2021 RNA recommendations status report - *Change the course*

Change the course recommendation	Relevant PWC recommendations	Action taken meet recommendation	Status (complete vs in progress)	Responsible	Notes and ongoing actions
Recommendation 1 Vice-Chancellors should take direct responsibility for the implementation of these recommendations, including decision-making and monitoring and evaluation of actions taken. To assist and advise them in this respect, Vice-Chancellors should have an advisory body within their institution which has responsibility for guiding the implementation of the recommendations made in this report. The advisory body should report directly to the Vice-Chancellor of each university and include representatives from: • the university's senior leadership • the student body • academic staff • residential colleges affiliated with the university • student services, such as: counselling services, medical services and campus security, and • frontline sexual assault services. The advisory body should be responsible for developing an action plan for the implementation of these recommendations. The development of an action plan should involve broad and extensive consultation with all relevant stakeholders from the university community and, where relevant, the wider community. The advisory body should also seek independent expertise where relevant and draw on existing research and best practice. The advisory body should assess and publicly report on the university's progress towards implementation of these recommendations within 18 months.	Nil relevant areas for improvement identified	· In 2017, Swinburne formed the RNA Taskforce, which reports directly to the Vice Chancellor. • The Taskforce includes representatives from the university's senior leadership (academic and professional), student groups, residential services, student wellbeing and support services and legal services. Additional expertise is drawn upon as required. • Terms of Reference were developed and the Taskforce met on a six-weekly basis throughout the years of 2017, 2018 and 2019. • Senior members of the Taskforce were assigned to relevant recommendations as project leads. Project leads then developed action plans for their allocated recommendations. Project leads and action plans were further refined following the release of the report from the external review in September 2018. • Since the beginning of 2020, the bulk of the project work related to RNA has been completed by the university's newly formed Health Promotion and Primary Prevention (HPPP) team in consultation with specific members of the Taskforce as appropriate. • The Taskforce provides reports to the Vice-Chancellor, Senior Executive and Council about progress made against the recommendations and other initiatives.	· From 2020 onwards, new actions arising from the RNA Taskforce directives will be implemented and monitored by the university's Health Promotion and Primary Prevention (HPPP) team in collaboration with specific members of the Taskforce as appropriate. • Taskforce members will be kept up-to-date on the progress of all RNA initiatives through a 6-monthly report that will be sent around by the HPPP team. • This revised approach will be reviewed on an ongoing basis.	**Vice-Chancellor** **RNA Chair** **Health Promotion and Primary Prevention (HPPP) team**	
Recommendation 2 Universities develop a plan for addressing the drivers of sexual assault and sexual harassment that: • provides students and staff with education about: behaviours that constitute sexual assault and sexual harassment, consent and respectful relationships, 'violence supportive attitudes' and bystander intervention, and • identifies existing resources and communications campaigns that reinforce key messages of education programs for dissemination to staff and students. Education programs and communications should: • target all levels of the organisation – current and future students, staff, residential colleges, public transport to/ from university, sports clubs, student societies and student unions • be based on best practice and research • be developed and delivered by individuals and/or organisations with expertise in sexual violence prevention • be developed in consultation with university students, and • include measures for evaluating and refining the actions taken.	**2.1.1 -** In conjunction with key stakeholders responsible for training and awareness initiatives, implement processes for development of a primary prevention plan for the University (e.g. on an annual basis). This plan should be used to facilitate a coordinated University approach, and should consider the most effective and efficient use of University resources.	A stocktake of the university's primary prevention training was taken following the independaent review by PWC, and a matrix was developed to identify current and prospective training programs and their target cohorts.	Complete	**HPPP team**	Refer to the 2021 RNA plan for actions required to review what primary prevention programs should be implemented annually.
	2.1.2 - Develop and implement processes for regular monitoring and review of progress against the formal primary prevention plan.	As above, the primary prevention training matrix was reveiwed on a 6 monthly basis.	Complete	**HPPP team**	New process of primary prevention planning has been implemented as of 2019. Details can be found in the primary prevention planning procedure document.
	2.2.1 - Take appropriate measures in order to ensure that key training modules can be accessed and understood by all students and staff, including those with particular needs.	A review of the Consent Matter module was completed by Centre for Social Impact in 2019 to determine whether the module has been effective and fit for purpose during its roll-out to Swinburne residential students. The review assessed it as being appropropriate and recommended extending the program's reach to the broader university.	Complete	**HPPP team, Swinburne Residences**	Refer to 2021 RNA plan for annual monitoring and evaluation process.
	2.2.2 - Conduct a review of the effectiveness of existing training modules, including consideration of the need to update or enhance Swinburne's training or supplement it with other activity.	As above, a review of the Consent Matter module was completed by Centre for Social Impact in 2019 to determine whether the module has been effective and fit for purpose during its roll-out to Swinburne residential students. The module has since been customised to be more fit for purpose for Swinburne students by incorporating Swinburrne-specific support services and resources. All students have been enrolled in the course via Canvas. It also recommended supplementing the course with other primary prevention programs, which has been occuring since 2017.	Complete	**HPPP team**	See HPPP strategic plan for other primary prevention iniatives that supplement the Consent Matters course.
	2.2.3 - Based on the outcomes of the review in (2) above, take appropriate measures to encourage training completion among students where there is not a current mandatory obligation to complete training modules. This could include introduction of mandatory training to a wider cohort of students than just residential students in order to increase the awareness and preparedness of the broader student population.	Expanded roll out of Consent Matters to all students via Canvas, acompanied by a multi-channel marketing campaign including eDM, social media, digital signage and on campus activation activities delivered by the H.Squad that encourage students to complete the course voluntarily.	Complete	**HPPP team, Swinburne Residences**	Refer to 2021 RNA plan for actions to be taken to encourage student paticipation in primary prevention programs.

	2.3.1 -With reference to the recommendations in Observation 2.2, review the content of existing training modules that are administered to students to ensure that these are comprehensive and understandable.	Refer to 2.2.2 above re: review of content completed. The module has been customised to include Swinburne specific resources, and support services to make it more comprehesive.	Complete	**HPPP team**	Refer to primary prevention planning procedure document for review process
	2.4.1 - Review the pilot training program to consider benefits realisation and effectiveness of the program, and decide whether a program of this nature should be implemented on a permanent basis. When planning further training for international students, management should consider the need to take a coordinated University approach, and should consider the most effective and efficient use of University resources (refer to Observation 1).	Pilot training program reviewed and decision was made to use program ongoing, but include Swinburne-specific customisations. Is now hosted on Canvas and avaialble to all students.	Complete	**HPPP team**	
Recommendation 3 In order to ensure students and staff know about support services and reporting processes for sexual assault or sexual harassment, universities should: • widely disseminate information about university reporting avenues to staff and students • widely disseminate information about internal and external services to staff and students, including: university counselling and medical services, campus security, local sexual assault services, police, medical centres, hospitals, counselling services and anti-discrimination agencies • ensure that information about internal and external reporting procedures and support services is displayed clearly, in a logical place(s) on the university website • ensure that information about internal and external reporting procedures and support services is provided to students as part of their orientation into university and to new staff as part of their human resources induction/ on-boarding • ensure that information about internal and external reporting procedures and support services is accessible to all students and staff, including: people with disability, people from CALD backgrounds, and • develop relationships with external services (local sexual assault service, local hospital) to enable referral of students to these services where necessary. Universities should evaluate the activities undertaken to increase awareness of support services and reporting processes to ensure that these measures have been effective in increasing awareness among staff and students.	**2.6.1** - Develop relationships with local nightlife venues that are frequently attended by students, and develop processes for regular communication with these venues.	Local nightlife venues were engaged following review and were informed of Swinburne's approach to sexual assault and sexual harassment initiatives. Hammer and Swine was the only venue who will actively engage.	Complete	**Safer Community, Security**	Refer to 2021 RNA plan for actions to revisit relationship building with local nightlife venues.
	2.6.2 - Identify opportunities for increased security and support for students who attend, or are in close proximity to nightlife events, particularly at venues where sexual assault and sexual harassment is known to have taken place historically.	Opportuities to increase security were identified, however the venues haven't engaged with the univeristy regarding this. They are happy to receive flyers/information but want no further involvement.	Complete	**Safer Community, Security**	As above.
	2.7.1 - Update Swinburne's formal documentation in order to formalise the processes and controls that are undertaken to reduce risks associated with off-site trips. Updates should be communicated to relevant students and staff.	There are now resources to cover local excursions and international programs: - Excursion Procedures (PAVE) – These can be used or adapted by other units. - Statement of Practice on Prevention of Sexual Exploitation, Assault and Harassment in relation to overseas programs (Global Mobility Office).	Complete	**Governance and Integrity**	Refer to resources list for person responsible for review of documents.
	2.7.2 - Develop detailed guidance or instructions relating to how to respond to incidents of sexual assault or sexual harassment on offsite trips. This should be formally documented and distributed to relevant staff and students.	There is a document housed on the staff wiki re: SASH and off-site trips. See resources tab.	Complete	**Governance and Integrity**	Refer to resources list for person responsible for review of documents.
	2.7.3 - Establish minimum standard of training or qualification requirements for staff or student leaders who oversee or attend offsite trips which are not facilitated by Student Life. These should be formally documented and communicated to relevant students and staff.	As above for 2.7.2	Complete	**Governance and Integrity**	Refer to resources list for person responsible for review of documents.
	2.8.1 - With reference to the guidance on anonymous reporting mechanisms in the On Safe Ground guidance, develop and implement an accessible mechanism to allow anonymous online reporting of sexual assault and sexual harassment. Appropriate measures should be taken to promote the existence and use by students of the anonymous reporting mechanism.	Anonymous reporting mechanism incorporated into the Safer Community online reporting form to enable anonymous reporting of sexual assault and sexual harassment. Swinburne actively promote anonymous reporting through South Eastern Centre Against Sexual Assault.	Complete	**Safer Community**	Refer to resources list for person respinsible for review of incident reporting form.
	2.9.1 - Consider the opportunity to provide and support assistance (including for issues arising as a result of involvement with an allegation of sexual assault or sexual harassment) to at-risk student cohorts. In particular, management should consider the level of support that is currently available for cohorts of students who may have different experiences of sexual assault and sexual harassment (e.g. LGBTIQ students, female students, Aboriginal and Torres Strait Islander students, students with disabilities).	In collaboration with internal and external support groups, Safer Community is developing materials specifically designed for at-risk student cohorts	In progress	**Safer Community**	Refer to 2021 RNA plan for this years actions related to this recommendation.
	2.10.1 - Clarify requirements for incident investigations, (including roles & responsibilities, reporting and escalation processes, minimum training requirements, and key considerations for staff investigating or gathering facts). These requirements should be formally documented and communicated to staff. Management should refer to relevant guidance and reference materials, which could include guidelines published by Universities Australia on responding to reports of sexual assault and sexual harassment.	The below documents/reosurces were developed that address this refer to resources tab for links. For staff: - 'Sexual assault and harassment response guidelines' - 'Helping a student after sexual assault or harassment' process flow For students: - 'Seeking help after sexual assault or harassment' flyer - 'Sexual assault and sexual harassment factsheet for students'	Complete	**Safer Community**	Refer to resources list for person responsible for review of documents Refer to 2021 RNA plan for approach to communicating this information to staff.
	2.10.2 - Develop clear and accessible guidance for students about what will occur should a student report an incident, to reduce barriers to reporting and improve confidence in University processes. The guidance should also direct students to options for anonymous reporting.	The following resources were created: - 'Seeking help after sexual assault or harassment' flyer - 'Sexual assault and sexual harassment factsheet for students' - Guidance has been incorporated into the Swinburne app under the 'Staying safe' tab	Complete	**Safer Community**	Refer to resources list for person responsible for review of documents
	2.10.3 - Clarify for students and staff that action can be undertaken by the University without a victim/survivor reporting if there is perceived to be a broader risk to safety of students, staff or the public (e.g. a perpetrator of sexual assault or sexual harassment on campus). This includes instances where the incident has occurred within a public space.	The below documents/reosurces were developed that address this refer to resources tab for links. For staff: - 'Sexual assault and harassment response guidelines' - 'Helping a student after sexual assault or harassment' process flow For students: - 'Seeking help after sexual assault or harassment' flyer - 'Sexual assault and sexual harassment factsheet for students'	Complete	**Safer Community**	Refer to resources list for person responsible for review of documents. Refer to 2021 RNA plan for approach to communicating this information to students.
	2.10.4 - Develop formal processes in order to share information with Residential Advisors and Security relating to the students that are currently banned from entering residences in order to appropriately manage safety.	Standard Operating Procedure (Banned Persons) has been developed	Complete	**Residences, Security**	Refer to resources list for person responsible for review of documents

	2.11.1 - Clarify the requirements and processing for reporting of incidents to the Police. This should include details of any specific circumstances that will be reported to Police, and guidance for staff on how to decide whether reporting to Police is appropriate. Requirements and processes should be formally documented and communicated to staff and students.	Standard Operating Procedure (Victoria Police) has been developed	Complete	**Safer Community, Security**	Refer to resources list for person responsible for review of documents
	2.16.1 - Align with good practice by consolidating Swinburne's formal documentation relating to sexual assault and sexual harassment into stand-alone, clearly identified sexual assault and harassment policies and procedures. At a minimum, all formal documentation relating to sexual assault or sexual harassment should include references or links to other relevant documents.	We now have a single go-to page in relation to sexual assault and sexual harassment	Complete	**Safer Community, Governance and Integity**	Refer to resources list for person responsible for review of documents
	2.16.2 - Consolidate Swinburne's online guidance so that the University's support and response services are presented in a manner that is accessible and clear to users. This could involve creation of a subsection of the Swinburne website that incorporates all available guidance relating to sexual assault and sexual harassment.	We now have a single go-to page in relation to sexual assault and sexual harassment	Complete	**Safer Community, Governance and Integity**	Refer to resources list for person responsible for review of documents
	2.17.1 - Formally document definitions of the key concepts identified across Swinburne's documentation so that definitions of key concepts are accessible, consistent and aligned with good practice, and communicate updates to relevant staff and students.	Definitions covered under the 'Preventing sexual assault and sexual harassment' page on the website.	Complete	**Safer Community, HPPP team**	Refer to resources list for person responsible for review of documents
	2.18.1 - Update relevant formal documentation (e.g. Swinburne's People, Culture and Integrity policy) to include specific prohibition of sexual assault. Amendments to policies and procedures should be communicated to relevant students and staff.	Formal documentation currently being updated to include specific prohibition of sexual assault	In progress	**??PP&C**	Refer to 2021 RNA plan for this years actions related to this recommendation
	2.19.1 - In conjunction with Safer Community and Health Services, formally document the roles and responsibilities of Safer Community and Health and Wellbeing Services, and communicate this to students and staff, including: • Key roles and responsibilities • Guidance on when Safer Community should be engaged, and when Health and Wellbeing Services should be engaged • Details of how Safer Community may respond to reported incidents When making updates to formal documentation, management should ensure that information is accessible and sufficiently consolidated.	Process flow for Wellbeing & Safer Community' developed. Refer to resources tab for link.	Complete	**Safer Community, Wellbeing at Swinburne**	Refer to resources list for person responsible for review of documents
	2.20.1 - Implement further measures to enforce completion of mandatory staff training modules (including Working Together). This could include additional communications to staff, formal completion deadlines, and sanctions for non-completion.	Information regarding sexual harassment is covered within the Working Together module that all staff are required to complete. This is further extrapolated in the Positive Workplace Behaviours program (face-to-face) which all Managers are required to complete. Staff members who are more likely to receive disclosures have been enrolled in the Universities Australia responding to disclosures module produced in partnership with the Australian Psychological Society.	Complete	**Safer Community, PP&C**	Refer to 2021 RNA plan for details of annual evaluation
	2.22.1 - Consider updating Swinburne's formal documentation and training materials in order to recognise collective responsibility or shared accountability of all staff and students in relation to prevention of sexual assault and sexual harassment.	People & Culture are working on integrating messaging into the induction module - **STATUS UNCLEAR**	In progress	**??PP&C**	Status and responsible person to be confirmed.
Recommendation 4 In order to ensure that actions taken by universities to prevent and respond to sexual assault and sexual harassment are appropriate, within a year of the release of this report, universities should commission an independent, expert-led review of existing university policies and response pathways in relation to sexual assault and sexual harassment. This review should assess the effectiveness of existing university policies and pathways and make specific recommendations to universities about best practice responses to sexual assault and sexual harassment. In the interim, and at an institutional level, universities should draw on sexual violence counselling expertise to develop and review processes for responding to sexual assault and sexual harassment of students to ensure that they: • secure the immediate safety and wellbeing of the individual who has experienced the sexual assault or sexual harassment • are clear and accessible • provide individuals with control over what happens to their report • have the flexibility to suit individual circumstances • provide students with support to continue with their studies • provide specialist support, from someone who has specialist expertise and training in sexual assault, sexual harassment and trauma counselling of sexual assault survivors, and • accommodate the needs of students from a diverse range of backgrounds.	N/A	Swinburne commissioned an independent, expert-led review of existing university policies and response pathways and prevention initiatives in relation to sexual assault and sexual harassment. The review, conducted by PWC, noted many instances of good practice and highlighted areas for improvement. The full independent report was released in September 2018. The recommendations within the report then informed the work of the RNA Taskforce for the remainder of 2018 and throughout 2019. Since September 2018, action has been taken to address the following key areas for improvement: • Primary prevention • Early intervention • Incident/emergency response • Counselling, support and recovery • Investigation/disciplinary processes • Continuous improvement • Recording and reporting • Policies and procedures • Roles and responsibilities • Culture and capabilities	Strategies and programs that have been implemented in response to the review will be continuously evaluated regarding their effectiveness and any outstanding actions will continue to be addressed. Primary prevention training programs will be evaluated continuously and improved or replaced to meet best practice.	**All**	
Recommendation 5 Universities should conduct an assessment to identify staff members and student representatives within their institution most likely to receive disclosures of sexual assault and sexual harassment.	**2.20.2** - Identify staff members who may be more likely to receive a disclosure of sexual violence, and enforce mandatory completion of the Responding to Disclosures of Sexual Violence training module for these staff members.	Staff members who are most likely to receive disclosures of sexual assault have been identified and are required to complete the 'Sexual Assault and Sexual Harassment: What are the Drivers?' module via ELMO.	Complete	**Safer Community**	Refer to 2021 RNA plan for actions related to reviewing this implementation.

Universities should ensure that these staff members and student representatives receive training in responding to disclosures of sexual assault and sexual harassment, delivered by an organisation with specialist expertise in this area.	**2.21.1** - Review existing training that is administered to staff to identify any gaps (including consideration of the identified areas). Based on the outcomes of this review, develop and administer targeted training or guidance in order to address any identified risks that are not mitigated by existing training or guidance that is available	As above - Staff have access to the SASH: What are the Drivers? module The sexual assault and sexual harassment response guidelines have been widely circulated and published on the staff intranet. Staff members within the Wellbeing at Swinburne and Safer Community teams have received face-to-face training from ECASA on responding to disclosures of sexual assault. Currently investigating providing staff with access to the Consent Matters module.	Complete	**HPPP team, Safer Community, Wellbeing at Swinburne**	Refer to 2021 RNA plan for actions related to reviewing what training is available to staff. Refer to primary prevention planning procedure for process of determining staff related primary prevention programs.
Recommendation 6 Universities should ensure that information about individual disclosures and reports of sexual assault and sexual harassment is collected and stored confidentially and used for continuous improvement of processes, including: • details of the complaint/incident • steps taken to respond to the complaint/incident, i.e.: whether the individual reported to police, whether the perpetrator was moved to a different lecture/tutorial • support or assistance received, i.e.: whether the person received counselling from university services, whether they reported to police, whether they received support from an external sexual assault service • time taken to respond to the report and/or refer the person to support services, and • any feedback provided by the complainant/respondent in relation to the process. Access to this information should be limited to staff members with responsibility for responding to disclosures and reports and those responsible for improving university responses to disclosures and reports. On a regular basis – at least every six months – Vice-Chancellors should be provided with de-identified reports of this data, including any trends or identifiable concerns which arise, along with recommendations for any necessary improvements to processes.	**2.5.1** - Develop formal procedures for regular trend analysis of aggregated University data (maintained by Governance and Integrity). This should include an assessment of the identified considerations. Outcomes should be shared with relevant University stakeholders, and used to inform decision-making	Developed formal procedures for regular trend analysis of aggregated University data (maintained by Governance and Integrity).	Complete	**Governance and Integrity**	Refer to 2021 RNA plan for actions related to trend analysis.
	2.5.2 - Review existing resource arrangements in place for early intervention and risk identification, and consider the need to allocate additional resources to ensure that sufficient resources are available.	Safer Community exists to triage, assess and case manage student behavioural concerns which may be reported by both staff and student as well as to provide referrals to appropriate internal and external services. Following a review of cases presented to and managed by the Safer Community team, there are at present sufficient resources to manage the current incident load.	Complete	**Safer Community**	Refer to 2021 RNA plan for actions related to reviewing sufficieny of resources to ensure early intervention
	2.8.2 - Develop formal guidance over the use of online reporting mechanisms. This should include processes for review and investigation of incidents, management of confidential information, and undertakings regarding secure storage of such information	**STATUS UNCLEAR**	?	**?**	Refer to 2021 RNA plan for actions related to determining status of this recommendation.
	2.13.1 - Develop processes for the Health and Wellbeing and Safer Community services to gather immediate feedback about the services and support provided to affected individuals. This may include a digital solution, e.g. feedback via a smart application or online portal.	Online feedback forms for Wellbeing and Safer Community have been added to the website. Program developers have developed a program that will allow for immediate feedback via the patient portal.	Complete	**Safer Community, Wellbeing at Swinburne**	Refer to 2021 RNA plan for actions related to reviewing feedback Refer to resource list for person responsible for review of feedback forms for both Safer Community and Wellbeing.
	2.13.2 - Develop processes for regular formal review of feedback that is received. This should be used to inform decision-making. Processes developed by Swinburne should be formally documented and communicated to all relevant staff.	Refer to 'Process flow for Wellbeing & Safer Community' and 'Guidelines for Safer Community's & Wellbeing's Referral Pathway'. Refer to resources tab for link.	Complete	**Safer Community, Wellbeing at Swinburne**	Refer to resource list for person responsible for maintaining these documents.
	2.14.1 - Assess the existing systems used for data capture and reporting in relation to sexual assault and sexual harassment, and consider the introduction of a system based solution that will address the identified issues relating to the use of multiple, standalone systems for data capture and reporting. Where integration and reconciliation of data cannot be automated, formal processes for regular manual reconciliation and consolidation of information should be developed	The existing systems used for data capture and reporting in relation to sexual assault and sexual harassment have been reviewed, with a formal process for manual reconciliation and consolidation of information developed.	Complete	**Governance and Integrity**	Refer to 2021 RNA plan for actions related to continual review of system of data capture, and process of manual reconciliation and consolidation.
	2.15.1 - Develop processes for regular formal reporting to Swinburne's Executive Leadership Team (e.g. bi-annually) of aggregated recorded data on incidents of sexual assault and sexual harassment. This should include the number of incidents reported, as well as the University response, the outcome (including sanctions), and high-level trend analysis over the available data. Processes should be formally documented and communicated to all relevant staff.	A process has been developed for regular formal reporting to Swinburne's Executive Leadership Team of aggregated recorded data on incidents of sexual assault and sexual harassment. Data recorded and reported up includes the number of incidents reported, the university's response, the outcome (including sanctions), and high-level trend analysis over the available data.	Complete	**Governance and Integrity**	Refer to 2021 RNA plan actions related to bi-annual reporting to Swinburne's ELT.
Recommendation 7 Within six months of this report, but as soon as possible, universities should conduct an audit of university counselling services to assess: • the capacity of university counselling services to respond to students' requests for counselling in an appropriately timely manner, and • how many university counselling staff have received training in working with sexual assault survivors. As part of this audit, universities should collect data on: • the average length of time students are required to wait to see a university counsellor, and • the number of urgent/crisis requests for counselling received. This data should be assessed to determine whether additional counselling services are required to meet the urgent needs of students who have experienced sexual assault or harassment. If additional counselling services are required, universities should ensure that these additional resources are in place as soon as practicable.	N/A	• This recommendation was addressed through the external expert-led review outlined above in recommendation 4. The review completed by PWC audited Swinburne's counselling service and assessed its adequacy, capacity, training and data collection. • In addition, this was also addressed above in recommendation 6 with respect to data collection. The following tasks were also completed in support: • Strengthened referral pathways to counsellors. • All counselling and nursing staff received training in working with victim-survivors of sexual assault. • Co-location of an ECASA, EDVOS (specialist family violence service in Melbourne's Eastern Region) and Alcohol and Other Drugs (AOD) counsellor within Swinburne's wellbeing services. • Case management with Wellbeing services, ECASA/EDVOS/AOD counsellors. • Two restructures undertaken to better service students. • Waiting times have been reduced through the implementation of a triage service for both mental health and medical. • Counselling waiting times are monitored on a weekly basis.	Complete	**Welbeing at Swinburne**	Refer to 2021 RNA plan for actions related to ongoing review of university counselling services.

Recommendation 8 Universities should engage an independent body to conduct the National university student survey of sexual assault and sexual harassment at three yearly intervals to track progress in reducing the prevalence of these incidents at a sector-wide level.	N/A	It is our understanding that Universities Australia will commission this survey on behalf of Australian universities.	N/A	**All**	The university is committed to participating in future surveys.
Recommendation 9 In addition to considering the implementation of the university recommendations made in this report, residential colleges and university residences should commission an independent, expert-led review of the factors which contribute to sexual assault and sexual harassment in their settings. This review should consider: • appropriate responses by a college or university residence to reports of sexual assault and sexual harassment • a trauma-informed and rights-based approach in a situation in which an allegation of sexual assault has been made • the ways that hazing practices and college 'traditions' facilitate a culture which may increase the likelihood of sexual violence • the role of alcohol in facilitating a culture which may increase the likelihood of sexual violence • the level and nature of supervision in a twenty-four hour residential setting in which large numbers of young people are living away from home, and • the level and adequacy of training required to equip residential advisors to serve as first responders or in response to matters of sexual assault and harassment.	**2.12.1** - In conjunction with Student Residences staff, review the Swinburne Student Residences Code of Conduct 2018, and update where required, in order to ensure that the formal documentation is reflective of current practice. This should include clear definitions of the different categories of misconduct, along with illustrative examples and details of the available sanctions for each category. Any updates to the code of conduct should be formally documented and communicated to staff and residents	Student Residence Code of Conduct has been updated accorindgly	Complete	**Swinburne Residences**	Refer to 2021 RNA plan for actions related to ongoing review of university Residences Code of Conduct and communicating any updates. Refer to 'SASH related resources list' for person responsible for maintaining Swinburne Student Residences Code of Conduct document.