DCU Dignity, Respect and Ending Sexual Violence Action Plan (Jan 2026 - Dec 2028)

Abbreviations	
Counselling and Personal Development Service	C&PDS
Dean of Students	DoS
Deputy Director of DCU People	DD DCU People
Dignity, Respect and Ending Sexual Violence Working Group	DR&ESV WG
Dignity, Respect and Sexual Misconduct Response Manager	DR&SMRM
Equality, Diversity and Inclusion Unit	EDI
Equality, Diversity and Inclusion Steering Committee	EDI SC
Employee Relations Manager	ER Manager
Health and Wellbeing Promotion Officer	H&WB Officer
Learning and Development Manager	L&D Manager
Office of the Chief Operations Officer	OoCOO
Race Equality Working Group	RE WG
Student Policy Officer	SPO
Student Support and Development	SS&D

Students' Union Vice President for Diversity & Inclusion	SUVP D&I
Vice President for People, Equality, Diversity and Inclusion	VPP EDI

Priority Action Areas (PAAs)	
PAA1	Community culture
PAA2	Policies, procedures and processes
PAA3	Targeted initiatives
PAA4	Data capture, evaluation and reporting
PAA5	Support systems

Cross Referenced Action (CRA)	
CRA1	DCU Athena Swan Silver Action Plan
CRA 2	DCU Race Equality Action Plan
CRA 3	Annual HEA End of Year Report
CRA4	National Framework
CRA5	Prevention, Intervention and Postvention Framework

Ref	CRA	Objective	Action	Measures of success	Timeframe
PPA1: Community culture					
1.1	CRA4	The implementation of the National Framework for Ending Sexual Violence and Harassment in Irish Higher Education Institutions is understood to be a key strategic priority for the	A member of the University senior management team is assigned responsibility for the implementation of the Framework.	Responsibility has been assigned to the Vice President for People, Equality, Diversity and Inclusion. There are clear governance and reporting structures underpinning the implementation of the	Q3 2025

		University and is strongly supported by senior leadership		framework and this information is available on the University website.	
1.2	CRA4	A representative working group (DR&ESV WG) with clear lines of governance and accountability are in place to oversee the implementation of the Framework and relevant DCU policies	Reconfigure existing oversight group in order to establish a gender balanced and representative working group as part of new EDI governance structures to drive the implementation of the framework, relevant policies and actions in related areas. Ensure the WG has due regard to groups at particular risk of experiencing sexual violence or issues relating to dignity and respect.	Group is established with at least 40/60 gender representation, a dedicated Terms of Reference, a clear reporting line to the DCU EDU Steering Committee, clear inter-related actions with other EDI working groups and a schedule of meetings planned for at least a 12 month period	Q4 2025
1.3		The DR&ESV WG is situated within a robust governance structure and has access to expertise and lived experience across related areas e.g. race equality, gender equality	Establish robust governance structures for the delivery of EDI within the University that are representative of staff and student needs	DR&ESV WG reports directly to DCU's EDI Steering Committee and submits an annual report of the working group's activity	Q4 2025
1.4	CRA4	The University community is kept updated and informed on the implementation of the framework and are aware of the key priority areas for action and delivery	The DR&ESV WG publish the annual report on the DCU webpages with the approval and sign off of the EDI Steering Committee	The annual report is available to all staff and students and is promoted by the DR&ESV WG	Q2 Annually
1.5	CRA4	A comprehensive, SMART action plan details the steps that the University will undertake to implement the framework and deliver the commitments and	Subject to approval from the EDI Steering Committee, develop and implement a university-wide action plan that reflects the needs of students and staff and is complimentary to other relevant	A SMART action plan with clear timelines, action owners, and action status is published on the DCU webpages and is used to report progress to the EDI Steering Committee	Q4 2025

		values as outlined in the relevant university policies.	areas and action plans including Race Equality Action Plan and Athena Swan Action Plan.		
1.6	CRA4	The Governing Authority of the University is aware of the relevant policies and procedures and is aware of the role it has in oversight of the consistent application of these policies, as well as managing any business risks associated with these areas.	DCU Governing Authority is made aware of the work of the DR&ESV WG. The institution's Action Plan is presented to the EDI Steering Committee, who in turn provide an update to the Governing Authority.	Governing Authority is aware of the DR&ESV WG, the Action Plan and the progress made in this area	Q1 Annually
1.7		The University is aware of the behavioural, business, safety and reputational risks associated with the area of dignity, respect, and sexual misconduct and has clear, evidenced based mitigations in place for any identified risks	An internal review is undertaken to establish the need for including the areas of dignity, respect and sexual misconduct within relevant risk registers including consideration for including on the organisational level risk register	With approval from EDI Steering Committee, risks related to the areas of dignity, respect and sexual misconduct are appropriately reflected in the unit operational risk registers	Q1 - Q3 2026
1.8		The DCU Dignity, Respect and Ending Sexual Violence Action Plan (Jan 2026 - Dec 2028) is reviewed and updated in advance of its expiry and progress achieved is built on in order to continue and improve the implementation of the framework	Review action plan and update for next iteration	A refreshed SMART Action Plan is signed off and ready for implementation in Q1 2028	Q2 - Q4 2027
1.9	CRA 2 6.3.1	Enhance campus safety by promoting safety resources, technology, and staff training to ensure a secure environment for all.	Promote the SafeZone App and raise awareness of its features among students and staff. Relocate DCU Security on the Glasnevin campus to a new location on the Mall with a 24/7 student refuge space.	The Safezone App is widely and consistently promoted to DCU staff and students. Downloads are tracked and reporting data is available as appropriate for informing ongoing DR&ESV work	Q4 2025

PAA2: Policies, procedures and processes					
2.1	CRA4	The application of institutional policies is experienced consistently by staff and students. There is confidence that any complaint made under these policies will be responded to within an appropriate timeframe and in accordance with the procedures set out in the relevant policy.	Undertake scenario mapping exercise across DCU People and Student Support and Development to track how reports are handled and the roles and responsibilities within teams that are necessary to ensure appropriate and supportive application of policies	Key DCU teams and colleagues understand their roles and responsibilities in ensuring the consistent application of policies. By 2028 75% of Athena Swan Survey respondents report feeling confident that the university will handle a report appropriately	Q4 2025 - Q4 2028
			Specifically map scenarios that involve staff / student incidents to ensure that there are fair and consistent approaches to handling reports that involves both sets of procedures	Key DCU teams and colleagues are confident they know what procedures and protocols to follow in any instances that involve reports that cross staff / student procedures	Q4 2025 - Q2 2026
			Identify a cohort of key DCU staff who work cross functionally to ensure consistent experience of the application of policies and undertake learning needs analysis for this cohort	DCU has a cohort of trained staff who can work cross-functionally to ensure positive and supportive application of policy. Members of this cohort are able to occupy various roles necessary to ensure the consistent and fair application of the policies and have the capability to work as a multidisciplinary team to manage cases that arise from reporting stage to case end. By 2028 75% Athena Swan Survey respondents report feeling confident that the university will handle a report appropriately	Q4 2025 - Q4 2028

			Undertake an audit and review of Student Procedures and accompanying findings and sanctioning practices in order to develop a set of recommendations to help ensure that policy, procedure, investigation and disciplinary are aligned, trauma informed, reflect the principles of natural justice and reflect good practice	A set of evidence based recommendations are developed	Q4 2025 - Q1 2026
			Implement evidence-based recommendations from audit and review process	Findings and sanctioning process for formal student reports are trauma informed and reflect good practice	Q2 2026
			Identify training needs for key roles within the formal student reporting process. Develop and deliver appropriate training.	Key roles involved in all stages of a formal student report have the appropriate skills and knowledge to enact their role in a manner that is trauma informed and reflects the principles of natural justice and due process	Q3 - Q4 2026
			Promote relevant policies and provide clear, accessible resources that explain key policy elements such as definitions, reporting options, and responsibilities.	Policies are explicitly linked to clear lines of responsibility, active responses, institutional reporting, and regular review. Staff and students report knowledge and awareness levels above 50% by Q4 2027 and above 75% by Q4 2028	Q1 2026 - Q4 2028

2.2	**CRA 4**	DCU upholds its duty of care in relation to endeavouring to protect staff and students from sexual violence	Develop an evidence based, appropriate and proportionate risk threshold relating to disclosures of sexual misconduct	The safety of staff and students is appropriately assessed following disclosures relating to sexual misconduct and where the threshold of a risk to safety is met, appropriate actions are taken to mitigate any risks identified	Q1 2026 - Q4 2026
			Provide training for key staff roles so that informed, evidence based decisions can be made in relation to safety risk thresholds	Staff in key roles have the appropriate skills and knowledge to assess risks related to disclosures of sexual misconduct	Q3 2026 - Q2 2027
2.3	**CRA1** **AEG3 2.4.1** / **CRA 2** **4.2.3** **4.6.6**	Knowledge and awareness of relevant policies, particularly the Dignity and Respect Policy, and Sexual Misconduct Policy is widespread among staff and students. Line Managers are confident that they know how to fairly apply policies. Staff in key student support roles are confident that they know how to fairly apply policies.	Develop and publish short, accessible infographic summaries of the two key policies that include an outline roadmap of reporting procedures.	At least 65% of Athena Swan survey respondents feel comfortable making a disclosure regarding bullying, harassment, or sexual misconduct by 2028.	Q4 2025 - Q42028
			Include specific policy guidelines for addressing student reports, including clear communication on what students can expect from reporting processes		
			Establish guidelines and supports for reporting and responding to instances of inappropriate behaviour	Guidelines, reporting pathways and supports clearly communicated and accessible.	Q4 2025 - Q2 2026
2.4	**CRA 2** **4.6.1**	Increase student awareness of and engagement with reporting mechanisms.	Conduct a user-centric review of both DCU's online and physical reporting hubs. Assess accessibility, clarity, and visibility of all reporting options (formal, informal, anonymous).	Revised hub launched by 2026.	Q4 2026

2.5	**CRA 2** **4.8**	Understand the potential ways for the University to capture and respond to informal reports and disclosures related to DR&SVH.	Research and pilot mechanisms for determining feasibility of capturing informal, in-person disclosures while ensuring confidentiality, data protection and appropriate follow-up.	By Q4 2027 determine an outcome as to whether the capture of informal reporting is feasible	Q2 2026 - Q4 2027
2.6	**CRA4**	Ensure an easy to use system for students to disclose and report incidents, reflecting a high level of awareness and understanding among both students and staff,	Develop clear reporting pathways resources that are accessible and easy to understand.	By Q4 2027 there is a reporting system for students that is compatible with complainant/survivor rights, cognisant of the needs of vulnerable groups	Q1 2026 - Q4 2027
2.7	**CRA4**	Ensure that reports of sexual violence made in line with university policies and procedures are risk assessed and that appropriate steps to safeguard are followed with due regard to fair process and rights to privacy.	Develop clear, robust risk assessments that should be undertaken following reports of sexual violence. Include potential follow up actions and relevant interim measures that may be required for safeguarding other staff and students.	By Q1 2027, a clear process for carrying out risk assessments in a way that is compliant with relevant policies, data protection, natural justice and right to privacy is in place and understood by key university stakeholders	Q1 2026 - Q1 2027
2.8	**CRA4**	Ensure effective liaison and partnership with external specialist agencies in order to ensure that university activity is informed by expert knowledge and is evidenced-based.	Undertake stakeholder mapping and relationship building / management to ensure strong working relationships with key external partners e.g. DRCC	By Q4 2027, the university has an external stakeholder database that includes external experts and specialists in the areas of dignity, respect and sexual misconduct. All policy reviews and new initiatives reflect relevant research and are evidence based.	Q4 2025 - Q4 2027

PAA3: Targeted initiatives						
3.1	CR A 1 AE G3 2.4. 1	CR A 2 4.2. 1 4.2. 5 4.2. 7	Ensure that staff are aware of ● DCU's Dignity and Respect Policy ● DCU's Sexual Misconduct Policy and their rights and responsibilities under the same.	Develop a dignity, respect and ending sexual violence online toolkit for the DCU university community. Toolkit will be a single source of truth and "one-stop-shop" for any individual seeking information on reporting, supporting and learning.	By Q4 2026 there is a clear, accessible comprehensive online toolkit in place. Use of the toolkit is monitored through available website metrics and user feedback.	Q4 2026
				Create a communications strategy to promote the university online toolkit and to support the delivery of key messages regarding the D&R and Sexual Misconduct policies and sets of procedures, with clear reference to racism. Leverage the improved EDI governance structures to ensure that all staff engage with information.	By 2028, at least 80% of Athena Swan survey respondents are aware of the D&R policy and at least 70% of respondents agree that they know how to report issues of bullying, harassment, and discrimination. By 2028, at least 80% of Athena Swan survey are aware of Sexual Misconduct Policy, and at least 65% of survey respondents know how to report incidents of sexual misconduct by 2028.	Q3 2025 - Q3 2026
				Develop an 'outreach programme' to promote and increase awareness of our newly updated Dignity and Respect Policy and new Sexual Misconduct Policy and implement annually.	Outreach programme developed and implemented; with 30% of staff reached across all three teaching campuses each year.	Q3 2025 - Q3 2026

				Include D&R policy within the required list of policies that all new starters need to read ahead of starting in their roles.	All new starters indicate that they have read and understand the university's D&R and SM policies through the new Onboarding Hub.	Q4 2025
				Integrate DCU values, particularly the 'Inclusive' value, into all training design, ensuring EDI is embedded throughout all L&D and leadership programmes.	All L&D and leadership training reviewed and updated to embed EDI.	Q4 2025
				Develop an online Anti-Bullying and Harassment training available on LMS as part of a broader DR&ESV pathway for DCU staff. Promote and monitor engagement levels annually; and consider incorporation into the Essential eLearning pathway as well as promotion through OSL leadership training for DCUSU Officers.	A new Anti-Bullying and Harassment training developed and launched, with 20% of staff engaging by 2028.	Q3 2026 – Q2 2027
	CR A 1 **AE G3 2.4. 4**	**CR A 2** **4.4**	Staff in positions of responsibility (P6 and above) and line managers are supported and empowered to lead positive cultures of dignity and respect in their local areas and know how to respond appropriately to reports of inappropriate behaviour including reports of bullying, harassment or sexual misconduct Line managers are supported to implement D&R Sexual Misconduct, and Domestic	Establish a set of competencies for staff with management responsibilities for dealing appropriately with sensitive disclosures of sexual misconduct and how to signpost to appropriate supports through the creation and promotion of a 30 minute (max.) awareness training and/or online module. Competencies should be fit for purpose across staff / student remits	The University has a clear set of competencies for dealing with sensitive disclosures that can be applied to numerous cross functional roles and reflect both a staff and student remit	

3.2			Violence Leave Policies and appropriately manage disclosures.	Design specific training for all staff with people-management responsibilities to ensure that they are aware of their role in the procedures and can appropriately respond to, and support, those who disclose or report. Seek to add this training to existing programmes such as GSO training for supervisors and L&D Leadership Academy modules	At least 80% of line management have participated in training by 2028. Of those who complete training 70% report improved confidence and self efficacy in responding to reports of inappropriate behaviour	Q2 – Q3 2026
				Scope and design conflict management / mediation training to help ensure that there are internal people who are appropriately trained for the various informal approaches mandated within the Dignity and Respect Policy	Establish a pilot training programme for managers in conflict management / mediation and assess viability for wider roll out	Q2 2028
3.3	**CR A 2** **4.9. 1**	**CR A4**	Build a supportive reporting culture underpinned by the provision of comprehensive education options for DCU staff so that they are empowered to promote dignity and respect at work and are supported to respond appropriately to instances of inappropriate behaviour as well to respond appropriately and safely to disclosures of sexual violence.	Develop and deliver an education programme for DCU staff that covers key concepts and processes relating to dignity, respect and sexual misconduct.	An online self directed learning pathways is available to all staff	Q2 2026 - Q4 2027
				Develop a bespoke ‘In Reach’ training and awareness programme on dignity, respect and sexual misconduct based on individual Faculty and School Engagement Survey results	By Q4 2026, each DCU Faculty has a local action plan in place that includes workshops and awareness sessions that address local DR&ESV issues raised through the Employee Engagement Survey	Q2 2026 - Q4 2027

				Establish a conflict management / mediation training pilot programme to build an internal pool of people who are appropriately trained for the various informal approaches mandated within the Dignity and Respect Policy	By Q1 2027 a pilot programme for mediation / conflict management training is underway and participant evaluation is captured on an ongoing basis	
				Establish a set of competencies for staff in student facing roles for dealing appropriately with disclosures of sexual misconduct including how to signpost to appropriate supports through the creation and promotion of a 30 minute (max.) awareness training and/or online module.	By Q4 2028 50% of staff in student facing roles have completed an online training module on receiving disclosures	Q2 2026 - Q4 2027
				Develop and deliver Active Bystander Workshops for staff.	By Q4 2028, at least 50% of staff have completed Active Bystander training and over 70% of those who complete the training report increased confidence in being an active bystander	Q4 2025 - Q4 2028
				Provide access to training for all staff on responding to students in distress	DCU staff who complete the training module report confidence in knowing how to support a student in distress	Q1 2026
3.6	**CR A 2** **4.6. 7**	**CR A4**	Staff in key student facing roles are supported and empowered to lead positive cultures of dignity and respect in their local areas and know how to respond appropriately to reports of inappropriate behaviour including reports of	Rape Crisis Training for SS&D staff and DCU Security for individuals and groups on campus with a special responsibility (e.g. accommodation staff, sports coaches, security staff, student services, as appropriate).	80% of staff in key roles have completed bespoke, target training for supporting disclosures	Q3 2025

			bullying, harassment or sexual misconduct			
				Develop and deliver e learning pathway for academic staff on trauma-informed responses to disclosures, including managing informal reports and how to signpost students to appropriate supports and reporting options.	By December 2028, at least 40% of DCU staff have completed self directed 'responding to disclosures' training pathways	Q1 2026 - Q4 2028
				Develop and deliver bespoke Dignity and Respect and, Sexual Misconduct Policy training for SU VPs and Officers	100% of each cohort of DCU VPs and Officers have completed Dignity and Respect and Sexual Misconduct Policy training	Annually
				Provide comprehensive First Point of Contact Training for key SS&D/OSL staff including Sexual Misconduct Advisers	Majority of staff of each cohort of SS&D and OSL staff have completed FPOC training	Q2 2026 and annually
				Delivery of ongoing support sessions for FPOC, Allies and Advisers	All FPOC staff as well as trained allies and advisers receive structured annual support from C&PDS	Q4 2025 and annually
3.7	**CR A 2 4.1 0.1 4.11**	**CR A4**	New students at DCU are aware of the Dignity and Respect Policy, the Sexual Misconduct Policy and the reporting options and pathways for issues that relate to these policies. Key definitions such as consent, bullying and harassment have been explained to students. Students know how to find more information on these policies and	Provide training on Dignity & Respect and Sexual Misconduct reporting procedures as part of student orientation.	75% of new students complete orientation modules by 2026.	Q1 2026
				Student Orientation - slide on SM and D&R policy/procedures and SpeakOut.	Slides/Video to be included in orientation for Disability, Access, International, PGR, Mature student, general population.	Q3 2026

			the accompanying reporting pathways	Support Faculties to include Active Consent workshops during local orientation programmes	By Q3 2028 at least 60% of faculties accommodate Active Consent workshops in their local orientation programmes	Q2 2026 - Q3 2028
				Embed report and support information in student orientation	By Q3 2026, student orientation includes comprehensive information on report and support options across a number of engagement points	Q3 2026
				Include a short video on reporting and support services in Loop or on website for all new and returning students.	Track the number of video views annually and achieve consistent year-on-year growth.	Q3 2026
3.8	CRA4		Ensure that students are aware of ● DCU's Dignity and Respect Policy ● DCU's Sexual Misconduct Policy and their rights and responsibilities under the same.	Create a communications strategy to support the delivery of key messages regarding the D&R and Sexual Misconduct policies and sets of procedures, with clear reference to racism. Measures of success built into comms plan and ongoing evaluation of reach	Students are aware of the D&R policy and know how to report issues of bullying, harassment, and discrimination. Students are aware of Sexual Misconduct Policy, and know how to report incidents of sexual misconduct by 2028.	Q1 2026 - Q4 2027
				Develop an 'outreach programme' to clubs, socs, and other identified student groups to promote and increase awareness of Dignity and Respect Policy and Sexual Misconduct Policy and implement annually.	40% of student groups engage with programme in year one, raising to 50% in year two	Q3 2026 -Q4 2027

			Undertake targeted policy promotion at student events such as freshers week, SHAG week, clubs and socs fair	Students engage with key aspects of the Dignity and Respect Policy and Sexual Misconduct Policy	Q3 2026 -Q4 2027
3.9	**CRA4**	Enhance students' understanding, confidence, and capacity for active consent, at a personal level and in supporting peers. Students have good awareness of contextual factors such as alcohol and drug use and build the capacity to challenge any perceived normalisation of unwanted sexual comments or behaviour.	Promote and deliver year round education based workshops in the areas of Healthy relationships, Active consent and Bystander Intervention	10% increase in the number of students completing workshops year on year	Q3 2026 - Q4 2028
			Develop online resources with recognition/digital badge/certification provided by the university	By Q3 2027 there is a self directed learning pathway available to students with certification for completion	Q3 2027
			Develop a year long Active Consent Workshop Programme that begins during student orientation and is repeated during the academic year	Student engagement with Active Consent is increased by 10% in year one and again by year two.	Q3 2026
			Deliver Active*Consent Facilitator Training and recruit a cohort of Active Consent facilitators that includes representation from staff and students and is gender balanced. Adopt a train the trainer model for delivery	There is a cohort of approx. 10 trained active consent facilitators at DCU	Q2 2026
3.10	**CRA 3**	Bystander intervention programme is embedded into student dignity, respect and consent training and awareness programme	Bystander Intervention training is part of essential training for DCU Clubs and Socs Committee Members	Each Club and Society has two nominated points of contact who are trained in Bystander Intervention	Q3 2026

			Recruit and train appropriate facilitators for Bystander Intervention Training Workshop 5.	There is a cohort of trained Bystander Intervention facilitators at DCU	Q3 2026
3.11	CR A 3 / CR A4	Recognise that prevention programming and messaging is ongoing, multi-faceted and comprehensive encompassing support for positive, healthy relationships and prevention of negative experiences, addressing the role of alcohol / drugs, and gender.	Promote the Discover Community e-learning modules for all students	10% increase in the number of students completing Discover e-learning modules	Q3 2026 - Q4 2028
			Review, update and promote the following modules: ● Active*Consent ● Bystander Intervention ● TiLT	10% increase in the number of students completing self directed learning modules	Q3 2026 - Q4 2028
3.14	CRA 3	The University runs an annual 16 Days of Activism against Gender Based Violence campaign	An annual short-life project group is established to develop and deliver a DCU 16 Days of Activism against Gender Based Violence campaign	A comprehensive programme of events is in place annually for the campaign	Annually Q2 - Q4
			The project team tracks engagements each year	Data is gathered to measure engagement and impact and is used to inform subsequent activity	Annually Q2 - Q4
			All members of the DR&ESV WG support and attend events relating to the campaign	At least 75% of the DR&ESV WG regularly attend and support campaign events and initiatives	Annually Q2 - Q4

3.15	CR A 1 AE G3 2.4. 1	CR A 2 4.6. 8	Contribute to the improvement and ongoing development of the national Speak Out Tool in order to help ensure that is a relevant and positive asset to DCU in developing future actions to promote dignity and respect and tackle sexual violence	Engage with the new National Speak Out Office to co-design improvements and awareness activities.	Regular feedback to and from the National Speak Out Office.	Q4 2025
			Integrate information on all reporting options (including Speak Out, Dignity & Respect Advisors, and Sexual Misconduct Advisors) into general DCU communications, digital signage, and social media campaigns.	Incorporate information on Speak Out into all communications relating to D&R and Sexual Misconduct Policies (including roadshow series of events). This will include specific clarity on what the tool is used for, and what alternative structures for formal complaints/reports there are.	Awareness levels among staff of Speak Out Tool are currently low. 22% of respondents to the disability pulse survey (2023) and 28% of respondents to the race equality pulse survey (2023) are aware of the anonymous reporting tool ‘Speak Out’. By 20208 at least 70% of survey respondents are aware of the Speak Out Tool	Q3 2025 - Q4 2025
				Promote Speak Out and reporting pathways in all-student emails at least quarterly, and include reminders in Student Union and campus newsletters.	A yearly increase of at least 10% in student reports through speak out	Q4 2025
				Establish baseline of students’ reported awareness of reporting options and supports and monitor via traffic and use of Speak Out and reporting webpages.	A data picture of student awareness relating to reporting options is available and used to inform ongoing work to increase awareness and engagement	Q3 2026
				Continue roll out of QR code reporting posters in bathrooms, lecture halls, and student	QR codes are widely in place across all teaching campuses and are annually reviewed	Q1 2026 - Q4 2026

				accommodation, linking directly to Speak Out and advisor contacts.		
PAA4: Data capture, evaluation and reporting						
4.1	CRA1 GE1 1.2.1 7.2.1		Assess staff experiences, workplace culture, and progress on EDI through regular surveys To ensure that all staff are aware of, and can respond appropriately to, issues of Dignity and Respect and Sexual Misconduct as they arise	Conduct a comprehensive Athena Swan survey for staff every two years.	50% of survey respondents agree that they know how to report bullying, and 48% agree that they know how to report discrimination. 52% of survey respondents are aware of how to report issues of sexual misconduct.	Q1 2027
				Use concise, targeted pulse surveys biannually to monitor staff experience, awareness and confidence in relation to dignity, respect and consent	Engagement rate of at least 40% with targeted pulse surveys	Q1 2026 - Q4 2027
4.2	CR A2 4.2. 8 4.11	CR A4	Institutions must record statistics on harassment, assault, and rape and report them in the context of their strategic dialogue with the HEA The University is able to systematically analyse and report on incidents of student and staff racial harassment. The University is able to assess the impact of the Framework taking into account student and staff awareness of services and supports, appropriate responses,	Complete and return annual HEA Report	Number and frequency of reports submitted through anonymous and formal channels, tracked over time.	Q4 2025
				Implement a centralised system to collect, analyse, and report data on all reported incidents of racial harassment (including formal, informal, and anonymous reports via tools like Speak Out).	Annual report on racial harassment incidents published and shared with stakeholders; evidence of data-driven interventions and compliance with HEA and sector requirements.	Q4 2026
				Produce and share anonymised annual reports with Race Equality Working Group, EDI Steering Committee and relevant	Related working groups are aware of relevant data and trends and are able to use this data to make evidenced based decisions	Q4 2026

		and tracking positive changes in attitudes and behaviour.	stakeholders, highlighting trends, actions taken, and progress against commitments.		
			Develop and report on qualitative indicators that are indicative of policy development and cultural impact of the framework, such as number of initiatives for high priority target groups e.g. first years, international students, postgraduate students, etc.	Annual reports and dashboards include qualitative indicators	Q4 2026
			Upload of Speak Out institutional data from confidential database to the national database	DCU data is part of national reports and contributes to key national recommendations	Q2 2026 and annually
4.3	CRA 2 4.12	Use feedback and data to improve reporting pathways and communications.	Regularly review feedback from users of reporting systems, survey data, and case outcomes to identify barriers or gaps. Use these insights to update and enhance reporting procedures, communications, and support information (e.g., website, training, awareness campaigns). Involve staff and student representatives in the review process.	Improvements to reporting pathways and communications implemented annually; increased user satisfaction and awareness as measured by follow-up surveys; higher rates of reporting and engagement with support services.	Q1 2026
4.4	CRA4	There is an internal system for measuring effectiveness of initiatives including reliable, up-to-date data dashboards to track and monitor activities within this action plan and to provide	Track engagement with D&R and SM material as part of staff orientation	At least 90% of staff engage with D&R and SM material as part of staff orientation	Q4 2028

		reliable data to assess progress in relation to measures of success	Develop dashboards with up-to-date data for completing annual HEA report	There is a suite of comprehensive data dashboards in place for monitoring relevant D&R and ESVH data that are effectively used to design ongoing supports and services and inform University policies and processes	Q4 2027
			Record service usage data relevant to use of services such as number of students who access counselling services each year for relevant support	High level service engagement is monitored and trends are identified in order to inform ongoing service provision and ensure that the right resources are in place at the right time	Q4 2027
4.5	**CRA4**	The EDI Steering Committee and University Governing Authority are aware of the progress achieved in implementing the framework in line within commitments outlined in the action plan	An annual report is presented to the DCU EDI Steering Committee.	The EDI Steering Committee reports awareness of the progress made in implementing the national framework and are satisfied with the delivery of the action plan.	Q4 2026 and annually
			Based on the annual report, the EDI Steering Committee provides an annual update to DCU Governing Authority.	DCU Governing Authority are aware of DCU commitment under the national framework and are assured that appropriate progress is being made.	Q1 2027 and annually
PAA5: Support systems					
5.1	**CR A2** **4.6. 2** **4.7. 1**	**CR A4** Ensure that support services are visible and accessible and that students know how to find and access trauma-informed services; for supporting student disclosure, reporting and complaints, and for counselling and advocacy	Clearly signpost the supports that are available through Student Support & Development, the DR&SMRM and SPO.	Students report confidence and knowledge in knowing how to access the right support, at the right time from the right place	Q4 2028
			Establish methods for monitoring engagement with support information and track engagement	High level service engagement is monitored and trends are identified in order to inform ongoing service provision and ensure that the right	Q4 2027

				resources are in place at the right time	
			Create a register of all staff trained in being FPOC and receiving disclosure. Signpost these staff to students who may wish to disclose.	FPOC staff report annual increases in engagements	Q4 2026
			Enhance visibility and accessibility of Dignity & Respect Allies and Sexual Misconduct through regularly featuring allies and advisor profiles in student newsletters and on the DCU website.	FPOC staff report annual increases in engagements	Q2 2026
5.2	CRA4	Reporting and help-seeking mechanisms for staff are easily located and accessible. They are highly visible and promoted on a regular basis.	Clearly signpost the supports that are available through DCU People, the DR&SMRM and EAS.	An increase in the rate of access to support resources for staff. Staff report confidence and knowledge in knowing how to access the right support, at the right time from the right place	Q1 2026
			Promote related DCU policies that may help staff to access the right support	Relevant policies including the DCU Domestic Violence Policy is promoted as part of the DR&ESV online Toolkit	Q1 2027
			Establish methods for monitoring engagement with support information and track engagement	High level service engagement is monitored and trends are identified in order to inform ongoing service provision and ensure that the right	Q4 2027

				resources are in place at the right time	
			Develop network of school and department dignity, respect and consent champions for staff and promote champions' network	An increase in the rate of access to support resources for staff. Staff report confidence and knowledge in knowing how to access the right support, at the right time from the right place	Q4 2027
	CRA4	DCU Speak Out tool is an effective, reliable resource for signposting to appropriate supports	Regularly review and maintain the support and report page of the DCU Speak Out tool	Engagement with Speak Out results in increased follow through to other reporting methods and users are aware of the various supports available to them	Q4 2025 - Q4 2027
5.4	**CRA4**	There are appropriate safe physical spaces for staff and students who wish to engage with University supports, make disclosures or have conversations about policy and / or reporting options	Provide a safe, private, comfortable space for the DR&SMRM to meet with staff and students as needed	Staff and students who meet with the DR&SMRM feel comfortable and their privacy is respected	Q4 2025