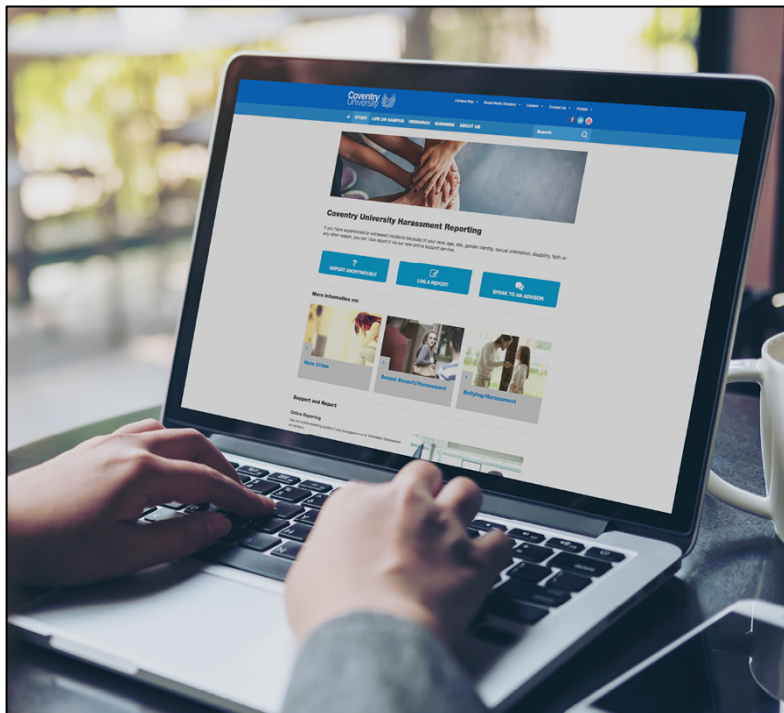


Recording harassment/hate incidents:

The journey towards an online Case Management System

June 2019



Report harassment online

If you have experienced or witnessed harassment because of:

- race
- age
- sex
- sexual orientation
- gender identity
- disability
- faith
- any other reason

www.coventry.ac.uk/harassment



Dr Jane Osmond
Research Fellow
Coventry University
arx162@coventry.ac.uk

June 2019

1.	Executive Summary	3
2.	Terms of reference	4
3.	The Journey.....	6
	<i>a) Lead, Governance, and working groups</i>	<i>6</i>
	<i>b) List of requirements.....</i>	<i>7</i>
	<i>c) Case Managers.....</i>	<i>7</i>
	<i>d) Bespoke System.....</i>	<i>9</i>
	<i>e) External systems.....</i>	<i>9</i>
	<i>f) Results of review of external systems.....</i>	<i>9</i>
	<i>g) Final decision-making process.....</i>	<i>9</i>
	<i>h) The contract.....</i>	<i>10</i>
	<i>i) Developing the system.....</i>	<i>10</i>
	<i>j) Temporary system.....</i>	<i>10</i>
	<i>k) Development of Signposting Document.....</i>	<i>11</i>
	<i>l) Launch and promotion of the system.....</i>	<i>11</i>
4.	Moving forward	12
5.	Appendices	13
	<i>Appendix 1: Steering Group.....</i>	<i>13</i>
	<i>Appendix 2: Primary Working Group.....</i>	<i>13</i>
	<i>Appendix 3: Secondary Working Group.....</i>	<i>13</i>
	<i>Appendix 4: Discussions.....</i>	<i>13</i>
	<i>Appendix 5: Harassment Reporting Form.....</i>	<i>13</i>
	<i>Appendix 6: Case Studies.....</i>	<i>13</i>
	<i>Appendix 7: Sample Signposting Document.....</i>	<i>13</i>
	<i>Appendix 8: Demonstration to appropriate departments.....</i>	<i>13</i>

1. Executive Summary

This report outlines the journey towards purchasing an online harassment/hate incident case management system for Coventry University, funded in 2018 by the HEFCE Catalyst Fund.

The full report details each stage of the journey undertaken: below are the key recommendations.

Governance

- Ensure that such a project has a designated project lead from beginning to end.
- Build a steering group comprising senior management for 3 monthly report backs.
- Support the project with working groups: a primary group which reflects the competing needs of maintaining a student focus, underpinned with legal, judicial and IT experts and a secondary group comprising front line staff.

Requirements

- Begin the list of requirements for the system as soon as is practically possible
- Consider if staff reports should be included
- Explore if an in-house system is possible

Temporary system

- As soon as the list of requirements is complete, launch a temporary system
- Ensure that GDPR requirements are factored in

Case manager

- Decide what role the case manager is to have: expert advisor or sign-poster and the minimum number of employment hours
- Think about where the case manager will sit both in terms of physical location and within the university structure
- Consider how the case manager will carry out the role, for example, appointments system and/or drop in service

Signposting document

- As soon as the case manager is in post, begin compiling the signposting document that they will refer to. This document can then be adapted for staff and students

Purchasing a system

- Review possible systems against the list of requirements and arrange demonstrations as soon as possible
- Factor in contract negotiation into the project timeline, considering HEI holiday periods
- Build into the contract at least 3 cycles of revision to ensure that the system is developed to fit the requirements
- Ensure that GDPR/confidentiality/data sharing requirements are met

Launching a system

- As soon as is practicable, contact the marketing department for promotional materials, and gather contact details of relevant staff (for example, building managers etc) so a simultaneous launch can be planned well in advance
- Consider a soft launch followed by a full launch once the system has been in place for at least 6 months: to include face to face presentations to staff and students

Moving forward:

- Consider:
 - The production of guidance documents for staff/students/parents
 - Outreach workshops for all staff, including those newly appointed
 - Presentations to new and existing students
 - A campus-wide campaign after the system has been in place for 6 months
 - Factoring in a full-time case manager post

2. Terms of reference

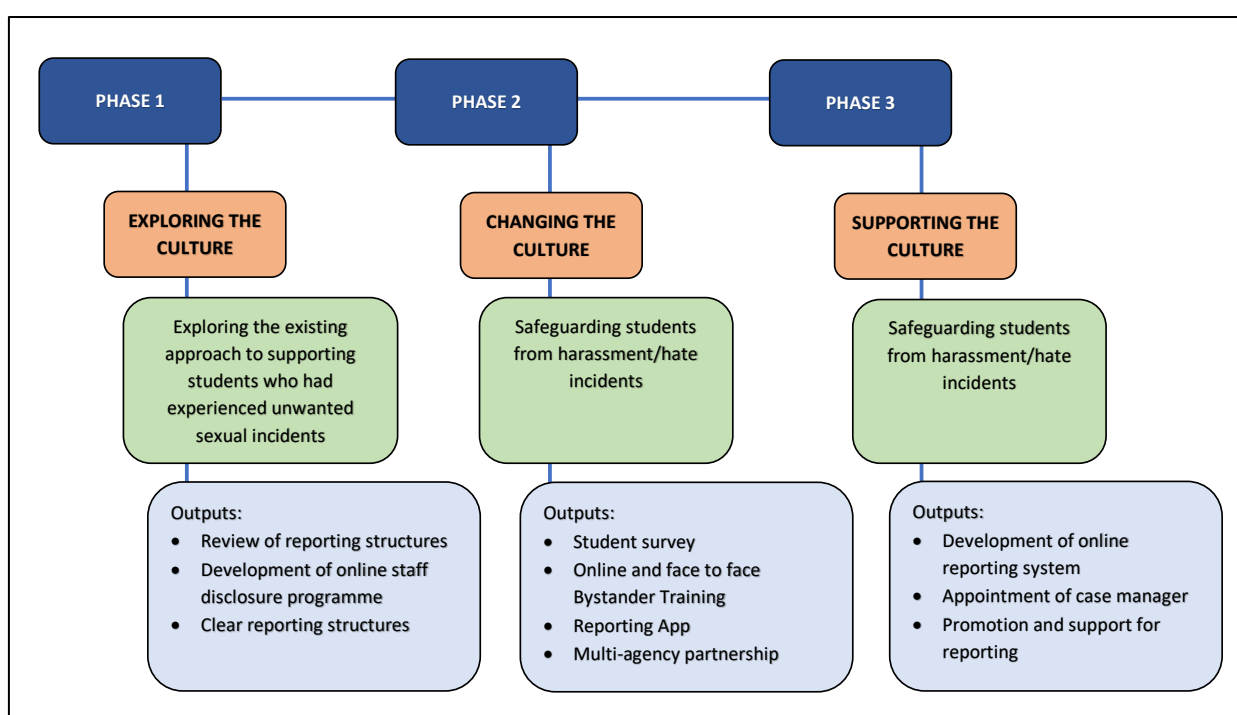
a) Background

The Coventry University Group (CUG) was successful in securing HEFCE¹ Catalyst funding for two projects to tackle harassment/hate incidents that might affect students.

Both projects built upon work carried out in 2016 (Phase 1), which included a review of student reporting structures within CUG, the development of a staff online disclosure programme² and a clear reporting structure for students who had experienced an unwanted sexual incident.

Phases 2 and 3, with a broader focus on harassment/hate incidents, concentrated on developing resources for students and an online reporting mechanism. (Figure 1).

Figure 1: Overall aims of the University Challenge Safeguarding Students project



Phase 2: April 2017-March 2018

The outputs from this phase were intended to establish and embed a culture of safety on campus through the development of specific outputs in relation to harassment/hate incidents, underpinned by a student-focused ethos that put their needs at heart. Outputs included:

- An online module on Bystander Training for students (free to all Universities)³
- Face to face Bystander Training for staff facilitators (training materials free to all Universities)⁴
- Face to Face Disclosure Training for front-line staff
- An extension of the existing Health and Wellbeing app
- A multi-agency partnership with local organisations who interact with CUG students

¹ Office for Students from March 2018

² Available from <https://marshallelearning.com/e-learning-courses/responding-to-disclosures-of-sexual-violence/>

³ Available free from <https://marshallelearning.com/blog/student-bystander-training/>

⁴ Available free from Dr Jane Osmond, arx162@coventry.ac.uk

Phase 3: December 2017-November 2018

Building upon the above, this phase investigated the development and implementation of an online case management reporting system (CMS) to facilitate a secure and robust repository of information for action.

The aim of the CMS was to capture harassment/hate incident reports and allow dedicated case managers to advocate for students who requested support, whilst at the same time promote future interventions from CUG informed by statistical and narrative data held within the CMS.

The process and forms that populate the system were to include advice on how to report to allow students, who at first may not wish to involve police, to do so at a later date, secure in the knowledge that the initial report would be admissible in court.

b) This report

As part of the Catalyst funding for Phase 3, CUG agreed to share with the UK HEI sector the journey towards developing a CMS to allow efficient student reporting⁵ of harassment and hate incidents. Thus, this report outlines the steps CUG undertook to this end.

c) Timeline

Project duration	December 2017-November 2018
Purchase of permanent system	August 2018
Launch of temporary system	October 2018
Implementation of permanent system	April 2019

d) Method

Information on existing CMS was sought from:

- a) The 'Tackling Sexual Violence, Harassment and Hate Crime' JISCMail group, membership of which included 31 UK universities, the majority of whom (70%) were HEFCE catalyst fund-holders.
- b) Existing knowledge of systems through CUG networks, including the IT department

At the same time, an exploration of the possibility of a bespoke CUG system was undertaken

e) Results

Data on existing CMS were compiled into a solutions option report and demonstrations of possible systems were arranged in March/April 2018.

An exploration of a bespoke internally developed system found that this was not possible within the timescale of the project.

f) Decision

One system⁶ met the requirements developed and was purchased at the end of August 2018, and a case manager to deal with incoming reports was appointed on 1st September. Subsequently, a temporary system was put in place and was launched on 8th October while the contract negotiations and implementation of the CMS were in progress.

⁵ Where the term 'reporter' is used it represents students and/or staff

⁶ For commercially sensitive reasons CUG cannot share which system was purchased, but can confirm that the top three (for which demonstrations were requested) were Service Now, Report and Support and i-Sight.

3. The Journey

The following is an outline of the key points that facilitated the journey towards purchasing a CMS, including learning points and recommendations as appropriate.

a) **Lead, Governance, and working groups**

Lead

The project lead managed the project from beginning to end, making sure all the disparate moving parts functioned as a whole.

Learning point	Recommendation
<i>A dedicated lead for the project was essential in order to ensure successful completion of the planned outcome.</i>	<i>A staff member's time is ring-fenced in order to allow single focus.</i>

Governance

The project was governed by a steering group which met every three months and comprised members of the senior management team (see Appendix 1).

Learning point	Recommendation
<i>The steering group proved crucial to ensure compliance with deadlines and outcomes. In addition, the purchased CMS was championed and embedded within the institution with the assistance of the steering group. Further, most HEIs are comprised of numerous departments/schools/faculties that need to be involved and the steering group facilitated appropriate contacts.</i>	<i>Senior management should be involved to support and facilitate requirements identified during the development of a CMS and also champion its embedding into university processes.</i>

Primary Working group

The makeup of the primary working group included legal representatives, staff with specific knowledge and contacts within the judiciary and staff with an expertise in victim-focused reporting (see Appendix 2).

Learning point	Recommendation
<i>The discussions that took place within the primary working group considered competing needs: for example, the balance between legality, what would satisfy a potential judicial process and the requirement to centre the needs of potential reporters.</i>	<i>A primary working group should be constituted, to include Legal, Judicial and experts in centering reporter needs.</i>

IT expertise

The addition of an IT Business Analyst to the primary group meetings proved crucial to the development of the final requirements. Specifically, the Business Analyst translated the discussions into a series of process maps that detailed the journey potential reporters may undergo after reporting. Thus, the expertise of the Business Analyst was crucial in summarising the discussions and informing the final list of requirements.

Learning point	Recommendation
<i>The addition of the IT Business Analyst was crucial in capturing the discussions and converting the discussion points into requirements for the CMS.</i>	<i>An IT Business Analyst, or equivalent, should be included from the start of the development phase of a CMS.</i>

Secondary working group

This group was formed to support Phases 1 and 2 and agreed to stay in place for a monthly meeting (see Appendix 3).

<i>Learning point</i>	<i>Recommendation</i>
<i>It was useful to have a working group of ‘on the ground’ staff who could feedback and advise on how the CMS could work with their departments and how we could develop a signposting document.</i>	<i>A secondary working group comprised of staff at the front line, i.e. those who are in direct contact with students, is included from the start of the development phase of the CMS to aid acceptance and help develop the signposting document.</i>

b) List of requirements

The primary working group met between December 2017 and March 2018 to develop a list of requirements for the potential CMS. The discussions were based around the guidance contained in the UUK Changing the Culture Report⁷ and also from data from Phase 2, namely the student survey results and the scripts/scenarios developed by students for the face-to-face bystander training and the online bystander module. This allowed the group to test the system requirements against real-life student experiences throughout the process.

There was also a discussion about allowing for staff reports – whether from staff who had experienced or witnessed harassment/hate incidents or wanted to help students report. It was agreed that this would be part of the final system.

The IT Business Analyst produced a series of process maps (flow charts) which captured the essence of the discussions and informed the development of the requirements. The essence of these discussions is captured in Appendix 4: Discussions, and Appendix 5: The Harassment Reporting form.

<i>Learning point</i>	<i>Recommendation</i>
<i>It took longer to develop the requirements than was originally anticipated. This was due to a number of factors, including the complexity of developing a reporting pathway that would be suitable for a diverse set of potential reporters (including staff), and also due to the time restraints of the primary working group.</i>	<i>A period of 4 months is embedded into the process to allow the development of the initial requirements.</i>

c) Case Managers

Role

The original Catalyst bid outlined the need for a case manager who would deal with reports from the CMS. This was costed in at 7.5 hours per week for one year, to be spread across each week as needed.

An extensive discussion took place in the primary working group about the role of the case manager and it was agreed that they would act as the first point of contact for reporters and would signpost and manage the process as reporters went to other departments/external sources of support. As such, the case manager role was to ensure all reports were responded to and dealt with in a timely manner and that reporters were supported in whatever action they wish to take. Actions were to be dependent on the type of report – for example, in the case of an anonymous report, the case manager may inform relevant departments, for example verbal abuse from another student in a particular building would result in the Protection Staff (security) being informed. If a reporter logged a report but had not

⁷ <https://www.universitiesuk.ac.uk/policy-and-analysis/reports/Pages/changing-the-culture-final-report.aspx>

requested further action, the case manager may again inform relevant departments, or, if the case needed further action, take advice from the Legal Department and then follow it up with the reporter. Finally, if a reporter requested a meeting with the case manager, the case manager would set up an initial meeting, provide relevant information and monitor the reporter’s progress as they accessed relevant sources of support.

This 12-month post was filled by a female case manager (Case Manager 1) who has extensive expertise in dealing with reports of sexual violence against women and girls. Meanwhile, CUG was successful in gaining funding for the HEFCE religious/faith-based project which also required the employment of a case manager (Case Manager 2) and this female post-holder has expertise in faith-based/religious harassment. Both were appointed on 1st September 2018. Both case managers undertook specific hate crime training after their appointments.

In summary, the key difference between the case manager role and existing specialist advisors was to be that the case manager would ‘hold’ the student throughout the signposting process, offering impartial support as the student navigated the different existing and external support avenues (see Appendix 6 for case studies).

Location

In terms of location, agreement was reached with the Students’ Union to rent a space within their advice centre corridor so students would be able to find the case managers easily. As the system was not launched until 8th October, Case Manager 1 spent time liaising with CUG departments who she would be signposting to and also developing documentation to support the reporting system, with the most important being the Signposting Document (see example, Appendix 7). This document is to remain ‘living’ in that it will be updated as new signposting options emerge.

Services

At the time of writing, an appointment system is available and both case managers are contactable via email and the project’s webpage.

<i>Learning point</i>	<i>Recommendation</i>
<p><i>It took some time to decide exactly what the case manager role should be – an expert advisor or a sign-poster with relevant expertise in dealing with harassment/hate incidents relating to at least one of the protected characteristics.</i></p> <p><i>We also had to think about where the case manager would ‘sit’ within the university structure.</i></p> <p><i>At the time of writing (June 2019) the CMS has been running for approximately 8 months and both case managers are finding dealing with the cases difficult within the 7.5 hours they are allocated as each case takes approximately 4 working hours to complete.</i></p>	<p><i>Decide what the role of the case manager actually requires.</i></p> <p><i>Think about where the case manager would ‘sit’ within the university structure.</i></p> <p><i>Case managers should be appointed for a minimum of at least two days per week in the initial stages, and once the system becomes embedded, move toward full time hours.</i></p>

d) Bespoke System

Once the requirement discussions were complete, the primary working group's preferred solution was a bespoke system developed in-house. The group felt that this would allow flexibility in terms of future changes, would address GDPR requirements and ensure privacy of all information contained on the system. However, this proved not to be an option as the IT department did not have the capacity to produce such a system in the agreed project timeline.

Learning point	Recommendation
<i>A bespoke in-house system proved to be not viable due to time constraints.</i>	<i>In-house IT Departments are contacted at the very beginning of the development phase in order to rule in, or rule out, the possibility of a bespoke system.</i>

e) External systems

As outlined above, the development of a bespoke system proved to be not viable, so external potential systems were reviewed against the following aspects:

1. How closely the systems matched the requirements developed
2. How user friendly the system would be for case managers who would deal with reports but would not necessarily have extensive IT knowledge
3. How flexible the system was in terms of existing and future adaptations
4. If the system allowed the production of overall reports based on data collected
5. That the system would need to be based in the EU to adhere to GDPR requirements
6. How long the contract and implementation would take
7. If the system would fit into the budgetary requirements of the funding available

Learning point	Recommendation
<i>The most important review points for the working group were a CMS that would match requirements, that users found easy to use, and would allow amendments, additions and deletions once launched.</i>	<i>Establish a list of requirements, including a top three, that a CMS would need to address.</i>

f) Results of review of external systems

Eight systems were reviewed and three emerged as possible contenders for purchase. Demonstrations were requested and took place between March and June 2018.

Learning point	Recommendation
<i>Arranging, attending and reviewing possible systems through a demonstration process takes time.</i>	<i>Once systems have been established as having potential, a demonstration is advised as soon as possible.</i>

g) Final decision-making process

The primary working group reviewed the three possible contenders for purchase and decided on the eventual purchase based on the criteria developed above (e).

In addition, the chosen CMS allowed instant email notification of new cases to the case managers, had the ability to assign cases to other case managers, link cases in the event that more than one case was logged from one reporter or that more than one alleged perpetrator was reported, enabled reminders of

tasks to do and had the ability to expand the users of the system to other departments, as appropriate. Further, there was an upload facility for any documentation, such as evidence from reporters and witness statements.

h) The contract

Negotiations began in July 2018 lead by the Legal Department and were concluded with a signed contract on 30th August 2018.

Learning point	Recommendation
<i>The negotiation of the contract was somewhat protracted, mainly due to the availability of all parties, particularly the primary working group. Specifically, the HEI calendar in the summer typically means that many staff are on leave, and so it proved difficult to ensure a speedy process.</i>	<i>Timelines are considered, in particular the HEI summer period, in terms of possible delays.</i>

i) Developing the system

Once the contract was completed, the process of developing the system to match CUG’s requirements began in September 2018.

The contract involved two builds (revision stages) - which comprised an initial set up of the system from the agreed list of requirements, followed by a revision. As the launch date was planned for the first week in October 2018 it became apparent that the system would not be ready in time, and so on the advice of the Equality, Diversity & Inclusion Manager at the University of Manchester (who had been through a similar process), CUG developed a temporary system (see (j) below for more details) using the requirements as a guide. After developing, amending, piloting and finalising the temporary online reporting form, it was sent to the supplier with the request that the reporting side of the CMS matched it.

The negotiation of the second build of the system was then somewhat protracted: a sticking point in this phase of development related to the ‘back end’, i.e. the case management aspect. Although the system looked relatively easy to use during the demonstration, once the case managers tested it, it became apparent that there were a lot of ‘moving parts’ which did not instinctively fit together. To address this, a request for a third build was put forward, but as this was only possible at further cost, a series of two ‘training’ sessions for the case managers were instigated so they could develop a closer understanding of the process in readiness for the final product. The second build was signed off in April 2019 and is now in use.

Learning point	Recommendation
<i>The contract contained provision for two rounds of testing, but this proved to not be enough for the averagely aware IT individual. Three rounds (or more) would have been advantageous and ensured that the end result was as robust as it could be and matched the original requirements.</i>	<i>Contract development should include at least 3 rounds of for revisions and testing and time is built in for this accordingly.</i>

Simultaneously, a further demonstration of the purchased system was arranged for interested parties within CUG and was rolled out to appropriate departments (see Appendix 8).

j) Temporary system

As the negotiations took place with the supplier, a temporary system was developed and set up using Bristol Online Surveys⁸ (to which CUG has a subscription), which is GDPR compliant and was approved by CUG’s Information Protection Unit.

⁸ <https://admin.onlinesurveys.ac.uk/accounts/login/>

The system, now known as Harassment Report, was subsequently launched on 8th October 2018. The website behind which the system sits also hosts further information for students, for example, how to make a report, what types of reports can be made, what to do in an emergency and a list of external sources of help: see www.coventry.ac.uk/harassment.

Learning point	Recommendation
<p><i>Developing a temporary system based on the requirements at a much earlier stage would have solidified our requirements, given CUG a feeling for the types and amounts of reports that would be made and provide a template for the purchased system.</i></p> <p><i>The web (landing page) that the system sits behind needed to be developed in-house, a fact that was not obvious when negotiating with the supplier and the appropriate department to develop this (in CUG's case, the Marketing Department) had to fit in the design at very short notice.</i></p>	<p><i>A temporary system is developed and launched as soon as the requirement stage is complete.</i></p> <p><i>A web (landing) page is factored in earlier on in the process</i></p>

k) Development of Signposting Document

This document was developed by Case Manager 1 during the first month of employment (before the temporary system was launched). It has now turned into a Living Document and is regularly checked and updated accordingly.

Learning point	Recommendation
<p><i>This task proved more difficult than anticipated due to the complexities of CUG's structure and establishing points and contacts of departments who could possibly receive reports took some time.</i></p> <p><i>In addition, contacts changed and new initiatives were launched and so the document is now 'living' and is regularly updated.</i></p>	<p><i>Gather information on all support sources – internal and external - that the case managers may be signposting to as soon as the project begins.</i></p> <p><i>Ensure that the information is regularly checked and updated.</i></p>

l) Launch and promotion of the system

The temporary system launch was accompanied by materials circulated via a promotional campaign to all four CUG campuses. This campaign comprised:

- Screen posters (CUG has a screen in each building that features rolling information for students)
- Posters displayed on both the student and staff Moodle sites
- Printed posters for the back of toilet doors
- Business-size cards/posters handed out to protection (security) staff and scattered through public areas of the campuses

In addition, the multi-agency partnership group formed as part of Phase 2, were sent the promotional materials and student accommodation providers were visited by Case Manager 1. Case Manager 2 undertook outreach to the relevant student societies and promoted a bespoke faith-based/religious survey to students.

Learning point	Recommendation
<i>CUG is a large institution with four separate campuses. Tracking down the relevant contacts for promotional purposes, for example individual building screen 'owners', proved more difficult than anticipated. In addition, getting the promotional materials designed and approved also took longer than anticipated.</i>	<p><i>Contact marketing to get promotional materials ready as soon as possible.</i></p> <p><i>Gather details of all relevant contacts to ensure promotional materials can be launched simultaneously.</i></p>

4. Moving forward

A number of initiatives are taking place as a result of the project, and more recently, the focus will include mental health and wellbeing reporting.

Guidance documents for staff/students/parents

These will detail how to make a report, who can make a report and what happens once a report has been made.

Staff

HR and Case Manager 1 are developing an outreach workshop for all staff across all campuses promoting the system. The case manager is also speaking to new staff during induction.

Students

Case Manager 1 is to present the reporting system to new students during the induction programme and also to existing students during lectures.

Case management post

Agreement has been reached for funding Case Manager 1 hours for an extra day per week until the end of contract (August 2019) and a business case is being prepared with the aim of securing a permanent post from September 2019.

Respect Campaign

In the new academic year, there is to be a large promotional campaign across all campuses, to include posters, electronic screen information and social media posts.

5. Appendices⁹

Appendix 1: Steering Group

Appendix 2: Primary Working Group

Appendix 3: Secondary Working Group

Appendix 4: Discussions

Appendix 5: Harassment Reporting Form

Appendix 6: Case Studies

Appendix 7: Sample Signposting Document

Appendix 8: Demonstration to appropriate departments

⁹ See separate Appendices document