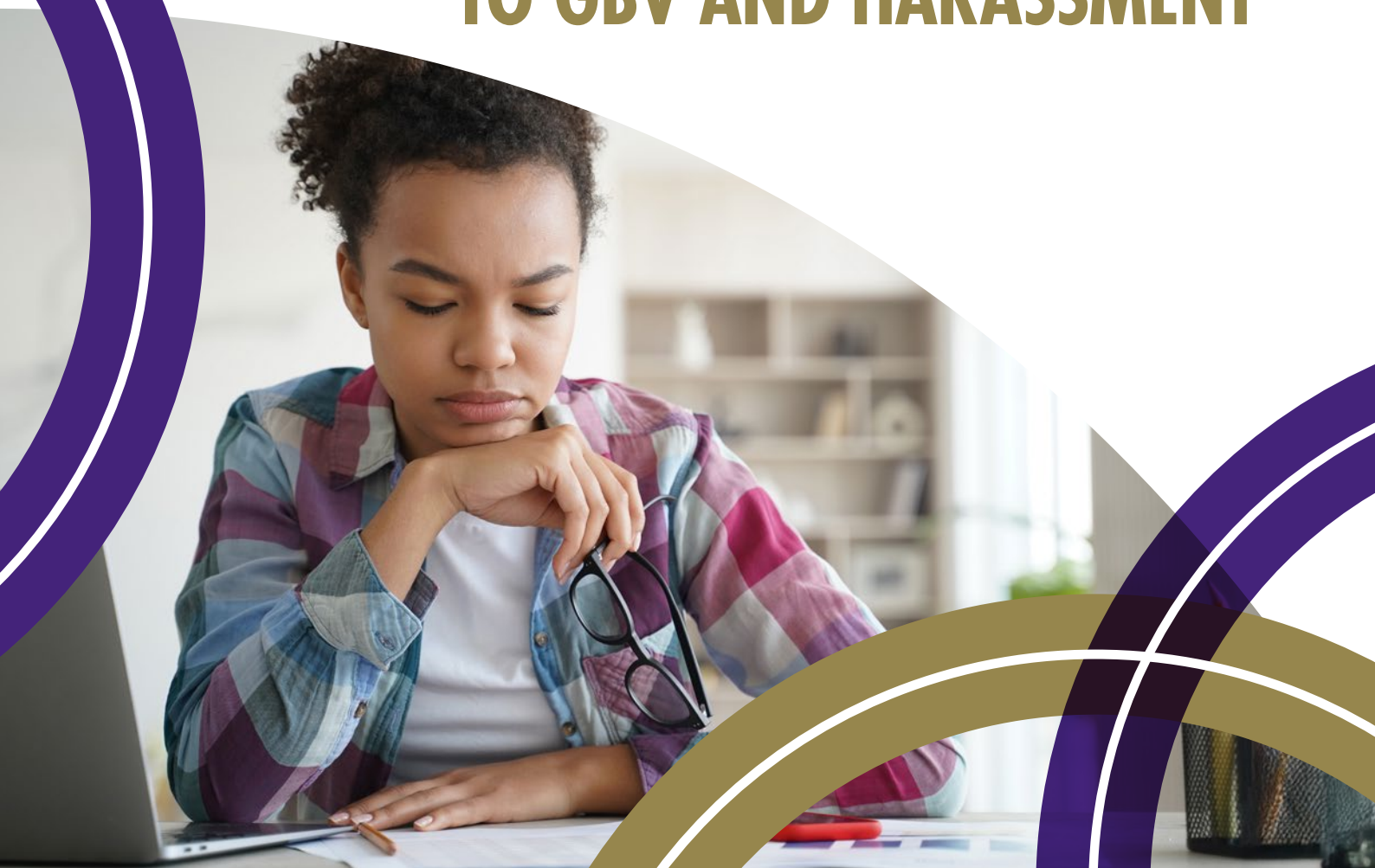



CREATING SAFER COLLEGES

A PRACTICAL TOOLKIT TO STRENGTHEN COLLEGE RESPONSES TO GBV AND HARASSMENT



CONTENTS

EXECUTIVE FOREWORDS	3
PURPOSE OF THE DOCUMENT	5
1. WHAT IS GBV?	6
2. WHY IT MATTERS	7
3. THE IMPACT OF GBV ON STUDENTS	8
4. INSTITUTIONAL READINESS AND CULTURE	12
5.  HOW TO... A SERIES OF PRACTICAL CASE STUDIES COLLATED FROM COLLEGES ACROSS SCOTLAND	18
6. SUPPORT SERVICES AND RESOURCES	26
7. PREVENTION AND EDUCATION PROGRAMMES	28
ACKNOWLEDGEMENTS	33

EXECUTIVE FOREWORDS

**Marie Hendry,
Chief Executive,
College
Development
Network (CDN)**



As colleges across Scotland continue to champion inclusion, opportunity, and the transformative power of education, they are also confronting the realities that potentially impact on the safety and wellbeing of learners and staff. Gender based violence (GBV) and harassment are not peripheral issues; they are urgent, systemic challenges that impact learners' ability to study, staff's ability to work and the collective ability to create communities where everyone can thrive. Not only is it a statutory duty to ensure the safety of students, but it is also fundamental to the mission of the college sector.

I am therefore pleased to introduce '**Creating Safer Colleges,**' a resource developed collaboratively across Scotland's college sector and with specialist partners who bring deep expertise in GBV prevention, response, and support. The document reflects the sector's shared commitment to fostering learning and working environments where all students and staff feel respected, included, and able to participate fully in college life.

Across the tertiary landscape, colleges have identified GBV and harassment as important issues affecting wellbeing, confidence, and engagement. Leaders, practitioners, students, and stakeholders have all highlighted the value of clear guidance, consistent approaches, and accessible training to support staff in responding effectively and compassionately when concerns arise. This has been demonstrated by the recent changes to the Tertiary Education and Training (Funding and

Governance) (Scotland) Act, which now provides additional clarity on the expectations placed on tertiary organisations. This guide aims to support colleges in aligning their practice with these requirements in a practical and proportionate way.

A key strength of the college sector is its collaborative spirit, and this resource has been shaped by that culture. It draws on examples of good practice, established frameworks such as EmilyTest Charter and ESHE, as well as insights from specialist national and local organisations and agencies. It recognises the diversity of the college sector and offers adaptable approaches that can be tailored to each organisation's context.

I would like to acknowledge the dedication of staff across the sector, who support learners and who contribute tirelessly to work that aims to improve safety, inclusion, and wellbeing for all. I am also grateful to the many students who have shared their experiences to ensure that improvement is prioritised; their contributions help ensure our approaches remain relevant and grounded in lived experience.

At CDN, we remain committed to supporting colleagues through professional learning, sector networks, and partnership work with national bodies. We will continue to champion a whole-college approach to equality, dignity, and respect, centred on the needs of learners and staff, and that aligns with the values that underpin Scotland's tertiary system.

I hope you find this resource useful as it aims to provide clarity, confidence, and practical tools for colleagues across the sector, to continue to strengthen our collective approach to creating safer, more inclusive college communities.

Gavin Donoghue, Chief Executive Officer, Colleges Scotland



Colleges play a vital role in the life of Scotland's communities. They are places where people come together to learn, develop skills and build their futures. As local institutions with strong links to employers, services and communities, colleges also function as important community anchors which help to shape the values, opportunities and environments that allow individuals and communities to thrive.

GBV remains a serious and deeply rooted issue in our society. Colleges have an important part to play in ensuring that learners and staff can study and work in environments where they feel safe, respected, and supported. Achieving this requires institutional leadership and strong, well-understood policies that set expectations, define responsibilities, and ensure that responses are fair, consistent and support Scotland's wider efforts to tackle gender-based violence.

I am pleased to welcome '**Creating Safer Colleges**', guidance which has been developed with sector representatives and external partners to

support colleges in strengthening their frameworks for preventing and responding to gender-based violence. While approaches will always reflect the context of individual institutions, a shared commitment across the sector is essential in creating environments where gender-based violence is recognised and addressed.

The guidance also reflects the ambitions set out in the Scottish Government's Equally Safe strategy, which calls for collective action to prevent and ultimately eradicate violence against women and girls. Colleges are well placed to contribute to this ambition. Through their policies, leadership, and partnerships with local organisations, they can help foster cultures of respect and equality, while ensuring that those affected by gender-based violence are supported.

As community anchor institutions, colleges are influential organisations in their local areas. The policies they adopt and the leadership they demonstrate can support wider efforts to challenge harmful attitudes, strengthen local responses, and contribute to safer communities.

I welcome this guidance as an important step in supporting the sector's continued commitment to equality, dignity, and safety for all who learn and work in Scotland's colleges.



PURPOSE OF THE DOCUMENT

The aim of this document is to offer practical suggestions through the sharing of good practice and trauma-informed support strategies drawn from Scotland's tertiary education sector. The aim is to help institutions foster safe, trauma-informed, survivor-centred, inclusive, and respectful learning communities for all staff and students and to better prevent, respond to, and educate about GBV and harassment on campus. The prevention, intervention, and support¹ of those who are or have experienced GBV is the responsibility of every member of campus staff, regardless of their position or role. We recommend this document be shared with all college employees from every department.

Please share this document with such stakeholders as:

- **College leadership**
- **Student Support professionals**
- **Faculty and academic staff**
- **Student leaders, representatives, and organisations**
- **Professional Services**
- **Policy makers and advocacy groups** working in the field of education and gender justice.

¹ Phrasing has been used with the kind permission of EmilyTest.

By signposting stakeholders towards the existing knowledge and tools to address GBV and harassment, this guide supports the creation of safer, more equitable college environments where the whole-college community can thrive.

CDN and Colleges Scotland identified that sustainable funding and sector-wide collaboration are necessary to maintain and expand GBV prevention work and that a clear, consistent sector-wide approach, co-created with support agencies, would help create a safer landscape for all staff and students.



1. WHAT IS GBV?

Definition of GBV and harassment

In the UK and Scotland, **GBV** is recognised in law and policy as a serious societal issue rooted in gender inequality.

In **Scotland**, GBV is defined by the **Equally Safe strategy** as:

‘A function of gender inequality and an abuse of male power and privilege. It includes actions that result in physical, sexual, and psychological harm or suffering to women and children, or affront to their human dignity, including threats, coercion, or arbitrary deprivation of liberty, whether occurring in public or private life.’²

2 <https://www.gov.scot/publications/equally-safe-scotlands-strategy-prevent-eradicate-violence-against-women-girls/pages/3/>

In the **UK-wide context**, GBV is understood as:

“Any harmful act perpetrated against a person’s will that is based on socially ascribed gender differences.”³

These definitions include:

- **Domestic abuse**
- **Rape and sexual assault**
- **Stalking**
- **Forced marriage**
- **So-called ‘honour’ crimes**
- **Sexual harassment**
- **Commercial sexual exploitation/ Sextortion/ Human Trafficking**
- **Female Genital Mutilation**

GBV can affect people of all genders, particularly where intersecting inequalities exist.

An A-Z glossary of terms and definitions is available at <https://safelives.org.uk/a-z-glossary/>

3 <https://abogadosgold.com/ordinance/what-are-the-laws-for-gender-based-violence-in-the-uk/>



2. WHY IT MATTERS

GBV and harassment are pressing issues across Scotland's tertiary sector, with significant impacts on students' mental health, academic success, and personal safety. The Scottish Government identified that **1 in 5 female students** in higher education has experienced sexual harassment, and **1 in 4** has experienced sexual assault. **Over half of these incidents occur on campus**, underscoring the urgent need for institutional action. In *CDN and Colleges Scotland's recent report*, **94% of Scottish colleges** report that senior management invest in support for tackling GBV, yet **88% cite funding and resource constraints** as major barriers to progress. These statistics highlight the scale and urgency of the issue, reinforcing the need for coordinated, well-resourced responses across the Scottish tertiary sector.

The *Office for Student Sexual Misconduct survey 2025 findings report*, which was offered to **all final-year undergraduate students in England** who completed the National Student Survey (NSS) cited similarly worrying statistics, with **24.5%** final-year undergraduates reporting having experienced at least one form of **sexual harassment** since the start of their studies. In terms of where incidents took place or who was involved: over **half** of harassment incidents (in the last 12 months) involved someone **connected with the student's university or college** — most often another student.

Staff in Scottish colleges also face significant risks and challenges. Cases of staff harassment are likely underreported, but anecdotal evidence and internal college reviews suggest that **female staff members are disproportionately affected**,

particularly in roles involving direct student interaction. **Several colleges reported incidents of staff being harassed by students**, colleagues, or external individuals, with **limited formal mechanisms for redress or support.**

In the 2023 annual report from Fearless Glasgow, concerns about retaliation, lack of confidentiality, and unclear reporting procedures were cited as major barriers to staff reporting GBV or harassment.

Legislative Context

TET Act

The Tertiary Education and Training (Funding and Governance) (Scotland) Bill, passed by the Scottish Parliament on 20 January 2026, became an Act on 11 March 2026. The Act amends the Further and Higher Education (Scotland) Act 2005 and strengthens the role of the Scottish Funding Council (SFC) in setting funding conditions. As part of this, Ministers may introduce a duty on the SFC to attach conditions of funding relating to the prevention of GBV. SFC will engage with Scottish Government as they develop plans for the commencement of this provision and will consult with the sector, including key stakeholders, to develop guidance and outline how this will be reported on and reviewed over time.

This document aims to support colleges to evidence effective, sustained action tackling and responding to GBV.

3. THE IMPACT OF GBV ON STUDENTS

Psychological, academic, and social impacts

Students who are experiencing or have survived GBV may face a wide range of **psychological and educational impacts**, which can be both immediate and long-term. These impacts are increasingly recognised in Scottish education policy and practice.

GBV can lead to **significant** emotional and mental health challenges, including:⁴

4 <https://www.tandfonline.com/doi/pdf/10.1080/21568235.2024.2302568m> & <https://www.kcl.ac.uk/sspp/assets/visual-embodied-methodologies-network/vem-3-miles-sh-literature-review-2023.pdf>

Educational Impacts⁵

The psychological toll of GBV can directly affect a student's ability to engage with education:

- **Reduced attendance and engagement:** Survivors may miss college due to fear, trauma symptoms, or involvement in investigations or legal processes.⁶

5 <https://www.kcl.ac.uk/sspp/assets/visual-embodied-methodologies-network/vem-3-miles-sh-literature-review-2023.pdf>

6 Yates, J., Nagra, R., & Mantler, T. (2024). "It Was Kind of Like Everything Was Hitting Rock Bottom All at Once": The Impacts of Gender-Based Violence on Undergraduate Student Academic Success. *Journal of College Student Retention: Research, Theory & Practice*, 0(0). <https://doi.org/10.1177/15210251241289910>

EMOTIONAL AND MENTAL HEALTH CHALLENGES



Trauma and Post-Traumatic Stress Disorder (PTSD): GBV often involves experiences that are emotionally or physically harmful or life-threatening. Survivors may develop complex trauma, especially when abuse occurs in close relationships or is ongoing.



Anxiety, depression, and fear: survivors may feel overwhelmed, violated, or unsafe, which can manifest as chronic anxiety, low mood, or panic attacks.

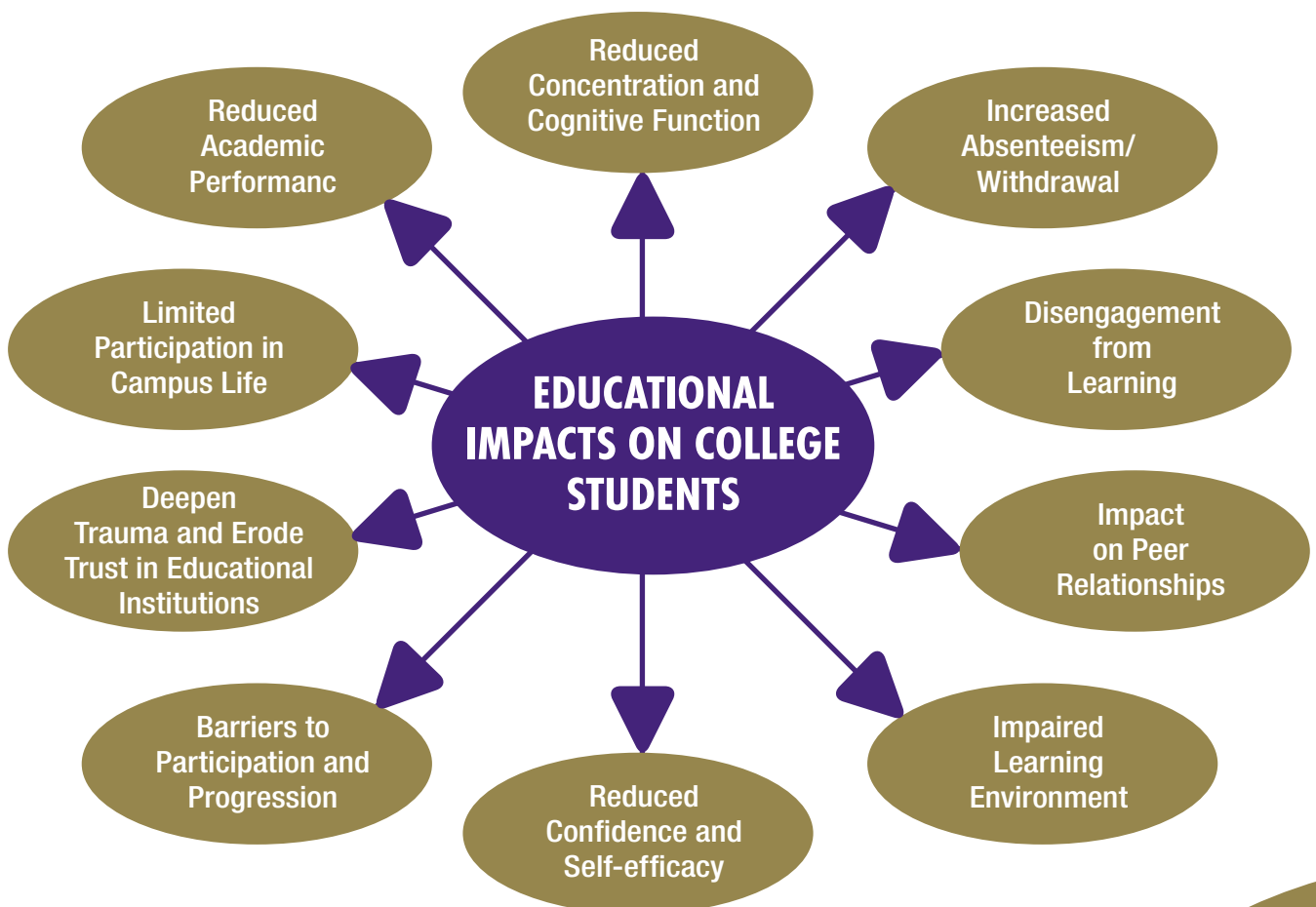


Shame and self-blame: cultural, religious, or familial responses may lead survivors to internalise blame, especially if they are made to feel responsible for the abuse or for exposing it.



Disrupted relationship: GBV can damage trust and connection with peers, family, and community, leading to isolation or social withdrawal. Identity and self-esteem issues: survivors may struggle with their sense of self-worth, confidence, and personal identity, particularly if abuse occurred during formative years.

- **Difficulty concentrating and learning:** Trauma can impair cognitive functions like memory, attention, and executive functioning, making learning more difficult.
- **Lower academic achievement:** Emotional distress and disrupted schooling often correlate with poorer academic outcomes.
- **Risk of college exclusion, withdrawal, or dropout:** Some students may disengage entirely from education due to the cumulative effects of GBV. Students from minority ethnic communities may be pressured to withdraw from education altogether.
- **Barriers to future aspirations:** Survivors may feel limited in their career choices or educational goals due to diminished confidence or ongoing trauma.
- **Cultural Impact:** Students from minority ethnic communities with strong cultural and or religious identities may be at higher risk of so-called honour-based abuse (HBA) from their communities if GBV is disclosed.



Case Study: Collaborative Safeguarding in Practice – Supporting a Student at Risk of Forced Marriage

A Student Support Worker at Glasgow Clyde College contacted the Amina MWRC Helpline about a student facing severe family pressure and threats of forced marriage. After her parents discovered her relationship with an older man, the student experienced emotional and physical abuse, had her phone confiscated, and was being coerced to marry a cousin in Pakistan. Her movements were tightly controlled, and she could only leave home to attend college.

Sahara Scotland's Intervention

The student was referred to Sahara Scotland, Amina MWRC's specialist service for Muslim and minoritised women experiencing gender-based violence. Because the student's parents monitored her closely, the college functioned as a key communication link between her and the Sahara Scotland caseworker.

The caseworker created a safe, confidential space for the student to disclose her lack of consent and distress. Immediate safeguarding support included:

- Guidance on Forced Marriage Protection Orders and legal rights
- A joint appointment with Police Scotland to initiate protection measures
- Practical safety advice (e.g., [the airport spoon method](#))
- Encouragement to call 999 in emergencies
- Ongoing emotional and practical support

Outcome and Partnership Development

The coordinated response empowered the student with clear information, protection options, and a reliable support network. The college's prompt action and cultural awareness were crucial in ensuring her safety and building trust. The Student Support Worker also developed greater confidence in handling culturally complex safeguarding issues. As a result, Sahara Scotland was invited to deliver staff training on:

- Recognising coercion and abuse in minoritised communities
- Understanding cultural sensitivities and the legal context of forced marriage
- Effective safeguarding and referral pathways

The session also introduced wider Amina MWRC initiatives, further strengthening the college's safeguarding framework.

Conclusion

This case highlights the importance of multi-agency collaboration in protecting students at risk of forced marriage and honour-based abuse. The partnership between Glasgow Clyde College and Sahara Scotland ensured the student's immediate safety while contributing to more informed, culturally competent safeguarding practice within the institution.

Intersectionality and the experiences of marginalised groups (including GBV in same-sex couples)

Gender-based abuse can most often impact people from marginalised backgrounds. People from Black and minority ethnic (BME) communities, LGBTQ+ individuals, disabled women, those from low-income households and those with insecure immigration status can often experience abuse in different and more complex ways and may face greater barriers when trying to access support.

One form of gender-based abuse that particularly affects some BME communities is so called '**honour-based' abuse (HBA)**. This includes violence, coercion, or control conducted to protect or defend the perceived "honour" of a family or community. HBA can involve forced marriage, threats, restrictions on personal freedom, financial control, gas lighting, and even physical harm. Because of family or cultural pressures, survivors of HBA may face extreme isolation and feel unable to seek help. (Amina, 2025)



4. INSTITUTIONAL READINESS AND CULTURE

It is recommended that institutions must adopt a whole-college approach, by engaging leadership, staff, students, and external with the Equally Safe in Higher Education (ESHE) framework and engaging with other organisations, like EmilyTest to ensure they have robust policies, accessible reporting systems, and survivor-centred support services, all of which are essential to building trust and ensuring accountability. **Education and training for staff and students** are critical to shifting attitudes and preventing harmful behaviours (see table section 7, p28 onwards).

Creating a culture of safety and equality within colleges requires more than individual action or one-off training. It calls for a whole-college approach that centres prevention, supports staff confidence, and fosters an environment in which GBV is recognised, challenged, and not tolerated.

Embedding a whole-college approach

A whole-college approach involves placing GBV prevention and response at the heart of college life. It requires alignment across governance, teaching, student support, safeguarding, estates, student accommodation (where provided), communications, and partnerships, with shared values and consistent practice.

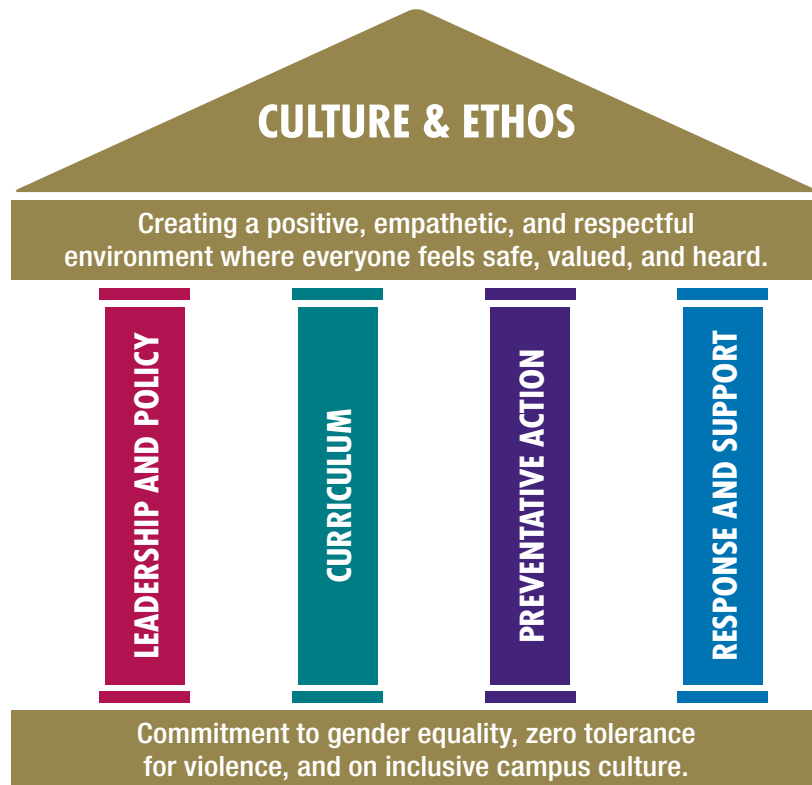
Key features include:

- Clear and accessible policies and procedures
- Visible leadership and accountability
- Consistent staff and student training
- Strong student voice and participation
- Collaborative work with local specialist services
- Ongoing review and improvement

Leadership and governance responsibilities

Leadership teams play a crucial role in setting the tone for how GBV is addressed in college settings. This includes:

- Making a public commitment to challenge all forms of GBV robustly
- Allocating time and resources to prevention work
- Ensuring governance structures monitor progress and risk
- Leading by example in modelling inclusive, respectful behaviours
- Senior leaders should be familiar with relevant guidance, such as the *ESHE Framework* (Scottish Government, 2021) and the EmilyTest Charter, both funded by Equally Safe in Colleges and Universities (see below for details), to ensure their institutional policies reflect their recommendations.



LEADERSHIP AND POLICY

Leadership commitment is:

- the driving force for cultural change
- necessary for developing and implementing a coherent, institution-wide strategy and action plan, moving beyond incident-driven, reactive approaches
- able to ensure that adequate resources, including funding for specialist support services and staff training, are available and accessible
- required for effective governance that holds the institution accountable for its performance in preventing and responding to GBV, with clear lines of responsibility for staff
- able to build trust and confidence in institutional responses, encouraging students and staff to report incidents without fear of stigmatisation or academic repercussions.

CURRICULUM

Embedding EDI into the curriculum can:

- challenge harmful 'norms' and stereotypes
- provide knowledge and awareness to understand what constitutes GBV (including physical, sexual, and online violence), its various forms, and its consequences
- help students develop vital life skills, such as effective communication, conflict resolution, assertiveness, and decision-making
- promote awareness of consent and boundaries
- encourage bystander intervention, teaching students how to safely identify, speak out about, or seek to engage others in responding to potential violence
- signpost support services and inform students about internal college policies and external support services

PREVENTATIVE ACTION

Preventative action involves:

- promoting a culture of equality by embedding gender equality into all aspects of college life by avoiding gender stereotyping and emphasising respectful behaviour
- offering training and professional development for staff to model equitable practices and challenge problematic behaviours
- encouraging student-led groups to work on prevention strategies
- ensuring that clear reporting and support mechanisms are in place, which reinforces a strong zero-tolerance message throughout the college and wider community
- guaranteeing all college policies actively promote gender equality and establish clear, zero-tolerance policies for GBV.

RESPONSE AND SUPPORT

Response and support should be built upon:

- a trauma-informed approach so that the individual feels believed and safe
- listening to disclosures in a private space, validate the survivor's experience, and reassure them that the abuse is not their fault
- all staff being trained to access immediate risk and understand their legal obligations, especially in cases where there is an immediate danger to someone
- all staff being fully aware of safeguarding procedures and policy within their own institution
- all staff understanding the process for students to report incidents and understand what actions will be taken. This includes providing information about available resources like counselling, medical services, and legal aid

Staff training and development

One of the most shared challenges identified by staff is a lack of confidence in how to respond when a student discloses GBV. Even where policies are in place, many staff report feeling unsure about what to say, what steps to take, or how to avoid causing further harm.

GBV prevention education can support colleges to:

- Train staff in trauma-informed, survivor-centred responses
- Build internal referral pathways and connections to external services
- Assist staff to review and align institutional policies with national GBV frameworks
- Develop practical tools and guidance that reflect college-specific contexts

Creating a culture of belief and safety

Colleges play a vital role in shaping environments where GBV is recognised, challenged, and not tolerated. Building a culture of belief and safety means that students and staff feel supported, empowered to speak up, and confident that the institution will act with care and integrity.

Achieving this requires long-term commitment and visible leadership that sets expectations and allocates resource; proactive prevention work that embeds equality and respect across everyday college life; staff training that builds confidence and consistency; and clear survivor-centred response policies, developed in close partnership with students and specialist services. By aligning these elements, colleges can move beyond reacting to incidents and instead embed safety, equality and accountability into their core culture and practice.

GBV Frameworks:

The ambition of this document is to help the sector to be consistent and coherent in its approach to GBV and we would encourage colleges to use the guidance and expertise offered by the Equally Safe in Higher Education Toolkit, and the EmilyTest Charter, as well as incorporating GBV activity into PSED reporting and annual self-evaluation action plans as part of their strategic approach. There are also a wide range of established interventions and supports that colleges can draw on alongside these four key frameworks. It is considered good practice for colleges to seek GBV training, advice, and partnership-working with local specialist organisations, including Rape Crisis centres and Women's Aid services, as well as other relevant partners, to ensure approaches are survivor-centred, trauma informed and locally grounded. Examples of support and training currently available can be found at the end of this document.

1. ESHE

The **Equally Safe in Higher Education (ESHE) Toolkit**, was developed in 2018 by the University of Strathclyde and funded by the Scottish Government. It is a comprehensive resource aimed at helping Scottish Higher Education Institutions (HEIs), including **Scotland's Colleges**,⁷ This has been updated in 2026 and although the text on the Toolkit is unchanged, there is now also a reference to the Tertiary Education and Training (Funding and Governance) Act amendment, which will come into force in April 2027.

This framework is helpful, but it should be noted that it is a static document and may not accurately reflect evolved thinking about GBV and the sector.

⁷ <https://www.strath.ac.uk/humanities/socialworksocialpolicy/equallysafeinhighereducation/eshetoolkit/>

Purpose and Scope

- Designed to support a **whole-college approach** to tackling GBV.
- Offers **free, adaptable resources** for policy development, staff training, student engagement, and curriculum integration

Core Components

- **Toolkit Guidance & Checklist:** Helps institutions assess readiness and plan strategic GBV prevention and response.⁸
- **Research Toolkit:** Provides tools for conducting campus-specific GBV research.
- **Primary Prevention:** Campaigns and educational programmes to shift attitudes and prevent GBV before it occurs.
- **Intervention & Response:** Trauma-informed practices for supporting survivors and responding to disclosures.

8 <https://pureportal.strath.ac.uk/en/publications/equally-safe-in-higher-education-toolkit-guidance-and-checklist-f>

Curriculum & Knowledge Exchange:

Encourages embedding GBV topics into teaching and public engagement

Scotland’s Colleges: Specific Insights

A **Rapid Review III** examined four Scottish colleges that piloted the ESHE Toolkit (2018–2019):

- All established **Equally Safe steering groups** to lead GBV strategy.
- All collaborated with external partners like NHS, Police Scotland, and local Violence Against Women (VAW) organisations
- All emphasised **staff training, student awareness**, and **community partnerships** to embed GBV prevention into college culture.

Alignment with National Strategy



Implementation Support

Colleges are encouraged to:

- Use the ESHE checklist to evaluate current GBV policy and practice.
- Engage in **regional seminars** and communities of practice, such as CDN's Access and Inclusion and Equity, Diversity, and Inclusion [Strategic Networks](#) and the [EmilyTest Network](#)
- Access **training modules** for staff and students, including bystander intervention and first responder training

2. EmilyTest GBV Charter

In 2021, EmilyTest launched the world's first GBV Charter for colleges and universities. The charter was created in memory of Emily Drouet, an 18-year-old student who was subjected to a sustained campaign of GBV from a fellow student and later took her own life ([you can read Emily's story here](#)).

The charter is made up of **five principles** and a set of **Minimum Standards**, co-created with students, graduates, further and higher education staff, and violence against women and girls professionals from across the UK. The Charter's Minimum Standards draw upon the failures and learnings from Emily's story, student and staff needs, as well as existing work including the [Equally Safe in Higher Education Toolkit](#). Unlike the ESHE toolkit, the Charter is a working document subject to continual updates, and EmilyTest staff provide tailored coaching and expertise to address the unique demographics of each institution.

The Charter Process

Charter institutions receive dedicated coaching and mentoring from the EmilyTest team as they work towards meeting the Minimum Standards and 'taking the Emily Test,' submitting information and evidence before an independent panel. Charter institutions are invited to regular events, developing learning on key and emerging areas of GBV policy and building connections with other institutions committed to GBV work. The Charter is open to universities and colleges based in Scotland and Charter applications are open year-round. To apply [click here](#).

EmilyTest Network

Launched in Autumn 2025, the EmilyTest Network offers a new way for all chartered and non-chartered universities, colleges and other further/higher education institutions throughout the UK and Ireland to progress this essential work. As part of this network institutions will have access to EmilyTest's Library of Tools and Resources, Network and Collaboration Workshops, Specialist Learning and Insight Sessions, and a GBV Self-Reflection Tool, as well as discounts on training, conference tickets, and GBV Charter costs.

Impact of Engaging with EmilyTest and receiving the Charter Award.

For further information and testimonials relating to becoming a chartered organisation, please visit EmilyTest's Website: <https://www.emilytest.org/charter-institutions/>

3. SFC National Equality Outcomes (NEO) and Self-Evaluation Action Plan (SEAP) Frameworks

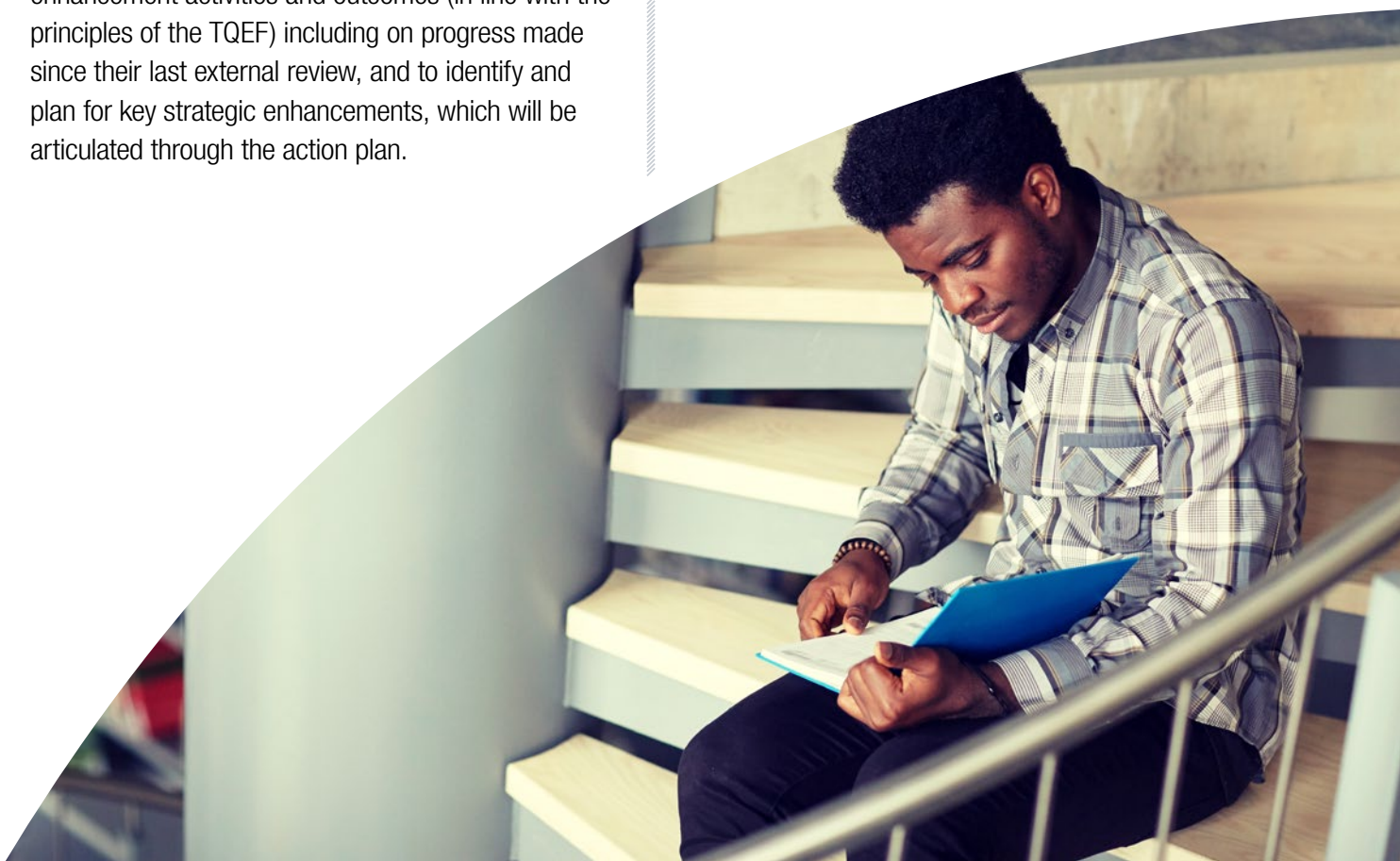
The SFC [National Equality Outcomes](#) are designed to help Scottish Colleges and Universities focus on tackling inequalities which are evidenced to be persistent at a national scale. Incorporating NEOs can motivate institutions to take a whole-college approach to inclusive environments, through policies, training, curriculum, and culture. Colleges are asked to adopt NEOs relevant to their institution, including outcomes related to violence, harassment, and abuse, within their statutory equality outcomes. Institutions are asked to report on progress through their Public Sector Equality Duty (PSED) reports and this is reviewed by SFC through the [Outcomes Framework and Assurance Model](#) process. A summary of the recent review of institutions' commitment to the NEOs has been published in a [sector report](#).

The Self-Evaluation Action Plan (SEAP) sits within [Scotland's Tertiary Quality Enhancement Framework \(TQEF\)](#) and is the annual quality report submitted to the SFC. The SEAP is designed to support institutions to reflect on annual institutional quality assurance and enhancement activities and outcomes (in line with the principles of the TQEF) including on progress made since their last external review, and to identify and plan for key strategic enhancements, which will be articulated through the action plan.

When evaluating the 'Supporting Student Success' principle, institutions are expected to consider how they are enabling student success through consideration of student well-being, inclusion, equality, and support and thereby meeting the needs of students. As part of this, institutions can choose to embed their approach to the prevention of harm from GBV and through their action plan, demonstrate commitment to activities to support this, whilst measuring progress over time. However, it is not a requirement that an institution's approach to GBV be included in their SEAP.

The senior leadership oversight of an institutional SEAP can support accountability, resourcing, and sustained action within the broader assessment of student experience and welfare. As SEAPs are also co-created with students, it can be a helpful way to understand and take account of lived experience in strategic planning, thus reinforcing the prioritisation of the student experience.

The SEAP framework and the NEOs can provide an opportunity for organisations to amplify their work relating to GBV and to ensure it remains a priority within the institution and the sector.



5. HOW TO... A SERIES OF PRACTICAL CASE STUDIES COLLATED FROM COLLEGES ACROSS SCOTLAND

This section introduces examples of 'how to...' approach key aspects of GBV prevention, education, and support within your organisation.

How to... respond to disclosures

Colleges have a responsibility to ensure that any member of staff who receives a disclosure of GBV can respond in a way that is safe, trauma-informed, and rooted in belief and care. For many survivors, a disclosure may be the first time they have spoken about what happened, and how a person responds can have a lasting impact.

This section sets out principles and expectations for responding to disclosures within college settings. It reflects the understanding that GBV is significantly underreported, and that survivors may disclose at any time, to any member of staff and that every disclosure deserves a compassionate and appropriate response.

Principles of trauma-informed response

The principles of trauma-informed response are widely endorsed by organisations such as the **World Health Organisation (WHO)**, **Scottish Women's Aid**, **EmilyTest**, and **Rape Crisis Scotland**, are increasingly being integrated into college safeguarding and wellbeing policies. Collaborating

with specialist partner agencies to deliver training and equip staff with the relevant tools to respond to disclosure is important when adopting a whole-college approach.

They include:

- 1. Keep people safe:** Make sure survivors feel physically and emotionally secure. Protect their privacy and prevent further harm.
- 2. Be honest, be clear, be open:** Explain what will happen and what support is available. Build trust by being open and dependable.
- 3. Empowerment, voice, and choice:** Give survivors agency to make their own decisions. Support them without pressure and respect their voice.
- 4. Work together, work respectfully:** Build respectful relationships. Encourage teamwork between survivors, staff, and support services.
- 5. Respect Difference (Cultural, Historical, and Gender Sensitivity):** Understand how culture, gender, race, and background affect experiences. Offer inclusive and sensitive support. Adopt a culturally intelligent approach.
- 6. Understand Trauma and Its Impact*:** Know how trauma affects people. Train staff to respond with care and avoid causing more distress.

***Resources:**

- CDN Trauma Informed and The Changing Learner Programmes
- Hub for Success (care-experienced) Trauma Principles
- EmilyTest L.I.S.T.E.N Training (also available as a 'train the trainer' model)

Roles and responsibilities of staff

Any staff member may receive a disclosure of GBV. While safeguarding leads hold formal responsibilities, it is important that all staff:

- Understand what constitutes a disclosure
- Are confident in offering an initial, supportive response
- Know how to refer the person on for further support if appropriate
- Understand the boundaries of their role

Frontline staff (including lecturers, support staff, and student services and accommodation teams) should have access to regular GBV training. It is essential that college cultures support staff to act with a trauma-informed response and have access to specialist GBV training – see table below for a list of expert partners.


**How to...
support staff post-disclosure**

Receiving a disclosure of GBV can be emotionally demanding. Staff should feel supported in their role and never be left to manage a disclosure alone.

Colleges should ensure:

- Access to debriefing or supervision where needed
- Clear internal processes for escalation and support
- Training on the impacts of vicarious trauma
- A culture in which seeking help is normalised and encouraged.


**How to...
ensure confidentiality,
consent, and safeguarding**

Survivors have the right to control their own story. Information should only be shared without consent where there is a significant safeguarding risk (e.g. serious harm to self or others, or risk to a child or protected adult). This must be explained clearly and sensitively at the time of disclosure.

All staff should:

- Avoid making assumptions about what the survivor wants
- Clearly explain any limitations to confidentiality
- Respect the survivor's right to decide what happens next
- Avoid information-sharing that undermines trust or retraumatises the individual

College policies must align with legal duties around safeguarding, data protection, and human rights, and must be clearly communicated to both staff and students.

Referral pathways and escalation procedures

Colleges should have clear, visible pathways in place for referring students to appropriate internal and external support. These should include:

- Named contacts within student support and safeguarding teams
- Local Rape Crisis Centres and other GBV services (including for LGBTQ+ people, migrants, and disabled students)
- National helplines, including text and web-based support
- Emergency or out-of-hours options

Referral options should be made visible in induction materials, online platforms, and physical spaces. Survivors should never be made to navigate support alone.

How to... collect and manage criminal convictions Data

Colleges should include the collection of criminal convictions data as part of their safeguarding policies and procedures. All institutions collect PVG data for students who have a legislative requirement e.g. students attending placements in a care setting. Some institutions now collect data from all applicants and enrolled students.

Institutions should request that students declare any 'relevant' unspent criminal convictions either at the point of application or enrolment. The aim of any policy or procedure which requires the declaration of criminal convictions is to keep the individual safe while studying as well as the wider college community.

'Relevant criminal convictions' includes convictions, cautions, admonitions, reprimands, final warnings, bind over orders or similar involving one or more of the following:

- Any kind of violence including (but not limited to) threatening behaviour, offences concerning the intention to harm or offences which resulted in actual bodily harm
- Offences listed in the Sex Offences (Scotland) Act 2009
- The unlawful supply of controlled drugs or substances where the conviction concerns commercial drug dealing or trafficking
- Offences involving firearms, knives, or weaponry of any kind

- Offences involving arson
- Offences listed in the Counterterrorism and Border Security Act 2019

It is important to ensure that no prospective or enrolled student is disadvantaged by declaring a criminal conviction and that they are treated fairly throughout the learner journey. This means that any criminal conviction data should not be considered until the point the individual has an offer for a course. At this point, a conditional offer can be made with the conditions being that the student provides further information about the offence and sentence. Procedures should allow for a risk assessment process which reviews and considers:

- The seriousness and nature of the offence
- The extent the offence relates to the course and any placement, if appropriate
- The age when the offence was committed
- Any continuing trend and behaviour and likelihood of re-offending
- The current support in place
- Any changes in the applicant/student's circumstances since the last offence

Risk assessments may result in:

- No action where an unconditional offer is made to the student
- A subsequent meeting with the applicant and/or their support worker, social worker, or other assigned contact to obtain further supporting information
- The applicant/student being rejected from the course

Institutions should include provision for in-year convictions and a process for students who do not declare and where the college subsequently discovers the information. There is currently no clear standardised method for this process.



How to... standardise 'fearless Glasgow' style reporting questions

Fearless Glasgow is a multi-agency consortium of colleges and universities in Glasgow and the West of Scotland, working collaboratively with third-sector organisations and Police Scotland, to prevent and respond to GBV in further and higher education.

The consortium uses a shared online, anonymous reporting tool (called Report and Support) from Culture Shift to allow students and staff to report misconduct – particularly GBV – securely and confidentially. The Report and Support tool is embedded within each institution's website, often with their specific branding but using the shared system. The tool uses standardised questions across the participating institutions to ensure that data gathered is comparable across the board.

Individuals can choose to report anonymously or identify themselves. Where individuals do identify themselves, they can expect follow up contact and potential access to support services in line with data protection and safeguarding policies.

Some institutions have developed their own structured tools to support disclosure response. While these may help staff feel more confident, they should only be used:

- By staff who are trained in trauma-informed practice
- With sensitivity and flexibility
- As a support, not a script
- In ways that centre the needs and consent of the person disclosing

Tools must never replace relational, survivor-led engagement.





How to ... manage disclosure in a campus context

CASE STUDY:

Context:

A female student disclosed that a male student had inappropriately touched her on campus. The college followed its Safeguarding, GBV Prevention and Support, Code of Conduct, and Disciplinary/Behaviour policies.

Response to the Disclosure

A supportive meeting was held to understand the situation and offer tailored, trauma-informed support. This included:

- Providing a private, uninterrupted space
- Listening, affirming the student's experience, and confirming the behaviour was inappropriate
- Completing a risk assessment and creating a safety plan with wellbeing and practical measures
- Offering to contact her designated safety/support person
- Explaining college policies, confidentiality, and assisting with a written statement
- Offering emotional support, counselling, and referral to specialist services
- Discussing options for reporting to Police Scotland
- Informing her that the college would conduct an internal investigation

Campus Investigation

The investigation involved:

- Speaking with staff and students who may have witnessed the incident
- Holding witness interviews and collecting statements
- Reviewing CCTV footage

The alleged perpetrator was identified and suspended pending investigation. They were informed they would be invited to respond and were signposted to the relevant Disciplinary/Behaviour procedures.

Senior safeguarding officers were kept updated throughout, agreeing next steps and ensuring governance oversight.

Outcome

The investigation concluded that the student's actions constituted gross misconduct under the Student Code of Conduct. He was expelled from the course. Key learning points included:

- Students must be aware of policies, and GBV information should be embedded in induction
- Safety planning and risk assessment are essential to help students feel safe and minimise disruption to learning
- Ongoing wellbeing support from a named staff member is important
- Investigations should be completed in a timely manner



How to ... use student partnership: tackling GBV at Glasgow Clyde College

Glasgow Clyde College's commitment to preventing GBV is deeply rooted in its collaborative approach with the Glasgow Clyde College Student Association (GCCSA). Together, we have built a strong, student-centred framework that prioritises awareness, prevention, and support across all campuses.

Embedding GBV Awareness from Day One

GBV awareness is integrated into student inductions, including the Student Code of Conduct, safeguarding overview, and the Report & Support tool.

GCCSA is introduced during induction, setting the tone for student engagement in campaigns, such as 16 Days of Action and White Ribbon Day.

Active Student Engagement and Representation

GCCSA is a key partner in the college's GBV Working Group and Equality, Diversity & Inclusion (EDI) Committee, ensuring student voices shape policy and practice.

IDEAs (Inclusion, Diversity, Equality & Access) sessions for class reps promote inclusion, diversity, equality, and access, with the opportunity to highlight GBV support and signposting plus relevant training.

Awareness Campaigns and Digital Engagement

GCCSA leads impactful campaigns such as:

- GBV & mental wellbeing awareness stickers in all campus toilets/changing facilities
- Social media campaigns and digital posters promoting the Report & Support tool
- Canvas modules like 'Get to Know Your Student Association' and the Class Rep Module, developed with the E-learning Team and EDI Lead, include GBV support information

External Partnerships and Events

GCCSA works alongside external organisations including: EmilyTest, White Ribbon Scotland, AMINA, Rape Crisis, ASSIST, Police Scotland, and LGBT Youth Scotland to deliver:

- Awareness stalls at Freshers' events
- Training sessions and outreach activities
- Collaborative campaigns, such as the ScotRail Project and regional football tournaments to raise GBV awareness

Sustained Commitment and Impact

GCCSA's partnership with White Ribbon Scotland led to the college achieving White Ribbon Status in 2021, with continued annual support through events and campaigns. Their work helped initiate GCC's engagement with EmilyTest, contributing to the college's successful Charter status in 2024.

The partnership between Glasgow Clyde College and GCCSA exemplifies how student involvement can drive meaningful change in GBV prevention. Through shared leadership, inclusive education, and collaborative campaigns, the college has created a safer, more informed campus environment where students are empowered to seek support and contribute to a nurturing culture of safety and belonging.

GCCSA's ongoing efforts ensure that GBV prevention is not a one-off initiative but a sustained, evolving commitment.

How to ... integrate GBV awareness into student inductions

Integrating GBV awareness into student inductions, including the Student Code of Conduct, safeguarding overview, and the Report & Support tool are critical for establishing a zero-tolerance culture from the outset.

Integrating GBV awareness into student inductions is a vital step toward fostering a safe, respectful, and inclusive campus culture. Here is a structured approach to embedding GBV awareness into key induction components: the Student Code of Conduct, Safeguarding Overview, and the Report & Support tool.

For example: Embedding GBV in the Student Code of Conduct

Demonstrating a commitment to promoting GBV awareness and supporting survivors by including this as an expectation for students and referencing it specifically in your Code of Conduct

This sets a tone of zero tolerance and accountability from the outset.

Recommendations:

- Include a clear definition of GBV and its forms (physical, emotional, psychological, sexual, digital)
- State that GBV is a breach of conduct and outline consequences
- Emphasise respect, consent, and personal boundaries as core behavioural expectations
- Provide links to support services and reporting mechanisms

Example of clause extracted from GCC's Student Code of Conduct: '(Within Glasgow Clyde College) Therefore any form of discrimination, (or) harassment, bullying, intimidation, abuse or violence directly or indirectly, related to, but not limited to an individual's race, colour, nationality, ethnic or national origins, religion, gender, marital status, sexual orientation or disability will not be tolerated, will be challenged and robustly dealt with through the appropriate disciplinary channels. We will continue to promote awareness of GBV, offer support to survivors of GBV and seek to ensure Glasgow Clyde provides a safe environment for students to study in.'



How to ... establish a robust monitoring and evaluation system

Use key frameworks such as ESHE and EmilyTest, both of which advocate for a robust monitoring and evaluation process. Please note ESHE does not monitor or quality assure GBV work, whereas the EmilyTest charter does. The **basics** are as follows:

1. Conduct a campus-wide audit to understand the prevalence and nature of GBV and harassment
2. Identify, collate, and analyse data for key indicators such as:
 - Number of reported cases
 - Response times and outcomes from support services
 - Student awareness of GBV and GBV-related policies
 - Staff training
 - Availability of relevant resources
 - Application, admission, acceptance, onboarding, and progression processes
 - Student feedback mechanisms
 - Location of incident (to identify areas of the campus that may be unsafe)

Student feedback and lived experience

The voices of students affected by GBV are essential to shaping effective and trauma-informed responses.

- Students with lived experience bring insights that cannot be captured through data alone
- Their perspectives help colleges understand barriers to disclosure, safety concerns, and the effectiveness of support pathways
- Involving lived experience is a form of accountability, ensuring responses remain student-centred and grounded in real needs rather than assumptions

It is also crucial that student feedback is used to inform action, and below are some suggestions:

- Integrate student insights into annual GBV action plans, training development, and policy review cycles
- Share anonymised findings with senior leadership and governance boards to ensure visibility and accountability: ideally as a standing agenda item
- Create improvement loops: share with students what changed because of their input (“you said, we did”). This builds trust and helps to increase engagement

Reviewing and updating policies and procedures

For colleges to respond effectively to GBV, it is vital that policies and procedures are treated as live documents that are reviewed regularly. This will ensure they remain fit for purpose and align with, for example:

- current legislation
- evolving good practice across the sector
- the realities of how students and staff engage with services and reporting pathways
- new forms of abuse (e.g., technology-facilitated GBV)

Regular review also means policies and procedures are rooted in safeguarding and quality assurance, rather than simply compliance.

Any review should happen in collaboration with relevant stakeholders, such as staff, students, external partners and specialist support agencies.

6. SUPPORT SERVICES AND RESOURCES

On-campus support (counselling, wellbeing, safeguarding)

GBV can be experienced by anyone. Colleges should have trauma-informed support systems in place to ensure a responsive environment for the disclosure of GBV by any member of the College Community. Colleges should also ensure that the intersectional factors of GBV and inequality can affect an individual's experience of GBV and their ability to access support and resources.

Support services should be compassionate and non-judgemental to support anyone experiencing GBV (including historical) or anyone coming forward with a concern on behalf of someone or making a complaint about the conduct of others.

There should be recognition that GBV can cause severe and long-lasting physical and mental health issues, and first responders should be able to understand trauma and consider vulnerabilities and offer relevant timely support. Supportive relationships are essential to build trust and empower individuals. If a person feels comfortable sharing information, to work together, this will help make sure the right support is put in place.

Reporting and Supporting

Colleges are committed to having a safe campus for all and believe everyone who is a part of the community have a responsibility in ensuring this is supported. It is important that all institutions provide a confidential route to disclose behaviours or issues that they feel could put themselves or others at risk. You can use this type of tool or format to report problematic behaviours such as GBV or safeguarding issues, harassment, stalking, discrimination, or to raise general concerns about safety, and issues that negatively impact the College Community. Reports can be submitted on a named or anonymous basis. Colleges will also have support email, text or online services that allow members of the community to raise concerns or report GBV disclosures.⁹

Examples of on-campus support services:

These will vary between organisations but can function as a good barometer for the state of play in your own organisation.

Guidance, Advice & Support

Student Services staff function as first responders, offering confidential, trauma-informed guidance and assistance. They can refer students to internal services or external agencies and provide ongoing support as a point of contact.

⁹ Report+Support is a registered trademark product used in many educational institutions. The phrase here is used more generically to refer to the process, rather than the product.

Counselling Service

Free and accessible to all students, counselling offers a safe space for 1:1 support to discuss concerns affecting studies or wellbeing. Talking therapies can help with stress, anxiety, and depression, improving self-awareness, communication, and emotional management.

Safeguarding Network Teams

Colleges maintain robust safeguarding arrangements to ensure a safe, inclusive environment. Specialist staff respond to both child and adult protection and wellbeing concerns, working with external agencies to improve outcomes.

Peer Support via Student Association

The Student Association provides 1:1 support, runs GBV-related events, and hosts activities like focus groups and lunchtime sessions to reduce isolation and build confidence. Additional wellbeing options may include mindfulness and yoga classes.

External Specialist Services

Colleges can connect students with organisations such as Rape Crisis and Women's Aid and other external regional GBV support agencies for further support.

Fund to Leave Scotland

From February 2026, the [Fund to Leave](#) is available across Scotland, offering up to £1,000 to women experiencing domestic abuse to help cover essential costs related to leaving, planning to leave, or safely remaining separated. This may include moving costs or measures to improve safety at home.

The fund aims to increase choice and control for women and children. Applications must be made through participating Women's Aid or specialist domestic abuse services, which assess eligibility.

It is funded by the Scottish Government, coordinated by Scottish Women's Aid, and is a time-limited fund of £1.5 million available until 30 June 2026, or until funds are exhausted.



7. PREVENTION AND EDUCATION PROGRAMMES

Effective prevention of gender-based violence (GBV) within institutions requires an initiative-taking, whole-college approach that addresses culture, values, and knowledge (Humphreys & Towl 2023). This involves embedding high-quality education and awareness-raising across the curriculum that engages both students and staff alike, and ensures efforts are inclusive, evidence-based and co-created with those most affected.

Colleges are encouraged to adopt a layered approach to prevention, engaging both students and staff across multiple levels of the institution. The following table offers some of the training currently available. CDN can offer further resources, support, and bespoke GBV and EDI training. Email: info@cdn.ac.uk

Please note training provision will evolve over time and users of the guidance should check website of each training provider for latest position.

Training Provider	Course	Summary
<p>AMINA</p> <p>mwrc.org.uk/training/</p> <p>Amina training delivered to agencies and services provides an insight into:</p> <ul style="list-style-type: none"> the impact of abuse on Muslim and BME women the challenges Muslim and BME women face in accessing services how services can overcome the barriers faced by Muslim and BME women 	<p>Accessing Support: Challenges faced by Muslim and BME Women</p>	<p>This training is aimed at those working in support services and agencies. The training covers</p> <ul style="list-style-type: none"> Examine the ‘triple threat’ of Islamophobia, sexism, and racism that a Muslim and BME women may face How the triple threat may impact her confidence in approaching a service for support We explore the challenges Muslim and BME women experience in accessing services We explain the difficulties Muslim and BME women may face in terms of immigration and No Recourse to Public Funds We work through case studies and discuss what services can do to become more accessible to Muslim and BME women
<p>AMINA</p> <p>mwrc.org.uk/training/</p>	<p>Closed Doors: How to Safety Plan with South Asian Women</p>	<p>A training produced with Safe Lives; the training explores the challenges South Asian women from Scotland face leaving a partner and comparing that to the additional challenges faced by South Asian women with complicated immigration statuses leaving their abusive partner.</p> <p>Safety planning and risk management are discussed as well as what services can do to best support women in these circumstances.</p>

Training Provider	Course	Summary
<p>EmilyTest training@emilytest.org</p>	<p>Gender-Based Violence: Awareness & Prevention Training</p>	<p>EmilyTest’s Gender-Based Violence: Awareness and Prevention Training is a 2-hour session which aims to spread awareness of GBV through testimonial storytelling, educational information, and group discussion. Participants will learn about Emily’s story and the far-reaching implications of GBV. The training is designed to empower individuals to play a role in preventing GBV and reshape the culture around GBV at their institution. The session is customisable for staff or student audiences, and institution policies, signposting and reporting pathways can be embedded within the training content.</p>
<p>EmilyTest training@emilytest.org</p>	<p>L.I.S.T.E.N GBV Risk-Assessment Training (CPD Certified)</p>	<p>This toolkit and the subsequent training programme aim to equip all staff with the skills to respond safely and responsibly to students disclosing GBV. It has been designed as an easy-to-follow conversation guide that can be applied by any individual, regardless of their understanding and knowledge of GBV.</p>
<p>EmilyTest training@emilytest.org</p>	<p>L.I.S.T.E.N. Train the Trainer</p>	<p>EmilyTest is committed to the long-term sustainability of the L.I.S.T.E.N. GBV Risk Assessment Tool and Training.</p> <p>With support from the University of Aberdeen, EmilyTest developed a Train the Trainer programme to support staff at institutions to deliver L.I.S.T.E.N. training, supporting the roll out of essential knowledge for frontline staff.</p> <p>Attendees will be guided through a two-hour training programme. They will work through each step of L.I.S.T.E.N. with our qualified trainer, learning how to assess the level of risk of harm or abuse to the reporting student, reported student and/or extended community. They will be able to categorise this as being high/medium/low, ensuring appropriate action is taken to enhance the safety of the student by following their institution’s internal procedures and signposting students appropriately. The training includes confidentiality, note taking and escalation procedures tailored to your institution.</p>

Training Provider	Course	Summary
<p>EmilyTest training@emilytest.org</p>	<p>Tailored Training Sessions</p>	<p>EmilyTest can work with institutions or organisations to help create tailored workshops about topics including consent, healthy/unhealthy relationships, and coercive control. EmilyTest’s Training & Project Development Manager will collaborate with staff to tailor content to your institution.</p>
<p>EmilyTest training@emilytest.org</p>	<p>Induction Module: Preventing Harm Before It Begins.</p>	<p>EmilyTest has designed and developed a comprehensive GBV induction module, with tailored versions for colleges and universities. The module has been developed with lived experience at its core, ensuring it is trauma-informed, relevant, and relatable. The module addresses key topics including GBV, consent, the law, bystander intervention, healthy relationships, and clear pathways to reporting and support within your institution.</p> <p>The programme is white-labelled, enabling full customisation and alignment with institutional branding. Interactive knowledge checks are embedded throughout to enhance learner engagement and reinforce understanding. Detailed analysis of the end-of-module quiz can be shared with the institution, providing valuable insights and highlighting opportunities for targeted, evidence-based interventions.</p>
<p>Rape Crisis Scotland www.rapecrisisscotland.org.uk/ equally-safe-in-colleges-and-uni/ To engage with Rape Crisis Scotland, organisations should contact their local centre: www.rapecrisisscotland.org.uk/ help-local-rcc/</p>	<p>Consent and healthy relationships education GBV e-learning module <i>Available to embed within organisational systems</i></p>	<p>A free 45-minute interactive module for students that includes information on GBV, consent, bystander approaches and how to access support. Universities and colleges can easily embed the module as part of their prevention work.</p>

Training Provider	Course	Summary
<p>Rape Crisis Scotland</p> <p>www.rapecrisisscotland.org.uk/equally-safe-in-colleges-and-uni/</p>	<p>Bystander intervention</p> <p>As part of the Equally Safe in Colleges and Universities (ESCU) Project, Rape Crisis Scotland has developed a bystander intervention training for colleges, forming Level 1 of a broader prevention strategy.</p>	<p>Bystander intervention programmes equip students and staff of all levels with the knowledge and confidence to recognise and safely challenge attitudes and behaviours that contribute to GBV. These programmes help foster a culture of collective responsibility and form a vital part of a layered prevention strategy.</p>
<p>Rape Crisis Scotland</p> <p>www.rapecrisisscotland.org.uk/equally-safe-in-colleges-and-uni/</p>	<p>First Responder Training</p>	<p>Rape Crisis Scotland's GBV First Responder Training (Level 2), delivered through the Equally Safe in Colleges and Universities (ESCU) project, provides enhanced, trauma-informed training for these key staff. This training builds on foundational bystander education and equips participants with the knowledge, skills, and confidence to respond to disclosures in a way that is supportive, survivor-centred, and aligned with best practice.</p>
<p>Rape Crisis Scotland</p> <p>www.rapecrisisscotland.org.uk/equally-safe-in-colleges-and-uni/</p>	<p>Let's Talk about Sexual Violence (Peer Education Program)</p>	<p>A peer education programme designed to equip students with the skills to deliver a workshop to their peers on issues related to sexual violence. This program requires someone within the college/university to coordinate and support students involved.</p> <p>This programme requires a designated member of staff to coordinate and support students involved; we ask that this staff member is trained in First Responder Training (Level 2), given the potential for disclosures and safeguarding needs.</p> <p>You can find out more by watching this interview filmed with College Development Network, during the COVID-19 pandemic.</p>

Training Provider	Course	Summary
<p>Scottish Women's Rights Centre</p> <p>www.scottishwomensrightscentre.org.uk/professionals-training/</p>	<p>Immigration & Gender-Based Violence. Supporting Women Survivors</p> <p>And</p> <p>Asylum & Gender-Based Violence, Supporting Women Survivors</p>	<p>This online training will introduce participants to a better understanding of immigration and how it relates to GBV and rights for women in Scotland. It is aimed at those supporting victims/survivors.</p>
<p>Scottish Women's Rights Centre</p> <p>www.scottishwomensrightscentre.org.uk/professionals-training/</p>	<p>Stalking, Harassment and Using the FollowItApp</p>	<p>The Scottish Women's Rights Centre has developed FollowIt App to enable women in Scotland to safely and securely record and store incidents of stalking using their mobile phones. This training session will introduce participants to issues related to stalking and harassment, and to the FollowIt App.</p>
<p>Shatki Women's Aid</p> <p>shaktiedinburgh.co.uk/events-training/</p>	<p>Practice-based training on issues affecting BME women experiencing domestic abuse.</p>	<p>Specialist training on:</p> <ul style="list-style-type: none"> • Responding to forced marriage • Female genital mutilation • 'Honour-based' abuse • Immigration based abuse; No Recourse to Public Funds (NRPF) <p>We offer multi-agency training for practitioners, students and others, and customised training tailored to your organisation.</p>
<p>University of Aberdeen Open National Resource</p> <p>www.daart.scot/#/</p>	<p>Domestic Abuse Awareness Raising Tool</p>	<p>Online introductory resource to build understanding of domestic abuse.</p>
<p>White Ribbon Scotland</p> <p>www.whiteribbonscotland.org.uk/contact/</p>	<p>Bystander Training Interventions</p>	<p>Everyone has a role in creating a safe environment through bystander intervention.</p> <p>VAWG Pyramid: Behaviours range from low-level (e.g., catcalling) to severe (e.g., rape/sexual assault).</p> <p>Training: Builds confidence and tools to intervene at any level.</p> <p>Offers a safety-first approach: Consider your own and others' safety before acting.</p>

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