no progress</i> <input type="checkbox"/>
Details	<p>The University of Galway Ending Sexual Violence and Harassment Implementation Plan provides specifies actions and owners pertaining to relevant policies.</p> <p>Policies on Sexual Harassment and Harassment detail the policy owner, and relevant procedures and processes.</p>
Comment	<p>The adoption of Speak Out requires additional integration into the policy structure, an issue that will be addressed in the policy analysis and review project.</p>

Framework Outcome 9	Policies include guidelines for addressing student and staff complaints, including transparency for all involved.
Sample Indicators	<ul style="list-style-type: none"> Guidelines have been developed for policies for addressing student and staff complaints. Guidelines outline how transparency will be achieved for all involved.
Institutional Indicator(s) (if different)	N/A
Status	achieved <input checked="" type="checkbox"/> in progress <input type="checkbox"/> planned <input type="checkbox"/> no progress <input type="checkbox"/>
Details	<p>The mechanisms for addressing staff and student complaints are detailed in the relevant policies and associated implementation of these policies:</p> <ul style="list-style-type: none"> Student Sexual Harassment and Harassment Policy Staff Harassment and Sexual Harassment Policy
Comment	<p>The staff policy includes a visual systematic overview of the complaints process. A similar visual map of the student policy will be developed in 2023, once further changes to the policy have been finalised under the policy analysis and review project.</p>

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<p>Framework Outcome 10</p>	<p>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.</p>
<p>Sample Indicators</p>	<ul style="list-style-type: none"> • Annual report of progress towards the outcomes in the Framework provided to Governing Authority. • 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. • A statement on consent framework implementation included in the Annual Governance Statements.
<p>Institutional Indicator(s) (if different)</p>	<p>N/A</p>
<p>Status</p>	<p> achieved <input checked="" type="checkbox"/> in progress <input type="checkbox"/> planned <input type="checkbox"/> no progress <input type="checkbox"/> </p>
<p>Details</p>	<ul style="list-style-type: none"> • There are regular reports to both Údarás na hOllscoile and the Equality, Diversity Inclusion and Human Resources Committee (EDIHRC - sub-committee of Údarás na hOllscoile) on the ESVH Framework. These updates are provided through the regular quarterly reports from the Vice-President for EDI to EDIHRC, Údarás na hOllscoile and Academic Council. • The annual report on the implementation of the ESVH Framework Action Plan and related data is considered by the senior management team. • A statement on ESVH implementation is included in the Annual Governance Statement. • Policy changes have also been the subject of discussion by the University Management Team, Academic Council and relevant EDI and SVH committees.
<p>Comment</p>	

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	% of staff and students that received training on sexual violence and harassment / consent / bystander intervention in AY 2021-2022.
Institutional Indicator(s) (if different)	N/A
Status	achieved <input type="checkbox"/> in progress <input checked="" type="checkbox"/> planned <input type="checkbox"/> no progress <input type="checkbox"/>
Details	<ul style="list-style-type: none"> • 26% of First Year undergraduate students (n=866) at the University of Galway took part in Active* Consent programming, primarily through a 30-minute Active* Consent workshop during the First Year orientation programme, with some participating in a 1.5 hour in-person workshop. • Over half of the First Year students who took part participated in a follow up online survey. Of this group, 34% were male, 64% female, 2% transgender or gender non-conforming, and 1% did not indicate their gender. 20% indicated that they were currently in a relationship. • 77% of the male online follow up survey respondents said they would recommend the workshop to others, as did 93% of female students and 92% of the other students. • The survey respondents were given the opportunity to provide qualitative feedback. In response to an item about the key messages they had learned from the workshop, typical responses included: <ul style="list-style-type: none"> ○ “Consent is important” ○ “Consent is key” ○ “Consent is ongoing” ○ “Importance of consent” ○ “Active consent” ○ “Always get consent” <p>Examples of longer responses included:</p> <ul style="list-style-type: none"> ○ “Consent is absolutely necessary, it’s okay to say no and communication is key!” ○ “It isn’t embarrassing to talk about consent” ○ “You must always have clear consent before engaging in any sort of sexual activity. If you don't, it's rape”. ○ “Consent needs to be very clear. Communication and verbal communication in particular is the most important part” ○ “There are many forms of consent, and affirmation is important too” ○ “Consent is a basic necessity for sex and must be ongoing, mutual, and freely given”

	<ul style="list-style-type: none"> ○ “Don’t be afraid to say what you like or don’t like. It’s okay to change your mind at any stage” ○ “Always check you are given consent and you and the other person are comfortable in the situation” ○ “Always communicate and make sure you have consent before doing anything” ○ “...Liked how different responses were shown and that it’s a rejection of the act not the person” ○ “The importance of ongoing consent, and to be very self-assured, caring and kind during sex” ○ “Consent should be given every time Gender norms and stereotypes aren’t actually backed by research” <ul style="list-style-type: none"> ● The Active* Consent workshop content was reviewed and edited during the year, as part of the annual review of programming that takes place. Edits took into account feedback from students. The decline in student engagement rates was reviewed by the institutional committee, supported by discussion with stakeholders in the university. ● Students’ union representatives: Active* Consent provided a training session to Student Union officers nationally through USI, including University of Galway officers. ● All staff: The 12-hour First Point of Contact disclosure training, began in AY 2021-22. By end of 2022, 55 staff had taken part including heads of school/ departments, programme directors, and academic staff.
<p>Comment</p>	<p><i>Opportunity to comment on particular challenges, notable achievements, or help needed.</i></p> <p>Following consultation, a response was put in place to increase the percentage of First Year students taking part in consent programming. So far in AY 2022-23, 90% of First Year students have taken part in the 30-minute online consent workshop. This returns to the level achieved in AY 2020-21.</p> <p>An increased emphasis on in-person programming has also been adopted as part of the response. In Semester 1, AY 2022-23, 154 students in Medicine & Health Sciences have taken part in the 1.5 hour in-person workshop. ‘The Kinds of Sex You Might Have in College’ 1 hour drama provided by Active* Consent has been performed with 440 students in attendance, across different student years and levels of study. Students have been offered places on the 12-hour First Point of Contact disclosure training programme.</p>

Framework Outcome 12	Ongoing messaging to disseminate information consistent with the Framework aims for cultural change and awareness.
Sample Indicators	<ul style="list-style-type: none"> Evidence of awareness-raising initiatives and campaigns targeted at staff and students including schedule of activities implemented in AY 2021-2022 Policies are accessible and clearly signposted, and relevant staff, student union officers and class reps have received training on the content of these policies.
Institutional Indicator(s) (if different)	N/A
Status	achieved <input type="checkbox"/> in progress <input checked="" type="checkbox"/> planned <input type="checkbox"/> no progress <input type="checkbox"/>
Details	<p>There is a multi-faceted approach to information dissemination involving key stakeholders including the Active* Consent Programme, Student Counselling Service, Students Union, Clubs and Societies and the Office of the Vice President for Equality, Diversity and Inclusion. In AY 2021-22, the schedule of activities included:</p> <ul style="list-style-type: none"> Student Induction and Orientation – Awareness raising workshops (September 2021) Email communication to all staff and students re: Policies and Supports. Briefing provided at all-staff meeting.
Comment	<p><i>Opportunity to comment on particular challenges, notable achievements, or help needed.</i></p> <ul style="list-style-type: none"> Students are engaged through social media campaigns such as the ‘Start Here’ campaign on disclosure skills developed by Active* Consent (a paid online campaign in Semester 2, 2020-21) and the paid online campaign ‘Consent is for Everyone’ in Semester 1, 2021-22. All students at University of Galway are targeted during these campaigns with paid social media content including static posts and short animated posts. A briefing video was designed in 2021 by the Active* Consent team supported by the Vice-President for EDI. This was viewed by approximately 400 University of Galway staff members in 2020-21, representing c.15% of staff members. Ongoing messaging is also supported by briefings of Heads of academic departments and administrative units during heads of unit meetings, last provided in September 2020.

Framework Outcome 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.
Sample Indicators	<ul style="list-style-type: none"> • All Staff/Student Education plan with dedicated resources in place. • # of staff, student union reps, class reps and student society members that received 1st responder training or equivalent (disclosure training / psychological 1st aid training etc.) in AY 2021-2022
Institutional Indicator(s) (if different)	N/A
Status	achieved <input type="checkbox"/> in progress <input type="checkbox"/> planned <input checked="" type="checkbox"/> no progress <input type="checkbox"/>
Details	<p>The SVH Prevention and Response Action plan clearly identifies specific actions and goals in relation to education for both staff and students. An education working group has been established as a sub-group of the SVH Prevention and Response Committee to oversee the implementation of these actions and to identify further actions/initiatives.</p>
Comment	<p>In 2023, the actions around education and awareness raising will be reviewed in order to develop a more integrated and comprehensive approach to education for staff and students. In addition, this will include the identification of a range of specific targets and measurements as part of this coordinated emphasis. In this context, there will be attention to differentiated approaches relevant to the target groups from engagement and awareness to general and more specialised training.</p>

Framework Outcome 14	HEIs will create and implement a system for measuring effectiveness of initiatives.
Sample Indicator	<ul style="list-style-type: none"> • HEI monitoring framework in place to track progress and measure effectiveness of framework-related training and activities.
Institutional Indicator(s) (if different)	<ul style="list-style-type: none"> • Rate of engagement of First Year undergraduate students with programming through orientation and other sources is monitored and critically reviewed. • Engagement of other student cohorts with programming is monitored and critically reviewed. • Student survey data is collected annually to provide data on engagement and impact of programming.
Status	achieved <input checked="" type="checkbox"/> in progress <input type="checkbox"/> planned <input type="checkbox"/> no progress <input type="checkbox"/>
Details	<p>Rate of First Year student engagement with orientation consent programming is recorded and critically reviewed. Findings from the HEA national survey of students and staff provide institutional information on rates of engagement in programming. University of Galway data are reviewed from this perspective and through an annual student survey that is carried out an institutional level to review impact of orientation programming for First Year undergraduate students, and awareness of initiatives such as Speak Out among all students.</p>
Comment	<p>Agreement on a standard set of questions to include in institutional surveys would provide a helpful and comparable basis to conduct local annual review of levels of engagement and evidence of impact. Integration of participation data with survey data provides a useful tool to reflect on engagement rates and evidence of impact. Student services staff support for the inclusion of relevant questions in annual student surveys has proved useful as a strategy to build an evidence base through mainstreamed cross-sectional surveys that reach large numbers of students.</p>

Framework Outcome 15	HEIs will provide accessible, trauma-informed services; for supporting student and staff disclosure, reporting and complaints, and for counselling and advocacy.
Sample Indicator	<ul style="list-style-type: none"> • Evidence that services are trauma-informed • Evidence of range of services available to staff and students, including capacity to meet demand in AY 2021-2022. • 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 2021-2022, in particular vulnerable groups.
Institutional Indicator(s) (if different)	N/A
Status	achieved <input type="checkbox"/> in progress <input checked="" type="checkbox"/> planned <input type="checkbox"/> no progress <input type="checkbox"/>
Details	<p>The Student Counselling service operates on a trauma informed basis and particular attention has been given to further professional development and training for staff in the service. Amendments to the student policy on Sexual Harassment and Harassment also specify the necessity of a trauma informed approach.</p> <p>With regard to staff, the primary focus is on supporting staff with regard to reporting via representative staff members in HR. In addition, staff are aware of external support services for counselling. The policy analysis and review project will also focus on ensuring that an outcome of the process is to ensure a trauma informed approach in relation to reporting and supports.</p> <p>Communications regarding the formal and informal reporting mechanisms, internal and external support services available to both staff and students in the university are issued throughout the academic year. Additionally, through the SVH Prevention and Response Committee, specific actions to ensure that there is awareness of reporting mechanisms and support services among diverse cohorts of staff and students are identified for action by committee members as appropriate.</p>
Comment	An objective of the policy analysis and review project in 2023 is to give particular attention to mainstreaming a trauma informed approach in relation to the process of reporting and related supports for both staff and students.

Section E: Narrative Questions (optional)

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?

Under the leadership of Dr Pádraig MacNeela, the University of Galway has made a significant contribution both at institutional and national level in relation to developing awareness and understanding of consent. The Active* Consent programme is the most significant achievement to date and is a collaborative, creative and engaging initiative which we deem to be both innovative and a model of good practice.

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

A key challenge is the required time and resources to ensure that there is a coordinated approach to the implementation of the ESVH Framework. As noted in the report, this is being addressed with the appointment of a Coordinator in 2023.

Institutional culture remains one of the key barriers to effective implementation of the Framework. We are actively addressing this in terms of education and awareness raising. We will continue to develop innovative practices and the Active* Consent drama is an important example of this.

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.

Some of the key lessons to date include the necessity of having:

- Clear policy and procedures for reporting
- A trauma informed approach to reporting mechanisms and supports
- Specialist knowledge and expertise within our support services for students and staff
- Dedicated resources in terms of personnel and budget to support the implementation of the Framework
- Planned approach to awareness raising at student orientation and induction
- Mainstreaming awareness and education for staff

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).

We have just appointed a Sexual Violence and Harassment Prevention and Response Coordinator, commencing in February 2023. The job description for this post specifies that the person has a specific role around activities to raise awareness and roll out training and education programmes to all student and staff groups in relation to consent, sexual violence, and harassment. The Coordinator is also responsible for reporting on progress to internal and external stakeholders, including compiling institutional progress updates on the Implementation of the ESVH Framework to the HEA Centre of Excellence for Equality, Diversity and Inclusion.

The Programme Co-ordinator is also expected to provide advisory input on policy and procedure development and review to ensure a trauma-informed enhancement of policy and practice. They

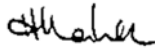

will work with colleagues within university committees on a number of ESVH Framework initiatives and projects and will provide support and advice on the projects they are coordinating.

The Coordinator also coordinates activities to ensure continuous visibility of 'Speak Out', the online anonymous reporting tool for incidents of bullying, cyberbullying, harassment, discrimination, hate crime, stalking, coercive behaviour/control, assault, sexual harassment, sexual assault, and rape.

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

There is potential to integrate more of the institutional level objectives outlined in the ESVH Implementation Plan 2022-2024. There is an onus on institutions to develop more specific and measurable targets which would illustrate progress.

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Section F: Signatures	
Submitted by:	
Name:	Dr Helen Maher
Job title:	Vice President for Equality, Diversity and Inclusion
Signed:	
Date:	16 th January 2023
President:	
Name of President:	Professor Ciarán Ó hÓgartaigh
Signature of President:	
Date:	17 th January 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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