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Policing in Wales

**WALES
WITHOUT
VIOLENCE**



Llywodraeth Cymru
Welsh Government

Violence against women, Domestic Abuse and Sexual Violence (VAWDASV) self-evaluation framework for universities and higher education providers in Wales

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To: Vice Chancellors of universities; Heads of higher education providers

Respond by: No response required

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Theme: VAWDASV.

Summary:

This publication sets out the self-assessment VAWDASV tool to support universities to identify need, plan and deliver interventions to prevent and respond to VAWDASV affecting staff and students.



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A note on terminology: This document uses the term VAWDASV (Violence Against Women, Domestic Abuse and Sexual Violence), which incorporates Violence Against Women (and Girls), Domestic Abuse, Rape and Sexual Violence, Sexual Harassment, Female Genital Mutilation, so-called Honour Based Violence, Forced Marriage, Stalking, Trafficking and other forms of violence experienced as a result of or impacted by a person's gender. It is important to note that people of all genders can be victims of VAWDASV. Universities may use other terms instead of or in addition to VAWDASV and there is an opportunity to make reference to these in the Activity Planning and Considerations Tool.

Introduction: about the Toolkit

1. This tool is designed to support universities in Wales identify need, plan and deliver interventions that aim to prevent and respond to Violence against Women, Domestic Abuse and Sexual Violence (VAWDASV) affecting both staff and students. It has been developed by the Violence Prevention Team, based in Public Health Wales, in collaboration with universities in Wales, Welsh Government and the VAWDASV Blueprint Team. Further, the Tool has been developed with reference to Medr's regulatory and funding conditions, set out by the Tertiary Education and Research (Wales) Act 2021 (more details on the Act are provided in the Background section of this document).
2. The planning considerations tool is intended to be used by universities to embed a public health and whole-university approach in designing and delivering activity aiming to address VAWDASV. A public health approach prioritises primary prevention and early intervention, and focuses on developing solutions based on evidence, and evaluating activity to ensure anticipated impacts are achieved and adverse effects are mitigated. A whole-university approach aligns with a public health approach in that it recommends that all aspects of a university setting work together to promote and support everyone within the university population, ensuring there is equitable access to services and consistent responses to issues regardless of where or how someone seeks or receives guidance. A whole university approach also emphasises the need to recognise the diversity of the student population, including but not limited to international students, students on placement and mature students and the staff population, including administrative staff, faculty and senior leadership, to ensure the aforementioned equitable access to services.
3. With these approaches in mind, the tool guides users through the key considerations of what needs to exist within a university setting for planning and delivering activity. These considerations include taking account of existing policies and strategies, understanding available data that could be used to identify the problem/s and establishing how to reach key stakeholders within existing or new forums or channels.
4. The tool includes a set of principles to help ensure a consistent approach to delivering activity aimed at responding to or preventing VAWDASV across Wales, whilst recognising the unique and often nuanced landscape each university operates in. These principles have been developed with Welsh universities and are grounded in the principles of the VAWDASV Wales Blueprint, the Trauma-Informed Wales Framework and the Wales Without Violence Framework.

Background: Preventing Violence against Women, Domestic Abuse and Sexual Violence in Wales

5. Violence against women domestic abuse and sexual violence (VAWDASV) is a major public health problem, criminal justice and human rights issue, with a range of adverse consequences for health and wellbeing over the life course (Addis and Snowdon, 2021).
6. The legislative context upon which Wales is able to act means the nation is in a unique position to prevent and respond to VAWDASV and its adverse impacts. The

VAWDASV (Wales) Act 2015 exists to improve the arrangements for the prevention of gender-based violence and VAWDASV, as well as to improve arrangements for the protection of victims and survivors and support for all people affected by such violence. Within this, the Act places a duty on the further education sector in Wales to contribute to the Act's purpose, including prevention and response to VAWDASV. Further, a key objective of the national VAWDASV Strategy 2022-2026, produced as a result of the VAWDASV (Wales) Act 2015, is to make early intervention and prevention a priority, in recognition that prevention is vital to breaking the cycle of violence in families and communities.

7. The Well-being of Future Generations (Wales) Act 2015 is a unique law that legally binds public bodies in Wales to improve the social, economic, environmental, and cultural well-being of the nation. The Act includes five ways of working that focus on prevention, collaboration, involvement, integration and long-term thinking to achieve seven well-being goals. The Tertiary Education and Research (Wales) Act 2022, aligned with five of the aforementioned well-being goals, established Medr, Wales' Commission for Tertiary Education and Research, including its strategic duties to promote equality of opportunity, encourage participation and promoting collaboration and coherence in tertiary education.
8. Any work delivered in Wales should support the ambitions of Cymraeg 2050: Welsh language strategy action plan 2025 to 2026 (Welsh Government, 2025) which aims to increase the number of Welsh speakers, and increase the number of people who use Welsh language daily, and must be delivered in line with Welsh Language Standards, set out by the Welsh Language (Wales) Measure 2011 which ensures Welsh is not treated less favourably than English and that people can use Welsh in public services when they choose.
9. Additionally, strategy, policy and intervention from across government, statutory and non-statutory bodies highlights the commitment in Wales to promote a culture of safe intervention and violence prevention, within which universities have a key role.

Between March 2018 and March 2020, 30% of all sexual assault victims in the UK were students.

10. Medr is the regulatory body that provides guidance to universities on how they can meet their duty set out in the VAWDASV (Wales) Act 2015 and Tertiary Education and Research (Wales) Act 2022, has recently published its Strategic Plan 2025-2030 (Medr, 2025). This plan sets out ambitions to advance equity and equality of opportunity and contribute to eliminating discrimination, harassment, victimisation, gender-based violence and abuse, as well as contribute to achieving an anti-racist Wales and ensure inclusive learning and work environments for all. The Changing the Culture report by Universities UK (2016) provides a strategic framework to support universities in addressing and responding to harassment between students. It includes five principles to prevent and respond to all forms of harassment which can be customised by each university to use in their own settings. This framework has since been supplemented by guidance on how to handle alleged student misconduct which may also constitute a criminal offence (Universities UK, 2024).

Between March 2018 and March 2020, 52% of sexual assault victims were bisexual.

11. In Wales, the Anti-Racist Wales Action Plan (Welsh Government, 2022) is built on the values of anti-racism and calls for zero tolerance of all racial inequality. It supports the vision for an anti-racist nation, where everyone is valued for who they are and the contribution they make.

For the year ending March 2021, people from black and minoritised ethnic groups are more likely to be bullied in UK schools, experience race-related hate crime and harassment, modern slavery and exploitation, and are 6 times more likely to be victims of homicide in England and Wales.

12. The Disabled People's Rights Plan sets out our cross-government 10-year framework which expresses the ambitions and outcomes we want to achieve, to ensure disabled people can flourish as equal members of Welsh society, and to challenge discrimination and prejudice. Evidence suggests that gender and racial inequity, institutional racism and discrimination are risk factors for violence, and that the risk, nature and impact of violence is experienced unequally among different groups of people (Snowdon et al, 2023) and so all work to prevent violence should be underpinned by the values of anti-racism, anti-discrimination and inclusion.
13. The Trauma-Informed Wales Framework (Public Health Wales, 2022) promotes a public health and trauma-informed approach to prevention, as well as a set of five principles that underpin four practice levels to describe the different roles people and organisations may have when supporting people affected by trauma, including violence. The Wales Without Violence Framework (Snowdon et al., 2023) sets out how Wales can prevent violence among people under the age of 25 through a whole-system, public health approach. This Framework describes nine strategies that can be delivered across multiple settings to prevent violence at the individual, community and societal level, and is a useful resource for considering opportunities for prevention across settings and services to improve the health and well-being of individuals and communities across the lifecourse. In terms of interventions to prevent VAWDASV, a range of interventions have been implemented and evaluated over the last decade in Wales, funded by the Welsh Government, Home Office, Police and Crime Commissioners, Local Authorities and Universities. Examples include: The Bystander Initiative; Ask and Act, Identification and Referral to Improve Safety (IRIS) and Change that Lasts (Addis and Snowdon, 2021).

Between March 2018 and March 2020, 65% of all sexual assault victims in the UK were disabled.

14. This Tool has sought to recognise the key and connected elements of the aforementioned activity, to support universities in Wales not only fulfil their obligations under the VAWDASV (Wales) Act (2015) but also maximise opportunities to create environments that are safe, accessible and equitable and in which staff, students, applicants and visitors can thrive.

Definitions

15. For this guidance, interpretation of such terminology is reflective of the Violence Against Women, Domestic Abuse and Sexual Violence (Wales) Act 2015 (the Act). As noted above, universities may use different or additional terminology to those referenced below.
16. It is recommended that universities agree to use the same terminology as each other for the purposes of reporting and collating data, to maximise opportunities to monitor trends in VAWDASV across Wales. It is also important to ensure terminology and definitions are understood and mutually agreed by all those within the university and those who are affected by the university's activity. Therefore the terminology used to report and collate data may be different to the terminology used when communicating with students and staff about VAWDASV, so people are able to share their experiences in language that reflects their experiences. If it is the case that terminology differs, it is recommended that universities create a bilingual glossary of terms that reflects this, and accounts for both the Welsh and English terminology differences.
17. When managing disclosures from students, you may notice the language used is different to the formal definitions below. It is important to note that violence against women, domestic abuse and sexual violence often intersect with other forms of violence, aggression, and discrimination including but not limited to racism, homophobia, transphobia and ableism. To help you identify possible disclosures of abuse, some examples of phrases or behaviours you may hear about from students that should be considered have also been included:

Term	Definition	Could sound like or present as...
Abuse	Physical, sexual, psychological, emotional or financial abuse	Hitting, choking (strangling), [hidden] bruising, bullying tendencies, talking someone down regularly, tracking, forcing change or limiting spending habits, coercive control such as monitoring friendships and time out of the house. Using sex as a form of control (withholding, or forcing sexual acts – see sexual violence below)
Domestic abuse	Abuse where the victim of it is or has been associated with the abuser. Association can mean: <ul style="list-style-type: none"> • They are or have been married or civil partners of each other, in an enduring family relationship, agreed to marry one another, have an intimate personal relationship with each other, or if each of them is a parent of a child 	See definitions above and below for further context of how this may present. Things you could consider exploring with your students can include: <ul style="list-style-type: none"> • Is your partner jealous or possessive? • Are they charming to you one minute and then become abusive or bullying the next?

Term	Definition	Could sound like or present as...
	<p>or has/has had parental responsibility for the child</p> <ul style="list-style-type: none"> • They live or have lived in the same household, for example if the person normally lives with the person as a member of their family, and/or might reasonably be expected to live with that other person • They are relatives. A relative can mean a parent, grandparent, child, grandchild, brother, half-brother, sister, half-sister, uncle, aunt, nephew, niece and anyone who has been in that relationship by virtue of a marriage, civil partnership or enduring family relationship 	<ul style="list-style-type: none"> • Do they control what you wear, where you go, or who you see? • Do they always put you down or make you feel bad about yourself? • Do they play mind games and make you doubt your judgment or even your sanity? • Do they pressure you to have sex when you aren't in the mood? • Do you feel like you are walking on eggshells to avoid making them angry? • Do they track your movements or your social media? • Do they intimidate you to control you?
Financial abuse	Having money or other property stolen, being defrauded, being put under pressure in relation to money or other property and having money or other property misused	Controlling money – commenting on spending, adding physical bank cards to their own phone wallet to use as they wish, taking your student loan payments, constantly borrowing money and never paying it back, always asking to use your credit card rather than their own.
Gender based violence	Violence, threats of violence or harassment that arise directly or indirectly from values, beliefs or customs relating to gender or sexual orientation. It can also relate to specific harms such as female genital mutilation, or forcing a person (whether by physical force or coercion by threats or other psychological means) to enter into a religious or civil ceremony of marriage (whether or not legally binding).	<p>All forms of violence and abuse defined in this section would fall within the theme of gender-based violence.</p> <p>In terms of female genital mutilation (FGM), please refer to the FGM Act 2003 for a clear definition. This may look like cutting or mutilating the whole or any part of a girl's labia majora, labia minora or clitoris.</p> <p>Entering a forced marriage may look like family pressure, or an agreement made without someone's consent. Someone may talk about being 'expected'</p>

Term	Definition	Could sound like or present as...
		<p>to marry someone, or not feeling like they have a choice. It is illegal in the UK.</p> <ul style="list-style-type: none"> • More information
Harassment	<p>A course of conduct by a person which he or she knows or ought to know amounts to amounts to harassment of another person. Conduct includes speech.</p>	<p>Whether in person, or online, this may look like: Creating a hostile environment, such as unwanted physical contact (including kissing, touching breasts or genitals), making sexual and sexually explicit comments, asking for sexual favours, gestures such as cat-calling, ogling and other suggestive gestures.</p>
Sexual exploitation	<p>Something that is done to another person that aligns to offences as set out in the Sexual Offences Act 2003 in England and Wales</p>	<p>Attempted or actual abuse of a position of vulnerability for sexual purposes. This could look like exchanging money or goods for sex. It could look like blackmailing or making a profit (whether financially or socially) from somebody performing sexual acts.</p>
Sexual violence	<p>Sexual exploitation, rape, assault, sexual harassment or threats of violence of a sexual nature.</p>	<p>As well as the offences of rape and sexual assault, sexual violence can look like pressure, manipulation, threatening behaviour and deception to have sexual contact with someone i.e. there is no active or true consent. Raping or sexually assaulting someone is always a crime and the blame always lies with the perpetrator. Not consenting does not always look like saying no. It can look like being under the heavy influence of alcohol or other drugs (too much to clearly consent to sex) It can be silence, or other physical or verbal cues if someone feels too pressured or too afraid to say no.</p>
Stalking	<p>A pattern of fixated and obsessive behaviour which is repeated, persistent, intrusive and causes fear of violence or engenders alarm and distress in the victim (Suzy Lamplugh Trust, 2020)</p>	<p>Turning up in locations that are unexpected, regularly. Waiting outside someone's accommodation or home, spying on activities, following someone. Sending flowers or other gifts</p>

Term	Definition	Could sound like or present as...
		regularly, unwanted communication, damaging property. It can cause huge stress on an individual who is experiencing this behaviour and is very much a psychological as well as physical harm and crime.

Principles

a. Take a whole university approach

18. Activity recognises that every person has a role to play in making sure the university is safe for everyone, and university systems must collaborate to ensure consistent and appropriate support and to each member of the university community. Effective leadership is key for this principle, to provide strategic direction and ensure VAWDASV principles are embedded at corporate policy, process and governance. Whilst set in the context of mental health, the four domains of Universities UK Stepchange model (2023) are helpful in understanding a whole-university approach. They are:
- i. Learn: Universities transform lives through learning. Higher-level learning involves challenge and new ways of thinking: it can have a positive impact on a person’s mental health and wellbeing over a lifetime. However, the way learning is designed, structured and provided may produce a positive or negative experience.
 - ii. Support: Universities currently resource a wide range of support services. Services may cover both students and staff or only students. They may include counselling, mental health teams, digital interventions, residential life teams, helplines and after-hours support.
 - iii. Work: Good mental health is central to staff engagement, productivity and creativity, it is also a protective factor against experiencing violence. The whole university approach brings together staff and student mental health and wellbeing.
 - iv. Live: The environments, cultures and spaces we live and study in affect our mental health and wellbeing. Universities should think about promoting healthy living, culture, environment, community and accommodation. (Universities UK, 2023)
19. **What does this mean in practice?** People have equitable access to support no matter how, when or why they seek it. A consistent approach (interventions are aligned so people receive the same message across various settings and methods) to prevention across the whole university setting means positive behaviours are more likely to be adopted through shifts in social norms.

b. Involve communities

20. From planning to delivery, activity is led by those it is intended to help, who are provided with the structure and support. Those employed at the university to

coordinate VAWDASV prevention activity take steps to ensure people can participate in decision-making, evaluation and facilitation in ways that work best for them, so that activity can be informed by and relevant to diverse experiences. Those involved in delivering VAWDASV prevention activity should also lean into the expertise of third sector partners and should proactively seek to involve these experts in partnership and collaboration opportunities.

21. **What does this mean in practice?** Learn from your community: staff, students, survivors and specialists, including from the third sector. Activity is socially and culturally relevant, as the community it is intended for has been involved from the very start. People are more invested in the activity and want to see it succeed as they have had a part to play in its development.

c. Build from evidence

22. Activity is underpinned by robust evidence, including from research, data and engagement. Activity is evaluated to understand the process of implementation and its impact. Findings are shared within and outside the university community to add to the evidence-base. Terminology is consistent within the university and aligned with other universities in Wales to support an understanding of the trends in violence in Wales.
23. **What does this mean in practice?** Activity leaders can demonstrate why they have developed an activity by sharing research, data or engagement outcomes. Wherever possible, activity leaders plan evaluation as they are developing the activity, drawing on expertise from within their university community, as well as nationally and internationally, to ensure evaluation is prioritised.

d. Be trauma-informed and person centred

24. Activity is developed with recognition and understanding of the adverse and traumatic experiences that people of all ages can be exposed to and affected by. Activity is developed in line with the Trauma-Informed Wales Framework.
25. **What does this mean in practice?** Wherever possible, people are given a choice about how they engage with an activity, and where possible, what they engage with, so the activity does not cause further harm. All staff have access to trauma-informed training, and policies and processes relating to managing reports and complaints are developed using a trauma-informed approach. Medr has a strategic duty to promote equality of opportunity in tertiary education including as this relates to under-represented groups. Under-represented groups include people disadvantaged by social, cultural, economic and/or organisational barriers.

e. Be transparent

26. The reasons for activity are clearly communicated with everyone in the university community. People are able to easily access further support or information about an activity. Terminology to describe acts and instances of VAWDASV are mutually agreed by all students and staff, and used in all communication and activity, including in managing reports and complaints (as noted above, there may be a need for a glossary of terms to support consistent understanding within and between universities). The university is transparent about the prevalence,

experience and perceptions of VAWDASV in its setting, ensuring people have the relevant information to inform decision making and action. Universities actively promote support, information and advice services.

27. **What does this mean in practice?** Leaders of activity can easily evidence where people can find the decision-making process for the activity and communicate where people can go for further information. The university makes available and accessible data, research and action plans for VAWDASV, including wherever possible reporting and disciplinary processes (while also balancing this with other duties).

f. Be inclusive and accessible

28. People of all identities, backgrounds, and circumstances can benefit from an activity in ways that are meaningful for them. People delivering VAWDASV prevention activity take steps to engage with those who often do not get to participate in engagement activity, and this activity is monitored to ensure equity of access for all staff and students. People delivering VAWDASV prevention activity also consider the different settings in which staff and students may experience VAWDASV, including online, in accommodation, on placements, secondments as well as nightlife settings, to ensure prevention activity is inclusive of experience.
29. **What does this mean in practice?** Everyone who wants to, can participate in developing prevention activity with steps taken to ensure mandatory participation is not prevented due to inaccessible design and delivery. This includes ensuring activity is delivered in both English and Welsh. Further, the university should be able to evidence the steps it has taken to ensure prevention activity reaches everyone, not just those who are already committed to tackling VAWDASV. Activity leaders can evidence how people of diverse backgrounds and experiences have participated in the activity. Adjustments made for the improved inclusion of individuals or groups are recorded for future activity. Medr will be consulting on its regulatory conditions of registration and funding which will include its staff and learner welfare and equality of opportunity conditions. The welfare condition includes a focus on staff and learner safety which, in this context, means freedom from harms including harassment, violence, misconduct and hate crime.

Activity planning considerations tool

30. This tool allows you to self-assess your university's approach and activity for violence prevention against five key domains. This is intended to help universities develop their approach and understand where improvements may be necessary or learning could be shared. It is recommended that you self-assess using the following definitions:
- Emerging: Early/limited activity; approaches are informal or inconsistent.
 - Developing: Some structures in place; activity is underway but not yet consistent or organisation-wide.
 - Embedding: Approach is becoming standard practice; clearer ownership, improving consistency, increasing uptake.
 - Established: Clear, organisation-wide practice; integrated into governance and planning; routinely applied and understood

- Leading: Sector-leading, outcomes-focused practice; continuous improvement using evidence and lived experience; influence beyond the organisation.

Policy and leadership

31. As professionals in Wales, we all have a duty to be aware of the legislative and strategic landscape around us that drives our role and supports us with the levers we need to implement improvements.
32. To ensure an intersectional approach – you should be mindful of the ambitions of the relevant strategies and plans, including the Anti-racist Wales Action Plan, the Mental Health Strategy and the Disabled People’s Rights Plan.
33. This section should help to identify if there are existing policies or strategies that need to be considered in VAWDASV activity/intervention planning and delivery.

We have policies and procedures in place to ensure issues relating to Violence against Women, Domestic Abuse and Sexual Violence are responded to effectively.				
Emerging	Developing	Embedding	Established	Leading
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide details here (e.g. if are there different policies and procedures for students and staff, review cycle, how they can be accessed and how people are made aware of them):				
Polices and procedures relating to Violence against Women, Domestic Abuse and Sexual Violence include measures to understand their effectiveness				
Emerging	Developing	Embedding	Established	Leading
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide details here (e.g. how are policies measured and how are necessary improvements made):				
Policies relating to Violence against Women, Domestic Abuse and Sexual Violence are coproduced with student and staff representatives and specialists.				
Emerging	Developing	Embedding	Established	Leading
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide details here (e.g. include the process for policy development, include external agencies you work with e.g. third sector specialist services):				

We have a strategy or action plan for preventing Violence against Women, Domestic Abuse and Sexual Violence which is available for staff, students, partners, visitors and other relevant parties				
Emerging <input type="checkbox"/>	Developing <input type="checkbox"/>	Embedding <input type="checkbox"/>	Established <input type="checkbox"/>	Leading <input type="checkbox"/>
Provide details here (e.g. these documents are available on your website):				
All staff in leadership roles understand their role in VAWDASV prevention and response, including Governing Body members				
Emerging <input type="checkbox"/>	Developing <input type="checkbox"/>	Embedding <input type="checkbox"/>	Established <input type="checkbox"/>	Leading <input type="checkbox"/>
Provide details here (e.g. there are assigned roles and responsibilities, is this information publicly available):				
We have agreed definitions and a shared understanding of types of Violence against Women, Domestic Abuse and Sexual Violence and use agreed definitions in data collection and reporting internally				
Emerging <input type="checkbox"/>	Developing <input type="checkbox"/>	Embedding <input type="checkbox"/>	Established <input type="checkbox"/>	Leading <input type="checkbox"/>
Provide details here (e.g. do you use the definitions included in the Violence Against Women, Domestic Abuse and Sexual Violence (Wales) Act 2015)				

Understanding need- data and evidence

34. This section should help to identify what data and evidence the university can access to understand the issues facing students and staff relating to VAWDASV. This will help inform what activity may need to address. It's important to recognise that students are at a higher risk of experiencing VAWDASV when compared to the rest of the population (Snowdon et al, 2023).
35. Additionally, social categories including ethnicity, gender, class, sexuality, disability and other protected characteristics can directly relate to the prevalence, impact and lived experience of violence among people in different population groups. As such, both analytical and strategic work for the prevention of violence must address these multiple and intersecting inequalities that shape the social and cultural context in which violence occurs.

Recognising that disclosures do not need to be formally proven to be recorded, we collect/have access to anonymised data on the number of disclosures and reports relating to Violence against Women, Domestic Abuse and Sexual Violence.

Emerging <input type="checkbox"/>	Developing <input type="checkbox"/>	Embedding <input type="checkbox"/>	Established <input type="checkbox"/>	Leading <input type="checkbox"/>
Provide details here (e.g. the data is shared with organisations and/or made publicly available):				
We collect/have access to data on the outcomes of disclosures and reports relating to Violence against Women, Domestic Abuse and Sexual Violence.				
Emerging <input type="checkbox"/>	Developing <input type="checkbox"/>	Embedding <input type="checkbox"/>	Established <input type="checkbox"/>	Leading <input type="checkbox"/>
Provide details here (e.g. the data is shared with organisations and/or made publicly available):				
We collect/have access to data on experiences of Violence against Women, Domestic Abuse and Sexual Violence which have not been formally disclosed or reported. E.g. anonymous survey data				
Emerging <input type="checkbox"/>	Developing <input type="checkbox"/>	Embedding <input type="checkbox"/>	Established <input type="checkbox"/>	Leading <input type="checkbox"/>
Provide details here:				
We collect/have access to social and demographic data to support an intersectional understanding of prevalence, experiences and impact of Violence against Women, Domestic Abuse and Sexual Violence and use it to inform prevention approaches and targeted interventions and resources				
Emerging <input type="checkbox"/>	Developing <input type="checkbox"/>	Embedding <input type="checkbox"/>	Established <input type="checkbox"/>	Leading <input type="checkbox"/>
Provide details here:				
We collect/have access to data on different types of VAWDASV experienced by students and/or staff				
Emerging <input type="checkbox"/>	Developing <input type="checkbox"/>	Embedding <input type="checkbox"/>	Established <input type="checkbox"/>	Leading <input type="checkbox"/>
Provide details here (e.g. do data collection systems allow collectors to specify via options or open text and can this information be pulled/reported on?)				
We have mechanisms to share anonymised data internally and externally (e.g. cross-university) to improve understanding on VAWDASV trends in line with data sharing policies and agreements.				
Emerging <input type="checkbox"/>	Developing <input type="checkbox"/>	Embedding <input type="checkbox"/>	Established <input type="checkbox"/>	Leading <input type="checkbox"/>

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide details here (e.g. you have data sharing agreements in place with other universities or organisations like police, do you provide scheduled reports on VAWDASV data to your Governing Body?)				
We have structured, trauma-informed approaches to engage with perspectives of diverse groups of students and staff about their perceptions and experiences of Violence against Women, Domestic Abuse and Sexual Violence.				
Emerging <input type="checkbox"/>	Developing <input type="checkbox"/>	Embedding <input type="checkbox"/>	Established <input type="checkbox"/>	Leading <input type="checkbox"/>
Provide details here:				
We monitor the extent to which feedback and input from students and staff is representative of the student/staff population				
Emerging <input type="checkbox"/>	Developing <input type="checkbox"/>	Embedding <input type="checkbox"/>	Established <input type="checkbox"/>	Leading <input type="checkbox"/>
Provide details here (e.g. collecting socio-demographic information of students/staff who take part in:				
We have access to evaluations of previous activity led by the university or our partners as well as practice delivered by other universities and organisations across Wales and the UK.				
Emerging <input type="checkbox"/>	Developing <input type="checkbox"/>	Embedding <input type="checkbox"/>	Established <input type="checkbox"/>	Leading <input type="checkbox"/>
Provide details here (e.g. provide links to the evaluations):				
We have the resources to conduct evaluations of university activity and do so regularly, wherever possible drawing on expertise from within the university or more widely				
Emerging <input type="checkbox"/>	Developing <input type="checkbox"/>	Embedding <input type="checkbox"/>	Established <input type="checkbox"/>	Leading <input type="checkbox"/>
Provide details here:				
We have access to or can conduct research on Violence against Women, Domestic Abuse and Sexual Violence to support campaign development or other activity				
Emerging <input type="checkbox"/>	Developing <input type="checkbox"/>	Embedding <input type="checkbox"/>	Established <input type="checkbox"/>	Leading <input type="checkbox"/>

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide details here:				

Existing VAWDASV support, interventions and partnerships

36. Recognising that interventions may increase the number of disclosures and/or reports of VAWDASV (Irvine-Collins et al., 2022) this section should help to identify if there is adequate support in place to manage an increase in demand. Recognising also that a consistent method (multiple aligned and coherent interventions or one intervention delivered repeatedly) are effective (Addis and Snowdon, 2021) this section should also help identify if a campaign can be linked into existing programmes of work.

We have a dedicated team available to provide students with support & ensure appropriate safeguarding relating to VAWDASV.				
Emerging <input type="checkbox"/>	Developing <input type="checkbox"/>	Embedding <input type="checkbox"/>	Established <input type="checkbox"/>	Leading <input type="checkbox"/>
Provide details here (e.g. the team is working at capacity, risk assessments are conducted or there is no dedicated team but you draw on external support as needed):				
Staff have access to specialist support from professionals or teams with VAWDASV expertise, either internally or externally				
Emerging <input type="checkbox"/>	Developing <input type="checkbox"/>	Embedding <input type="checkbox"/>	Established <input type="checkbox"/>	Leading <input type="checkbox"/>
Provide details here (e.g. risk assessments are carried out, safeguarding policies are actioned):				
We have information on helplines and services clearly visible on campus and online.				
Emerging <input type="checkbox"/>	Developing <input type="checkbox"/>	Embedding <input type="checkbox"/>	Established <input type="checkbox"/>	Leading <input type="checkbox"/>
Provide details here: (e.g. you have a record of where this information is, and audits take place to ensure the information is still available)				
We have information on helplines and services clearly visible on student and staff portals.				
Emerging <input type="checkbox"/>	Developing <input type="checkbox"/>	Embedding <input type="checkbox"/>	Established <input type="checkbox"/>	Leading <input type="checkbox"/>

Provide details here: (e.g. you have a record of where this information is, and audits take place to ensure the information is still available)				
Using data to establish patterns or trends in VAWDASV, we provide in enhanced support and promotion of support services at key points when there is an increased risk of VAWDASV				
Emerging <input type="checkbox"/>	Developing <input type="checkbox"/>	Embedding <input type="checkbox"/>	Established <input type="checkbox"/>	Leading <input type="checkbox"/>
Provide details here: (e.g. promotion is enhanced during Fresher's week)				
We have active bystander training available to all students and all staff.				
Emerging <input type="checkbox"/>	Developing <input type="checkbox"/>	Embedding <input type="checkbox"/>	Established <input type="checkbox"/>	Leading <input type="checkbox"/>
Provide details here (e.g. if the training targeted based on need and how that need is established, if it is a requirement of all enrolling students and all staff):				
We have other awareness-raising training available to all students and all staff relating to VAWDASV, which includes information on support and signposting.				
Emerging <input type="checkbox"/>	Developing <input type="checkbox"/>	Embedding <input type="checkbox"/>	Established <input type="checkbox"/>	Leading <input type="checkbox"/>
Provide details here (e.g. training on consent, healthy relationships or positive masculinity):				
We already utilise campaigns that prevent VAWDASV (e.g. #SafeToSay, Sound Campaign) or signpost to support (i.e. Live Fear Free campaigns).				
Emerging <input type="checkbox"/>	Developing <input type="checkbox"/>	Embedding <input type="checkbox"/>	Established <input type="checkbox"/>	Leading <input type="checkbox"/>
Provide details here:				
We are aware of and actively participate in local and/or national partnership arrangements, like Boards and Networks.				
Emerging <input type="checkbox"/>	Developing <input type="checkbox"/>	Embedding <input type="checkbox"/>	Established <input type="checkbox"/>	Leading <input type="checkbox"/>
Provide details here (e.g. you have connections to local serious violence duty groups or have consistent contact with police, health boards and local authorities on the topic of VAWDASV)				

Interventions and support services run or commissioned by the university are delivered through a trauma-informed approach				
Emerging	Developing	Embedding	Established	Leading
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide details here (e.g. have you reviewed existing services in line with the Trauma Informed Wales Framework and TrACE Toolkit?)				

Handling reporting and disclosures

37. In addition to support provided by the university for all staff and students, having supportive, trauma-informed disclosure and reporting processes for those who experience VAWDASV is essential in minimising harm and building trust within the university community (Gao et al., 2023). In addition to population-level support with the aim of prevention, reporting and disclosure services should be victim/survivor-centred and expert-led.

On receiving disclosures, disclosures are recorded and students are signposted to specialist staff (internal or external).				
Emerging	Developing	Embedding	Established	Leading
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide details here: (e.g. students are signposted to a third party, the disclosure is recorded and reported on)				
Once a disclosure is made, a risk assessment is carried out with precautionary measures put in place to mitigate risk, even when no formal report is made.				
Emerging	Developing	Embedding	Established	Leading
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide details here: (e.g. who carries out the risk assessment and what it includes)				
When a disclosure is made by a student, the university takes action to ensure the student is able to stay in education / accommodation, even when no formal report is made.				
Emerging	Developing	Embedding	Established	Leading
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide details here: (e.g. there is an agreed procedure which is followed and recorded)				

When a disclosure is made by a member of staff, the university takes action to ensure the staff member is able to continue in work, making reasonable adjustments as necessary, even when no formal report is made.				
Emerging <input type="checkbox"/>	Developing <input type="checkbox"/>	Embedding <input type="checkbox"/>	Established <input type="checkbox"/>	Leading <input type="checkbox"/>
Provide details here: (e.g. there is an agreed procedure which is followed and recorded)				
We have joint processes with that enable protection and support of all parties when formal reports have been made, both during and after any criminal justice process.				
Emerging <input type="checkbox"/>	Developing <input type="checkbox"/>	Embedding <input type="checkbox"/>	Established <input type="checkbox"/>	Leading <input type="checkbox"/>
Provide details here: (e.g. you have a joint safeguarding and risk assessment process)				
We have an established relationship with local specialised support services and other partners (e.g. third sector organisations, the police or local authority) and these relationships allow us to respond collaboratively when instances of VAWDASV happen as well as work proactively to prevent it.				
Emerging <input type="checkbox"/>	Developing <input type="checkbox"/>	Embedding <input type="checkbox"/>	Established <input type="checkbox"/>	Leading <input type="checkbox"/>
Provide details here: (e.g. does the relationship enable joint responses to VAWDASV only or do you regularly collaborate on prevention activity e.g. campaigns)				
Reporting and disclosure services run or commissioned by the university are delivered through a trauma-informed approach				
Emerging <input type="checkbox"/>	Developing <input type="checkbox"/>	Embedding <input type="checkbox"/>	Established <input type="checkbox"/>	Leading <input type="checkbox"/>
Provide details here (e.g. have you reviewed existing services in line with the Trauma Informed Wales Framework and TrACE Toolkit?)				

Engagement and coproduction

38. Recognising that interventions are most effective when coproduced with the target audience (Walker et al., 2023), this section should help to identify if the university has mechanisms in place to ensure student and/or all staff voice is centred in the campaign design and delivery.

We have an established forum/s for student and survivor representatives to share their ideas.

Emerging <input type="checkbox"/>	Developing <input type="checkbox"/>	Embedding <input type="checkbox"/>	Established <input type="checkbox"/>	Leading <input type="checkbox"/>
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Provide details here:

We have an established forum/s for all staff to share their ideas.

Emerging <input type="checkbox"/>	Developing <input type="checkbox"/>	Embedding <input type="checkbox"/>	Established <input type="checkbox"/>	Leading <input type="checkbox"/>
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Provide details here:

Forums for engagement are trauma-informed and prioritise inclusivity and accessibility

Emerging <input type="checkbox"/>	Developing <input type="checkbox"/>	Embedding <input type="checkbox"/>	Established	Leading <input type="checkbox"/>
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Provide details here (e.g. have you reviewed existing forums in line with the Trauma Informed Wales Framework and the Anti-Racist Wales Action Plan)

We proactively engage with a diversity of staff and students and have mechanisms of recording engagement activity to review and ensure equity of access, especially for marginalised groups

Emerging <input type="checkbox"/>	Developing <input type="checkbox"/>	Embedding <input type="checkbox"/>	Established <input type="checkbox"/>	Leading <input type="checkbox"/>
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Provide details here: (e.g. do you record the protected characteristics of people participating in engagement activity to ensure views are representative of your university)

We have regular discussions with the Students' Union about shared work on VAWDASV and issues relating to VAWDASV that they are aware of within our university.

Emerging <input type="checkbox"/>	Developing <input type="checkbox"/>	Embedding <input type="checkbox"/>	Established <input type="checkbox"/>	Leading <input type="checkbox"/>
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Provide details here:

We have knowledge of student-led initiatives that exist to address VAWDASV.

Emerging <input type="checkbox"/>	Developing <input type="checkbox"/>	Embedding <input type="checkbox"/>	Established <input type="checkbox"/>	Leading <input type="checkbox"/>
Provide details here (e.g. you are aware of initiatives, you are in dialogue with those leading these initiatives):				
We have partnership agreements with partners who hold expertise in VAWDASV, to support us in engaging with students (e.g. local specialised support services).				
Emerging <input type="checkbox"/>	Developing <input type="checkbox"/>	Embedding <input type="checkbox"/>	Established <input type="checkbox"/>	Leading <input type="checkbox"/>
Provide details here (e.g. the partnership allocated funding):				

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