November Officer Accountability

Report: Wiktoria Swoboda – VP CHMLS

## WHAT HAVE I BEEN UP TO

**Sex@Brunel**

* Completed the social campaign on Sexual Harassment Awareness, created a web-page on the Union’s website; produced posters and hang them around campus.
* After producing and presenting the paper (appendix 1) on mandatory consent training (written in collaboration with Noah Yeates) to the Changing the Culture Working Group (22nd June) an action group has been created. It consists of Henrietta Spalding (Student Equality and Diversity Manager), Raven Pratt (Head of Student Services) and George Blake (Democracy and Student Engagement Coordinator) and myself as co-chairs.
* Have been working on the Consent Task Group since then, creating a plan for an in-Brunel research to showcase (to the Student Experience and Welfare Committee) the need of addressing SV and consent issue, as well as deciding on how to address it.
* As part of the group we also took time to review and discuss the university’s consent training on BrightSpace.
* added questions to the Union survey, they will be optional and proceeded by a trigger warning.
* Attended online the NOMC UK (Not on My Campus) Convention, it had its focus on SV in universities, the impact on minorities, how to safely run social media campaigns around sensitive topics, EmilyTest, etc.
* Took part in a SafeZone Conference hosted at University of Salford in Manchester, with talks about:
	+ - Introduction to SafeZone App (later presented it to the Cabinet),
		- Women safety on campuses,
		- Promoting safety and wellbeing at your university,
		- Raising awareness of sexual violence against male and non-binary students,
		- Reporting.
* Plans to collaborate with the Comms department on creating a platform similar to [shesacrowd](https://share.shesacrowd.com/map).
* Plans to organize support sessions/talks with students and staff to give the opportunity to share your feelings and experiences with people who have experienced similar situations. First session would be an introductory one when we would ask participants of what they want to see on the next one, as well as go through some discussion points.

**Free Period Products Campaign:**

* Purchased products from [Hey Girls!](https://www.heygirls.co.uk/) – 21,120 sanitary products (11,520 tampons and 9,600 pads) to arrive early October.
* Once they arrive the products will be put up in all Locos’ bathrooms in the Hamilton Centre.
* Working on creating an informative social campaign, in contact with Sara De Benedictis, who has just finalised her research on period poverty.
* Working on an online survey to be put up once everything is set up, asking students about the initiative and technical issues like locations and types of products they’d like to see.
* Present the findings of the survey and the whole campaign to the APC and ask them to add that initiative permanently to their budget.
* Plans to organise a discussion panel about period taboo and period poverty, in collaborations with various cohorts (nursing, sociology, etc.) and the Staff.

**Mental Health and Wellbeing Working Group**

* Pushed the idea of compulsory Mental Health training for Personal Tutors on Collage meetings, which has been added (together with trainings on disability) to training programmes for Staff within my college,
* Had a meeting with a representative from Public Living Room, they have sent the box,
* Had multiple meetings with the ft officers and the Advice Team to discuss urgent concerns and then feedback them to various university staff.

**Panels**

* attended multiple misconduct (professional suitability, plagiarism, disciplinary) hearings,
* attended multiple Hardship Fund Panels.

**Other**

**Cost of Living Campaign**

Attended meetings with Comms and the Student Voice Department to discuss and plan for the Cost of Living Campaign. Brought up the issues in all relevant University meetings. Attended a meeting organised by Imperial University about cost of living and their research on it.

**ED&I**

Joined a new Student ED&I Action Group, with a joint calendar of events and campaigns to keep different parts of Brunel (TasteKingdom, Brunel Volunteering, Student Centre Wellbeing Services, etc.) in touch with what is happening on campus.
Got involved in planning for Black History Month with the new Anti-Racism officer Imarn Ayton as the lead. She is keen to collaborate with our societies, part-time officers and to organize events in Locos and Venue. Starting work on Disability Awareness Month.

**Better Laundry**

Attended meetings with Gwyn Jones (Head of Student Living), as well as other Officers and Chief Executive, to talk about their new laundry provider- [WashCo](https://www.washco.co.uk/brands/). A provider that offers much cheaper (£2.40 for a wash with the washing liquids included and £1 for a dry), sustainable and easier to use machines (no need for an app, tap your phone and pay). They all should be installed this term. The company is planning on organising ‘training’ sessions on how to use the machines in all the laundry rooms.
As a result of last year’s discussions with the University and the officers, all students will be given 12 free washes and 12 free laundry vouchers for this year.

**The Vice-Chancellor**
Reached out to and had a meeting (together with other officers and Chief Executive) with the VC to convince him into allowing all Fresher’s Events to go forward. One of the actions of the meeting was to set up regular meetings with him.

**Academic Misconduct**

Organised meetings, planned and filmed an informative video about plagiarism, etc. with other officers and Chris Cox (Senate’s chair for Student Conduct).

**Freshers Week**

Attended multiple collage meetings to give an introductory presentation for the Union. Worked throughout the Freshers Fair. Attended the Open Day.

**Comms**

Worked with the Comms department on social media- various TikTok and Instagram posts/videos

**CHMLS**

Equality, Diversity and Inclusion Committee
Joined a new CHMLS EDI Committee that takes a different, more proactive approaches to its meetings, there are six different groups, with different priorities, within the group: Crocodile (contribution to HR policies and procedures), Giraffe (raising profile of EDI in CHMLS and contributing to EDI strategy implementation), Penguin (tackling awarding gaps), Elephant (supporting students), Bear (building an effective EDI Committee team & maintaining a supportive culture; inclusive of academic & professional staff, taking account of intersectionalities) and Swan (culture change as evidenced by external accreditation).
Recent plans: create and put up ‘ED&I- Tell us what you think’ posters around campus. They would have a QR code on them so you can access an online short survey with open questions so you can ask and feedback on ED&I issues at the University.

Brunel Medical SchoolStarted a conversation with newly formed department in CHMLS, which started working from this September, building connections with the Staff and joining various offer-holders meetings to present a presentation on UBS, our activities and services. Talked to the students about the Union, assisted in forming the society.

English Language Assessments working group
Attended English Language Assessments Working Group to work on new, standardised rules around language assessments in CHMLS as well as creating modules, etc. to support students on the way to improve their English skills, brought Student Reps into the conversation (they were offered TasteKingdom vouchers for attending) to ensure student satisfaction and input

## MEETINGS

* Access and Participation Committee
* Anti-Racism Working Group
* Cabinet
* Campus Services Operations Meetings
* Catch-up with the VC
* Changing Culture Working Group
* CHMLS EDI Committee
* College Education Committee
* Consent Project Task Finish Group
* Council
* Counselling in Brunel- feedback meeting
* Department Management Boards
* EDI Awareness Month Planning Group
* EDI Management Committee
* English Language Assessments Working Group
* Free Period Products- meetings with University
* Independent Student Submission
* Meeting with Gwyn regarding new washing options
* Meeting with officers and Advice Service
* Misconduct and Professional Suitability Board AGM
* OneBrunel Meetings
* People and Activities sub-committee
* Review of reporting procedures
* Risk & Strategic funding committee
* Senate
* Student ED&I Action Group
* Student Engagement Working Group
* Trustee Board
* Union Environmental Committee
* Union Mental Health and Wellbeing Working Group
* University Education Committee
* Venues feedback meetings
* VLE Working Group

## Appendix 1- Consent Training paper

Policy paper regarding the introduction of mandatory consent training for students and staff at the University of Brunel

Wiktoria Swoboda and Noah Yeates

Executive Summary:

According to [Rape Crisis (UK&Wales)](https://rapecrisis.org.uk/get-informed/statistics-sexual-violence/) almost two thirds (62%) of students and graduates have experienced sexual violence at UK universities, 70% of female students and recent graduates have experienced sexual assault. That means more than half of women you know have or will experience SA at university. Only 2% of those experiencing sexual violence felt both able to report it to their university and were satisfied with the reporting process. It is our collective responsibility to respond and tackle that issue. There are a range of different ways to address it many of which other universities are implementing.

*Elsewhere in the sector*

A range of other Universities have tried similar things including but not limited to:

St Andrews: Mandatory consent training and various other bits.

Oxford Brookes: Education course and online webinars

Oxford: Consent training and work with various charities

Warwick: Modules, bystander intervention workshops, mandatory Moodle quiz

Durham: Sexual misconduct training and interactive workshops

*Recommendations and Implementation*

We recommend the development and introduction of mandatory consent training for all students and staff as well as suggesting a number of other options to help reduce the prevalence of sexual harassment and assault, specifically focussing on education.

There are various challenges and risks to implementation but solutions are available for some issues and concerns can be allayed on others.

Section 1: Introduction and why it’s important

1a: National Picture

Sexual violence has been a problem on University campuses for a long time with huge numbers of students, particularly women, impacted over decades. As sexual violence has become an increasingly prominent topic in public discourse over the past few years, the scope of the issues on modern University campuses have been laid bare.

While at university [almost two thirds (62%) of students and graduates have experienced sexual violence](https://revoltsexualassault.com/wp-content/uploads/2018/03/Report-Sexual-Violence-at-University-Revolt-Sexual-Assault-The-Student-Room-March-2018.pdf) this highlights the scale of the problem facing our students and the figures from this research do not match the number of reports we get as a university. The findings in the paper showed that only 6% of people have reported issues to the university.

Meanwhile student fears around the risk of sexual harassment and assault are as high as ever with a number of high-profile cases of sexual violence and violence against women, combining with a national debate about the risks of spiking in clubs meaning that students around the country have a heightened sense of concern about sexual violence. This, along with reports from various organisations such as the UN and women UK, has led to pressure on further and higher education institutions to do more.

1b: Local Context

The figures above are almost certainly an underestimate, as many choose not to report these incidents. This is for a variety of reasons that are hardly unique to the University, with the nature of the events meaning they are often hard to prove. Meanwhile police responses to sexual violence are often poor to non-existent and perceptions of the policies commitment to keep women in particular safe are also very low. The University (and universities more widely) however, are not without blame, with students often feeling that the university does not respond appropriately and doesn’t do enough to discourage this behaviour and will not be supportive enough if inappropriate behaviour is reported. There is also a feeling that Universities don’t see the issue as a priority and aren’t willing to take bold action to help diminish this kind of problematic behaviour.

We conducted a survey at the start of this year on our Union’s Instagram account. The full results are displayed in the appendix, but the key findings were:

80% of students wanted to have mandatory sexual harassment training for all students and 89% wanted for staff to receive similar training.

84% of those surveyed didn’t know where to report sexual violence.

13% admitted they did not know what consent really meant or what sexual harassment is and how to recognise it.

33% did not know the laws and penalties surrounding sexual assault/harassment.

32% don’t feel safe on campus.

This clearly highlights a lack of knowledge in our students and a desire to learn more, those that feel less safe will feel safer knowing the university takes sexual violence seriously and knowing where to report and get support will make these students feel safer.

As students and officers, we regularly hear stories about sexual violence and many of us have had experiences ourselves. The impacts on students are often complex and multifaceted with students often forced to repeatedly interact with those that have harassed or abused them, while having to deal with a range of trauma often with limited support from friends and classmates whose response to such incidents can vary widely with victim blaming and denial serious issues that need addressing.

1c: The role of consent training

While Universities are unlikely to solve these issues (and the wider societal problems they are reflective of) quickly there are some steps they can take to both reduce offending and improve confidence in the universities approach among students.

Developing mandatory training on these issues will be instrumental in improving students’ knowledge which should improve the issues above.

While running the Sex@Brunel campaign it became apparent that there are massive gaps in students’ sexual health and consent knowledge. Consent training can help bridge these gaps as well as giving people a shared language to discuss the issues at hand. Furthermore, it could also help students understand differential expectations of behaviour at Universities. People often claim that what they are doing is not wrong because in their culture it is not seen to be. This training can lay out clear expectations of what the University sees as acceptable and unacceptable behaviour. It could also help students better respond to disclosures of sexual harassment and avoid the kind of negative behaviours that often make victims experiences worse.

Another benefit to the training will be the potential to highlight wellbeing issues as students begin university allowing the university to have more proactive care.

If the training is delivered on the VLE and is mandatory before the start of teaching, it will help to get students engaged with the VLE before they begin university and will show them the VLE has many important resources outside of course content.

Implementing mandatory training on consent will make students feel safer and feel as though the university cares. One reason people don’t report is because they don’t know that what they experienced is harassment or assault and having training will help people realise it is and that they can report it/ get support.

To understand how this might work at Brunel we can look at what some other universities around the country have been doing on the issue.

Section 2: Consent programmes in other Universities

Most of the Universities and SU’s in UK have updated their reporting procedures and constructed consent modules and/or workshops. Some took more significant steps and created training that is not only accessible but mandatory to all the students. Having spoken extensively with officers from other SUs, it is only the matter of time before more universities decide to implement similar programmes based on the pressure from students and Students’ Unions. Below are a few examples of the processes at a number of different Universities from across the country. This is by no means an exhaustive list and was chosen to demonstrate that these approaches are being implemented across a wide variety of institutions and in different and creative ways.

St Andrews

The mandatory consent training came to life through [Got Consent](https://news.st-andrews.ac.uk/archive/equally-safe-st-andrews/), a project created by StAnd Together, a collaboration between the Students’ Association and the University. This project focuses on peer support and bystander intervention and has existed for a couple of years now. It originally included in-person workshops for different student groups like societies, sport clubs or campus tenants. In 2019 the SRC passed a [motion](https://www.yourunion.net/pageassets/representation/councils/J20-21-Motion-to-mandate-Got-Consent-Leadership-Training-for-Society-Committees.pdf) that requested that the workshops be made compulsory. When it became challenging to implement because of the pandemic, the University agreed to move the module online. Since then University has kept it online and available to all the students.
The training is a compulsory orientation module, written by a student intern who was the Got Consent Coordinator and had been involved in the movement for a number of years. It lasts around one hour and consists of an introduction with content warnings and support contacts, followed by sections about affirmative consent – asking for consent, the [FRIES Model](https://www.instagram.com/p/CcCwIVuNRcz/?utm_source=ig_web_copy_link), bystander intervention, university policies, laws and support resources related to the processes of reporting, a short quiz (that needs to be passed) and some open questions about feedback for future improvements.
All new-comers are required to complete it as a part of their enrolment before being able to register. When it was implemented all returning students were asked to complete it as well. There is an exemption for students who could be potentially triggered by its content. A person who chooses that option is put in contact with Student Services and is offered a meeting with a member of staff to discuss their situation and the module, they are not forced to complete the module and they do not get punished for not doing so. An option to ‘walk out’ without giving any personal information exists in this scenario as well as in in-person workshops. In 2021 there were only 11 exemption requests, they were all granted and the feedback about the processes has been positive. Various versions of the training have been implemented on SS staff (HR Self-service) and for Personal Tutors. StAnd Together have been also continuing their work on in-person sessions, looking into more specific workshops for those in leadership positions like society committees, etc. An ‘update’ [motion](https://www.yourunion.net/pageassets/representation/councils/J20-21-Motion-to-mandate-Got-Consent-Leadership-Training-for-Society-Committees.pdf), discussing this, was passed in 2021.

Oxford Brookes

At Oxford Brookes the Sexual [Consent Project](https://www.brookes.ac.uk/students/safeguarding-hub/sexual-consent-education/) was started by University staff who created a working group to which the SU was been invited. In collaboration with [Brook Charity](https://www.brook.org.uk/), which works with young people and operates numerous sexual health services around UK, they created a sexual consent education course. It is available online, on Moodle, for all students and aims to educate them on the laws around sexual harassment, on how different circumstances can affect people’s ability to consent (gender and cultural norms, stereotypes), on communication around this topic, as well as on bystander intervention. In hope of getting more feedback and information from their student body, they have set up series of online webinars ‘Let’s talk about consent!’. Students were able to ask questions prior to the event, to be answered by SU officers and University staff involved in the project.

More recently they have started working on including the module in student enrolment, aiming for implementation this September. To do this they created student focus groups to gather feedback and students’ ideas on how it should be set up. For the same reasons earlier, this year they released a survey as a part of SU’s Culture Changing campaign, which included questions around sexual safety on campus.

Oxford

The consent module for freshman in Oxford University has been mandatory since 2016. These were initially designed as 90-minute workshops, aiming to be more like a respectful conversation than a lecture. While at the time it was met with some controversial opinions, it stayed in place and most of the feedback has been positive. In 2020 they launched an online consent training as a part of [‘Oxford Against Sexual Violence’](https://www.ox.ac.uk/news/2020-09-22-oxford-launches-online-consent-programme-students) and asked all students to complete it before arriving on campus. A campaign that initially focused on raising awareness of Sexual Harassment and Violence Support Service, and then on Consent Matters, launched in 2018. The University worked with [Epigeum](https://www.epigeum.com/) to create a 1-hour module filled with animations, polls and quizzes, peer perspective and realistic scenarios. It offers students explanation of what consent is, bystander training, communication and relationship skills. This course has been also used by many other universities like the University of Edinburgh.

Warwick

In 2017 Warwick’s SU started offering students bystander intervention training, it became a part of Welcome Week by 2019 and an 8-hour module was offered to all students. In 2021 an introduction to Bystander Intervention workshop started being delivered to all new students in every department. All departments were to send an invitation to all newcomers, and a 10-hour course became accessible to all UG and PGT students. The University has created a [Warwick Values Moodle](https://warwick.ac.uk/students/moodle/) that ‘should be completed upon enrolment every year’. It has been created for all new students and staff, accessible for all at all times. It focuses on outlining what is important in Warwick’s community and seeks to educate about sexual misconduct, discrimination and accountability. Within that initiative Warwick have launched an online reporting platform. Alongside this the University, in collaboration with Warwick’s SU, have put forward other initiatives like #WeGetConsent Blog, ‘Let’s Talk’, a Facebook page, where students can anonymously ask trained student-volunteers questions about consent, relationships and sex. Warwick’s [well-being services](https://warwick.ac.uk/services/wss/topics/preventionandsupport/sexualviolence/) offer the support of Sexual and Domestic Violence Adviser and their website has multiple pages about sexual misconduct. It includes various sections including: explaining what sexual and/or domestic violence/abuse is, one on the reporting procedures and why students should trust in them, one on support for the survivors and those in abusive/violent relationships and one detailing what support is available within and outside the University.

Durham

Durham University expects all new UG and PGT students to complete the Sexual Misconduct & Violence: [Response and Prevention](https://www.dur.ac.uk/sexualviolence/education/) training as part of their [induction](https://www.dur.ac.uk/experience/welcome/arrive/). The 1-hour module touches on consent, healthy relationships and communication, and bystander intervention. Apart from that each college delivers a 2-hour interactive workshop during Freshers week, which focuses on the same topics and highlights universities policies and the support and services available. They also offer active bystander training led by trained peers; 1-hour consent workshops, organised by colleges and peer-led; 90-minute session designed for students in leadership positions to ensure they are equipped to be able to respond and support appropriately. Durham also offers similar training for staff and encourages all staff members to complete it. It aims to prepare staff to respond effectively and empathically to disclosures, support survivors and increase their awareness of these issues.

Others

As part of the Consent Coalition group the [University of Nottingham](https://www.nottingham.ac.uk/currentstudents/healthyu/lets-be-clear-on-consent.aspx) and the local Council have collaborated to create consent training which is available publicly. They have also run campaigns and created multiple guidebooks around that topic like ‘Sexual Violence - a survivor’s guide to support and reporting’ or ‘A guide for trans people who have been affected by sexual violence’.
Manchester Metropolitan University states it is essential for students to complete an online [Consent Matters](https://www.mmu.ac.uk/student-life/safety/inclusivity-support/consent-matters/) training that is available on ‘Getting Ready to Learn’ area on Moodle.
The University of Edinburgh offers all students and staff an online ‘Consent Matters’ and ‘Tackling Harassment’ training, provided by Epigeum, as well as student-led educational videos.

Section 3: Different approaches to implementing consent training.

As it stands most UK universities already have webpages and modules/quizzes (usually lasting an hour) dedicated to sexual misconduct and consent. Many offer in-person workshops and/or platforms where students can freely talk about these issues. There are multiple different ways of tackling this issue and ensuring our students are properly educated.

1. One of the most effective and least resource intensive options would be to ask students to complete a module on the VLE in the first few weeks and restrict all the coursecontent on the VLEuntil theydo. That would send a clear message to current and future students that Brunel takes those issues seriously and is willing to act to change the culture and make the campus as safe as possible.
2. A different but similarly effective option would be to require students to complete the training or module during the enrolment process and prevent them fully registering as a student unless they do.
3. Another way to implement this during the enrolment would be to not allow students to register unless they tick a box,stating they have completed the module. In that scenario we would trust the student they have done it without checking it in any way. It is not ideal but it could be a good first step to get staff and students familiar with it.
4. We could also send the course and all the information around it to students before the FreshersWeek and before they arrive on campus as a part of a ‘package’ of information about campus and first activities. That way we would not penalize students for not doing it but we would ensure they have it.
5. Further to this we could create in-person workshops during FreshersWeek, where we would encourage respectful conversation. It creates an opportunity for students to be able to share their thoughts and worries, as well as challenge opinions in a safe environment. The sense of respectful and caring community it brings would increase students’ trust in University and its processes.
6. A way to require students to complete the course without putting it forward during registration would be to ask them to complete it before they receive theirfirst term/final results, they would not be allowed to see their grades unless they have completed the module.
7. From Union’s side we could link the course to our night life events. Students would not be allowed in theVenue unless they completed the training. Alternatively, to give them more time, they could attend different events 3 times without completion, after that they would be banned for 1 or 2 weeks and would be asked to complete it before being able to return. It could go in-pair with Universities implementations.
8. As well as the points above, we could implement course and/or in-person workshops for societies and sportclubs, and in particular their committees.

Section 4: Challenges, Risks and Solutions

Potential Challenges and Solutions

While we think the implementation of some form of mandatory consent training would have huge positives, such a process is not without risks. Some risks are tolerable given the potential outcomes while others will need to be carefully considered and mitigated.

A key issue we are keen to address is the possibility of triggering students as they complete the training. For some students who have experienced sexual violence such training risks being an untimely reminder of their trauma and could be potentially traumatic in of itself.

When we spoke to staff at Oxford Brookes they said people who had experienced sexual violence were actually more enthusiastic than others for the training because it is a very important issue for them, and while this is encouraging we still feel that having an opt out option for those that may be triggered would be a good idea. this opt out process could offer to connect these students with the wellbeing team.

A big issue raised by the University is the volume of administrative work required to deliver the training and the chasing of those that haven’t done it. For the delivery of the training other institutions primarily use online courses via their VLE. This will make the tracking of who has completed the quiz much easier. One way to ensure that students completed the quiz would be to block all course related VLE material until the training is complete, we would need to talk to the Brightspace team to see if it is possible to do this. The only administrative work then would be dealing with individual student issues, which will hopefully be minimised after a few years of implementation.

If there are students who believe they don’t need to do the training because they won’t be engaging in sexual activity, they would still benefit from the training as it will help educate them for the future and in case anything happens to them. Also, if the training includes bystander initiatives, then these people will be better equipped to help others.

There may be students who will object for political, cultural or moral reasons so it’s important to emphasise that this is about setting universities expectations, refreshing people’s knowledge and developing their skills in relation to supporting others.

What we would like to see

Our ideal vision would be a mandatory consent training module on the new VLE that would be made in partnership with relevant stakeholders (including but not limited to; charities, the SU, students’ groups, staff Unions). The module would need to be completed before students are able to access their course content on the VLE to reduce admin work and to engage students with the non-course related VLE content. We would also like to see students being unable to attend our nightlife events if they have not completed our training which would potentially require some new data sharing processes.

The training should include:

* Definitions of consent.
* The impacts on survivors.
* The consequences of not respecting consent for perpetrators both legally and at the university.
* Where to report incidents and the support available.
* Active bystander training specifically for consent.
* Consent in relationships.
* Healthy communication.
* Boundary setting.

While we think consent training of this kind would be the most impactful and cost-effective intervention we would also like to see the following:

1. In person interactive workshops particularly for our society, club committees and other student leaders. This would have a focus on similar issues but with more of an emphasis supporting people who receive disclosures.
2. Alongside this an online module with similar content to the workshops for staff which would be voluntary but encouraged.
3. More resources on the *Brunet* and the *Brunel Help* system with improved search engine optimisation to ensure these resources can be found easily by students.
4. Having a position of sexual advisor on campus, either by hiring new staff or training (like [LimeCulture’s](https://limeculture.co.uk/events/sexual-violence-liaison-officer-svlo-development-programme-april-2022-2/) training for Sexual Violence Liaison Officer) some/all of the Students Centre’s wellbeing team.

Timeline

We would like to see the training, developed in conjunction with the SU and relevant charities, by the end of term two in the 22/23 academic year and in place on the VLE for the start of the 23/24 academic year.

Links, References etc

Executive Summary

1. [Statistics about sexual violence and abuse | Rape Crisis England & Wales](https://rapecrisis.org.uk/get-informed/statistics-sexual-violence/)

Section 1

1. <https://revoltsexualassault.com/wp-content/uploads/2018/03/Report-Sexual-Violence-at-University-Revolt-Sexual-Assault-The-Student-Room-March-2018.pdf>

Section 2/3

1. [Equally Safe St Andrews | University of St Andrews news (st-andrews.ac.uk)](https://news.st-andrews.ac.uk/archive/equally-safe-st-andrews/)
2. [J19-3-Motion-to-combat-Sexual-and-Gender-Based-Violence.pdf (yourunion.net)](https://www.yourunion.net/pageassets/representation/councils/J19-3-Motion-to-combat-Sexual-and-Gender-Based-Violence.pdf)
3. [J20-21-Motion-to-mandate-Got-Consent-Leadership-Training-for-Society-Committees.pdf (yourunion.net)](https://www.yourunion.net/pageassets/representation/councils/J20-21-Motion-to-mandate-Got-Consent-Leadership-Training-for-Society-Committees.pdf)
4. [Union of Brunel Students on Instagram: "Consent is like FRIES, and don't we all love some fries, especially after a night out 🍟 Support links available in our bio.…"](https://www.instagram.com/p/CcCwIVuNRcz/?utm_source=ig_web_copy_link)
5. [Sexual consent education - Oxford Brookes University](https://www.brookes.ac.uk/students/safeguarding-hub/sexual-consent-education/)

[Brook – Healthy lives for young people](https://www.brook.org.uk/)

1. [Oxford launches online consent programme for students | University of Oxford](https://www.ox.ac.uk/news/2020-09-22-oxford-launches-online-consent-programme-students)

[https://www.epigeum.com](https://www.epigeum.com/)

1. [Warwick Values Programme](https://warwick.ac.uk/students/moodle/)
[Sexual and/or domestic violence information and support (warwick.ac.uk)](https://warwick.ac.uk/services/wss/topics/preventionandsupport/sexualviolence/)
2. [Sexual Violence & Misconduct: Prevention and Response : Education and Training - Durham University](https://www.dur.ac.uk/sexualviolence/education/)

[Colleges & wider student experience : New students - Before you arrive - Durham University](https://www.dur.ac.uk/experience/welcome/arrive/)

1. [Let's be Clear on Consent - The University of Nottingham](https://www.nottingham.ac.uk/currentstudents/healthyu/lets-be-clear-on-consent.aspx)

[- Let's be clear on consent (nottingham.ac.uk)](https://xerte.nottingham.ac.uk/play_30860#page1)

1. [Consent Matters Training · Manchester Metropolitan University (mmu.ac.uk)](https://www.mmu.ac.uk/student-life/safety/inclusivity-support/consent-matters/)

Section 4

1. [Sexual Violence Liaison Officer (SVLO) Development Programme - April 2022 - LimeCulture](https://limeculture.co.uk/events/sexual-violence-liaison-officer-svlo-development-programme-april-2022-2/)

Appendix

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| --- | --- | --- | --- |
| **QUESTION** | **YES** | **NO** | **TOTAL** |
| Do you feel like you know a lot about sex education? | 138 | 64.49% | 76 | 35.51% | 214 |
| Do you feel like you understand what consent really means? | 192 | 87.27% | 28 | 12.73% | 220 |
| Do you know what sexual harassment is and how to recognise it? | 180 | 86.54% | 28 | 13.46% | 208 |
| Would you feel comfortable reporting sexual harassment to the university? | 129 | 58.90% | 90 | 41.10% | 219 |
| Do you know where to access the university's report service? | 29 | 16.02% | 152 | 83.98% | 181 |
| Are they easily accessible  | 25% | 25.00% | 75% | 75.00% |  |
| Do you feel like you have a good understanding of the laws and penalties surrounding sexual harassment?  | 96 | 67.13% | 47 | 32.87% | 143 |
| Do you think all staff should be required to complete compulsory sexual harassment training? | 169 | 88.95% | 21 | 11.05% | 190 |
| Should students too? | 80% | 80.00% | 20% | 20.00% |  |
| Do you feel safe around campus? | 159 | 67.66% | 76 | 32.34% | 235 |
| Do you trust security on campus? | 55% | 55.00% | 45% | 45.00% |  |