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creating futures

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POLICY DEVELOPMENT FRAMEWORK

Sexual and Gender Based Violence (SGBV)

Policy

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Department/Unit	CDICS, DSA, and HC

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1. PURPOSE

The purpose of this policy is to:

1.1. Outline the University's commitment and principles to fostering and maintaining zero tolerance on Sexual and Gender-Based Violence (SGBV) and all forms of abuse, discrimination, bullying, cyber-crime and human rights violations in line with South Africa constitution.

1.2. The policy is derived from the Policy Framework to Address Gender-based Violence in the Post-School Education and Training System (PSET) of the Department of Higher Education and Training (DHET, 2020) including the National Strategic Plan on Gender-Based Violence and Femicide (GBVF) and the Code of Good Practice of the prevention and elimination of harassment in the workplace.

1.3. The policy framework in Post School Education and Training defines GBV-specific sexual offences as including rape (section 3), compelled rape (section 4), sexual assault (section 5), compelled sexual assault (section 6), compelled self-sexual assault (section 7), compelling or causing any person to witness a sexual offence, a sexual act, or self-masturbation (sections 8, 21 & 23), exposing or displaying or causing the exposure or display of genital organs, anus, or female breasts to any person (flashing) (sections 9, 22 & 23), being involved in, furthering, benefiting from, or living from the earnings of exposing or displaying or causing the sexual exposure or display of children or mental disabled people to any person (sections 10, 17-20, 23, 25 & 26), engaging the sexual services of any person (sections 11, 23, 25 & 26), sexual grooming (sections 18 & 24), incest (section 12), committing an act of consensual sexual penetration with a child (statutory rape) (section 15) or with mentally disabled people, as well as violation of a child (statutory sexual assault) (section 16) or of mentally disabled people.

1.4. The Policy also wishes to ensure a safe and inclusive institutional environment that upholds human rights principles and embraces gender diversity and inclusivity as the cross-cutting pillar of CPUT's One Smart Vision 2030 strategy and university policies.

2. SCOPE

2.1. INSTITUTIONAL SCOPE

This Policy applies to:

2.1.1. **All University Activities**: This includes everything the university does, its operations, governance, and administration of the University, including research activities.

2.1.2. **All University Sites**: This includes all campuses and locations of the University.

2.1.3. **At All Times whilst on University Business**: This applies whenever one is involved in university operations or representing the university in any capacity.

2.2. INDIVIDUAL SCOPE

This Policy applies to the following persons:

2.2.1. **Staff** (Academic staff and Professional, Administration and Support Staff (PASS))

2.2.2. University Stakeholders: These stakeholders include employees, Council members, and members of university committees, panels, and advisory boards).

2.2.3. Individuals appointed to roles with Associated Entities of the University. These individuals refer to persons designated to positions within entities associated with the university.

2.2.4. All Students including those involved in university operations and student governance, are encompassed. This refers to students who actively participate in managing university functions or engage in student governance, as well as those involved in university-related structures and committees.

2.2.4. External stakeholders: These stakeholders include consultants, service providers, and volunteers offering their services to the University.

3. OBJECTIVES

The objectives of this Policy are to:

3.1. Create understanding on what constitute SGBV, thus promoting the values of dignity, fairness, mutual respect, honesty and freedom for all students and employees with shared responsibility in the workplace.

3.2. Promote transparency and enable meaningful communication throughout the Institution.

3.3. Promote a culture of reporting incidents of SGBV without fear of reprisal.

3.4. Establish fair and consistent practices and procedures in compliance with the relevant legislation governing SGBV for internal and external processes.

3.5. Provides holistic care through a survivor-centred approach which includes inter alia, psychosocial support services, medical services and any other relevant services.

3.6. Ensures that there are safe, confidential and survivor-friendly spaces to facilitate holistic care.

3.7. Adopts the principles of restorative justice where it is reasonably practical to do so.

3.8. Promoting a safe and an enabling learning and working environment.

4. POLICY PRINCIPLES

4.1. The University promotes scholarship in intersectional discourse (e.g., race, gender, class, disability, language, and social justice) in SGBV prevention, intervention, and coordination to recognise the diversity that stems from other social categories that affect employees and students in different ways. The goal is for the individual to achieve their full potential.

4.2. CPUT, as an educational institution, commits to providing a non-sexist, non-discriminatory, working, living and study environment for both employees and students. CPUT recognises that the preservation of human dignity and the discouragement of offensive behaviour are an integral part of its environment and seeks to address these issues in a positive and healing manner.

4.3. All institutional information to stakeholders must contain a clear statement communicating the University's SGBV zero tolerance. This message must not be diluted or made ambiguous when referring to false complaints or procedures to deal with allegedly false complaints. Should investigations yield evidence of false complaints, these will be dealt with as per the relevant disciplinary procedures as it relates to student and employee processes.

4.4. The implementation of the policy must be routinely monitored, evaluated, and reported to Senior Managers or any person mandated to undertake these matters and who are held accountable for the effective implementation of the policy.

4.5. Data Management processes must be maintained. Record keeping processes must be in accordance with the Department of Health, South African Police Services (SAPS) and legal requirements of the National Prosecuting Authority, and the Department of Justice and Constitutional Development and relevant confidentiality legislation.

4.6. Confidentiality should be maintained throughout the process of implementing the policy and further safety and security must be ensured.

4.7. The University will ensure that interventions to address SGBV are multi-faceted, comprising of prevention, management and awareness raising information. The University will furthermore establish structures and ensure that support is provided to all parties.

4.8. Confidentiality, trust and empathy; effective complaints handling processes and procedures; and providing support to complainants are at the centre of this policy. Support and (where possible) assistance will be provided to the perpetrator with behavioural change as a goal.

4.9. The University is guided by South African legislation in the reporting process of matters. This legislation includes mandatory reporting to the relevant external structures about processes that are required to be undertaken outside of the university's parameters.

4.10. The University integrates comprehensive policies and practices regarding gender diversity and inclusivity of SGBV in the curriculum, teaching, learning, research, innovation, community engagement, social mobilisation activities and campaigns.

4.11. The University ensures that all cases of sexual offences and Gender Based Violence are treated with due care and confidentiality, both in respect of the complainant and the alleged perpetrator.

4.12. All employees and students involved in addressing SGBV in any way must be capacitated and skilled to respond to and refer cases as well. Training on secondary victimisation must be included, so as to prevent secondary victimisation or trauma when rendering support to victims.

4.13. Responders to SGBV should be gender-sensitive in their approach. While ongoing training and support will be provided, it is expected that these individuals must conduct their work in accordance with the relevant clear guidelines, protocols and codes of ethics.

4.14. Educational programmes and other responses must reject ideologies that perpetuate gender stereotyping or cultural beliefs that excuse or justify SGBV or blame complainants.

4.15. Assistance to the complainant must support and encourage their sense of personal agency, which includes respecting the complainant's informed decision at every stage of the process.

4.16. A reporting, investigative or support employee must offer comprehensive information about all processes and options in a manner which is non-judgmental, appropriate, clear and sensitive to the complainant in terms of language, culture, disability, gender and sexuality.

4.17. Users of social media should remember that they are representing the University and avoid posting anything that could be construed as offensive, discriminatory, or negative towards the University or its constituents. This section must be read in conjunction with the University's Code of Conduct and the University's Ethics Framework.

4.18. To give effect to the management of SGBV, the university aligns itself to the South African National Strategic Plan by the establishment of an Institutional GBV Committee. The University has developed six pillars, aligned to the six pillars of the NSP-GBVF 2020-2030 to support the implementation and facilitate the alignment of university goals with the National Strategic Plan. (See Appendix 3).

4.19. The six pillars are as follows:

a. Pillar 1: Creating an Enabling Environment, ensuring accountability, coordination and leadership of SGBV matters.
b. Pillar 2: Ensuring the implementation of prevention-driven initiatives, advocacy, facilitation of social justice and rebuilding Social Cohesion amongst members of the CPUT community.
c. Pillar 3: Ensure Safety and Protection for all members of the CPUT community and uphold justice.
d. Pillar 4: Employ a survivor-centred approach in Response, Care, Support and Healing.
e. Pillar 5: Provide opportunities for Economic Empowerment and ensure equality of services for the university community.
f. Pillar 6: Be key drivers of SGBV Research and Information Management Systems within higher education.

5. PROCESS

5.1. SGBV Reporting patterns and processes are specified for the following scenarios:

a. Student on Student; Student on staff; Student on Outsider; Outsider on Student

b. Staff on Student; Staff on Staff; Staff on Outsider; Outsider on Staff

5.2. Where an incident of Sexual and Gender Based Violence takes place, the complainant (employee, student, or an external complainant) should follow the following procedures

5.3. Reporting an incident: Process for Complainant Reporting for any student

5.3.1. The complainant should report the matter to the on-duty Campus Protection Services (CPS) employee via the call centre or in person.

5.3.2. The CPS officer assists the complainant in completing the required preliminary incident report form and a case docket is opened.

5.3.3. CPS advises the complainant on available medical treatment, psychosocial support and law enforcement options.

5.3.4. Depending on the nature of the complaint, the following will be activated in response to the urgency of the complainant's presentation:

a. Dispatch an ambulance to activate the necessary medical support and transport the complainant to the nearest Thuthuzela Care Centre (TCC) or hospital emergency room.
b. CPS may assist after-hours to transport the complainant back to their student residence on campus in the event of a student matter.
c. The Thuthuzela Care Centre or hospital emergency room provides medical and forensic treatment, psychosocial support and activates the Family Violence, Child Protection and Sexual Offences Investigations Unit (FCS).
d. Refer the student to the Student Counselling Department for containment and/or trauma debriefing. Longer term psycho-social support is offered to the complainant.
e. Any student complainant may access Student Counselling services without a formal referral, and the department will provide psychosocial support and inform the complainant of the relevant services to be contacted.
f. The Student Counselling Department advises or assists the student complainant to report the incident to their nearest South African Police Station (SAPS).
g. In the case where the alleged perpetrator resides in the same residence as the complainant, the university undertakes to ensure that the complainant is in a safe environment (See Appendix 2A).

5.4. Process for Complainant reporting a staff member(employee)

5.4.1. Initial Referral and Support:

a. Employees may report the case to CPS or Human Capital (See Appendix 2B).

b. Employees are referred to the Human Capital Lifestyle and Wellness Office (University Employee Assistance Programme).

c. The referral can be done while the matter is attended by CPS and there is no need to wait for any outcomes. POPIA must be adhered to.

5.5. Case File Management:

a. A case file will be opened for the reported matter by CPS investigators.

5.6. Medical and Support Services:

a. The CPS Investigation Officer will advise the complainant in the case of sexual offences of the medical and support services available to the complainant, and where necessary, transport the complainant to the relevant medical centre as soon as possible.

5.7. Psychosocial Support

a. The University Employee Assistance Programme will provide psychosocial support and referral to the necessary services as needed (See Appendix 2B).

5.8. Reporting to the Safety, Health and Environment (SHE) Unit:

a. In cases where the incident results in physical injuries, psychological trauma, or Post-Traumatic Stress Disorder (PTSD) the incident must be reported to the SHE Unit without delay.

b. The SHE Unit will assess the matter and ensure it is recorded as a workplace incident to comply with occupational health and safety protocols.

c. Where applicable, the SHE Unit will initiate the reporting process to the Compensation Commissioner in accordance with the requirements of the Compensation for Occupational Injuries and Diseases Act (COIDA), to facilitate the employee's access to any compensation or benefits related to due to the injuries or trauma experienced.

5.9. Additional details:

a. To contact Student Counselling Services Office: counselling@cput.ac.za

b. To contact Human Capital Lifestyle and Wellness Office, 0800 111 223 or email eap@momentum.co.za

5.10. Case management for students

a. A unique case number will be allocated, and a formal investigation will be undertaken.

6. DISCIPLINARY PROCESS

6.1. STUDENT DISCIPLINARY PROCESSES

6.1.1. CPS will investigate the incident and complete the final case docket. All cases pertaining to students are investigated by Investigators at Campus Protection Services (CPS).

6.1.2. CPS hands over the final case docket to CPUT Legal Services.

6.1.3. CPUT Legal Services is responsible for final decision-making on the case docket and will initiate the required action, which may include a disciplinary inquiry, disciplinary hearing, as outlined in the General Handbook, Academic and Student Rules and Regulations.

6.1.4. When dealing with a student's Sexual and Gender-Based Violence allegation, the General Handbook: Academic and Student Rules and Regulations Rule 13, which refers to Suspension Pending Disciplinary Hearing, and Section 2, namely Disciplinary Procedures (with specific reference to 2.2), will apply.

6.1.5. CPUT has a legal duty and moral obligation to report crimes to SAPS, with due protocol. The CPS Manager or the person delegated by the CPS Manager already part of the process will provide support to the complainant in opening the case with SAPS.

6.1.6. During all stages of the process, all parties will be supported by the relevant support services.

6.2. EMPLOYEE DISCIPLINARY PROCESS

6.2.1. The Employee Relations Office allocates an Employee Relations Specialist to manage the case.

6.2.2. A primary investigation is undertaken to establish whether there is any substance (*prima facie evidence)* to support an alleged act of misconduct on the part of an employee to employee or employee to student.

6.2.3. The principle of “innocent until proven guilty” shall always be applied.

6.2.4. Depending on the seriousness of the alleged misconduct and/ or the source from which the misconduct is derived, one of the following forms of investigation can be initiated:

6.3. PRELIMINARY/FORMAL INVESTIGATION

6.3.1. If an employee is accused of committing an act (acts) of minor or serious misconduct, his/ her Line Manager, in consultation with the relevant Human Capital Business Partner (HCBP), may proceed with a preliminary investigation into the nature and circumstances surrounding the offence.

6.3.2. The purpose of the preliminary investigation is to determine;

a. the nature of the misconduct,
b. the seriousness of the misconduct,
c. what evidence is available to prove the alleged misconduct, and
d. what type of disciplinary action (if applicable) needs to be initiated?

6.3.3. The investigation should be conducted without unreasonable delay.

6.3.4. Where the preliminary investigation shows no prima facie evidence to support the alleged misconduct by the employee, the matter is to be closed and no sanction is issued.

6.3.5. Where the preliminary investigation shows that prima facie evidence to support the alleged misconduct by the employee exists, the Line Manager must follow the processes as set out in the University Disciplinary Procedure.

6.4. FORMAL INVESTIGATION

6.4.1. If an employee is accused of committing a) an act(s) of very serious misconduct, b) where the alleged misconduct relates to a complaint from a student, or c) where deemed appropriate by the Human Capital (HC): Employee Relations (ER), the matter will be formally investigated.

6.4.2. Formal investigations will be conducted by suitably trained CPUT employees (investigators) or an external service provider who has been contracted by CPUT to provide investigatory services.

6.4.3. The investigation should be conducted without unreasonable delay.

6.4.4. The investigator is required to review all available evidence and speak to any applicable witnesses before making an initial assessment as to whether there is *prima facie* evidence to support the alleged misconduct.

6.4.5. Where *prima facie* evidence exists, the accused employee member should be provided with an opportunity to make a representation to the investigator on the allegation/s before a final recommendation on whether to charge the employee is submitted to the HC: ER.

6.4.6. The employee has the right to decline the opportunity to make representation at this point; however, this may result in the employee being unnecessarily subjected to a formal Disciplinary Enquiry.

6.4.7. HC: ER will, in consultation with the Vice Chancellor, make the final decision on whether to discipline the employee as well as whether the formal or informal disciplinary procedure will apply.

6.4.8. Should the outcome of the disciplinary process indicate that the employee is guilty, the appropriate sanction will be applied as a closure to the process.

6.5. GENERAL

6.5.1. Should a complainant not be satisfactorily resolved by the internal procedures outlined, the complainant of sexual harassment may refer the dispute to the Commission for Conciliation Mediation and Arbitration (CCMA).

6.5.2. An alleged perpetrator of sexual harassment may refer a dispute arising from disciplinary action taken by the employer to the CCMA.

6.5.3. It is a disciplinary offence to victimise or retaliate against a complainant who in good faith lodges a grievance of sexual harassment.

6.5.4. It is a disciplinary offence to lay a false complaint/charge of sexual harassment against another person.

7. INSTITUTIONAL GENDER-BASED VIOLENCE COMMITTEE (IGBVC) FOR ACCOUNTABILITY

7.1. In terms of the policy framework for addressing Gender-Based Violence (GBV) Policy in the Post School Education and Training System (PSET), institutions are expected to establish the High Level (Institutional) Committee on SGBV to ensure leadership commitment, coordination and accountability.

7.2. The Executive Management established the Institutional Gender-Based Violence Committee (IGBVC), chaired by the Vice Chancellor and the coordination of six Pillars led by the members of the Executive Committee Further, the IGBVC was established in line with Pillar 1 of the SGBV policy, which is “Accountability, Coordination and Leadership “.

7.3. The IGBVC plays an oversight role in the coordination, implementation and reporting of SGBV. The Committee meet quarterly and produces the annual GBV report to the DHET annually

7.4. The key functions of the IGBVC includes the following:

7.4.1 To coordinate reporting across the six implementation pillars led by different Executive Management members

7.4.2. To ensure accountability and response to the scourge of GBV in a comprehensive, integrated and inclusive approach;

7.4.3. To ensure systematic reporting across the university as well as monitoring and evaluation of GBV intervention strategies;

7.4.4. To ensure the Integration of GBV in teaching and learning, curriculum, research and community engagements;

7.4.5. To encourage collaboration and coordination across CPUT, faculties, departments, divisions and centres to enhance the sharing of lessons and practices on GBV

7.4.6. To ensure the availability of an electronic Emergency Response Plan (ERP) to deal with GBV.

8. COMMONLY USED TERMS & DEFINITIONS ACRONYMS

CPUT	Cape Peninsula University of Technology
CPS	Campus Protection Services
DSA	Division of Student Affairs
EM	Executive Management
ERP	Emergency Response Plan
FYE	First Year Experience
FCS	Family Violence, Child Protection and Sexual Offences
HC	Human Capital
IGBVC	Institutional Gender-Based Violence Committee
ManCom	Management Committee
NSP-GBV	National Strategic Plan- Gender-Based Policy and Femicide

SGBV	Sexual and Gender-Based Violence
SHE Unit	Safety Health and Environmental Unit:
SOCA	Sexual Offences and Community Affairs

DEFINITIONS

8.1. **The criminal justice process** is a series of steps and procedures that the legal system follows to enforce the law, ensure justice, and maintain public order. The process includes investigation, arrest, charging, trial, and sentencing.

8.2. **Sexual Harassment means any:**

a) Unwelcome sexual attention from a person who knows or reasonably ought to know that such attention is unwelcome;

b) Unwelcome explicit or implicit behaviour, suggestions, messages or remarks of a sexual nature that have the effect of offending, intimidating or humiliating the complainant or a related person in circumstances, which a reasonable person, having regard to all the circumstances, would have anticipated that the complainant or related person would be offended, humiliated or intimidated;

c) Implied or expressed promise of reward for complying with a sexually oriented request; or

d) Implied or expressed threat of reprisal or actual reprisal for refusal to comply with a sexually oriented request.

e) Sexual harassment can be directed from male to female, female to male or between individuals of the same gender.

f) Sexual harassment can also take place between peers, for example between students or employees; students to students; employee to employee and employee or student *vice versa* and an outside person.

g) **Sexual Offences** is any offence referred to in chapters 2, 3 and 4 of the Sexual Offences Act, e.g., rape, (e.g., corrective, stranger, date, marital rape), attempted rape, sexual assault, incest, possession of child pornography, sexual intimidation, harmful disclosure of pornography etc.

8.3. **Rape** - Any person ('A') who unlawfully and intentionally commits any act which causes sexual penetration with a victim ('B'), without the consent of B, is guilty of the offence of rape.

This includes digital penetration - forcing any other objects or any other part of the body of a person or an animal (other than a male genital organ) e.g., a finger, bottle or pencil into the female genital organ or anus without the victim's consent (excludes the mouth).

Examples of types of rape: (offence remains rape)

- Stranger rape (unknown perpetrator)

- Acquaintance rape: Includes rapes in which the victim and perpetrator have been in a non-romantic, non-sexual relationship, for example as co-workers or neighbours.
- Corrective rape: A hate crime in which one or more people are raped because of their perceived sexual orientation or gender identity. The common intended consequence of the rape, as seen by the perpetrator, is to turn the person heterosexual or to enforce conformity with gender stereotypes
- Marital rape: Rape within a marriage
- Date rape: Specifically refers to a rape in which there has been some sort of romantic or potentially sexual relationship between the two parties.
- Rape can also take place between peers, for example between students and employee; students and students; employee and employee and employee or student *vice versa* and an outside person.

8.4. **Sexual assault** occurs when a person sexually violates another person without their consent. This is a crime and must be reported. The SOAA also makes it a crime for a person to force another person to witness and or perform sexual acts on someone. This is known as compelled sexual assault.

8.5. **Intersectional approach** Intersectionality is a term used to describe how different factors of discrimination can meet at an intersection and can affect someone's life. It centres the voices of those experiencing overlapping, concurrent forms of oppression to understand the depths of the inequalities. The purpose of the intersectional lens is to recognise how different aspects of a person's identity might interact to change the way they experience the world – and the barriers they might face as a result (UN-Women).

8.6. **Employee -** A person is an employee who is in a contract of employment (permanent or fixed-term) and remains valid until either the University or the employee terminates the relationship (resignation, retrenchment, dismissal and end of the contract, etc.) and/ or the relationship terminates due to the employee reaching normal retirement age.

8.7. **Student** refers to any person registered with the University for any form of study or who has taken part in any university activity with the intention to register (including taking up university accommodation).

8.8. **Trade Union** is an organisation made up of members (a membership-based organisation) and its membership must be made up mainly of workers and formally recognised by the university to represent its workers.

8.9. **Stakeholder Partners, Service Providers and Stakeholders** in the context of this policy are all people, entities or organisations that have interests in the operations of CPUT from time to time.

9. ACCOUNTABILITY, RESPONSIBILITY AND AUTHORITY:	
Implementation:	Executive Management, Line Management, Faculties, units or departments are responsible for the implementation and coordination of this policy in their respective components, and any stakeholders
Compliance:	Centre for Diversity, Inclusivity, and Social Change, Division of Student Affairs, Human Capital including all employee and students
Monitoring and Evaluation:	Institutional Gender Based Violence Committee (IGBVC) Centre for Diversity, Inclusivity, and Social Change, Division of Student Affairs and Human Capital
Development/Review:	After every 3 years
Approval Authority:	Council
Interpretation and Advice:	Centre for Diversity, Inclusivity, and Social Change, Division of Student Affairs and Human Capital

POLICY DEVELOPMENT FRAMEWORK					
Policy Type(s):	A: Administrative Policy B: Institutional Governance Policy C: Academic Policy				
Policy Group(s): Delete categories that are not relevant	A: Governance and Administration (Registrar) B: Learning& Teaching C. Research and Innovations C: Finance D: Human Resources E: Division of Student Affairs F: Partnership, Research and Planning G: Operations				
Type: Tick document category	Policy	√	Guideline		Manual
	Procedure	√	Regulation		Plan

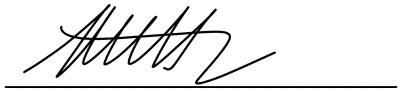
CPUT Statute and/or Regulation Reference no. and date:	Cape Peninsula University of Technology Statute, Government Notice No 46382 of 20 May 2022.

Relevant Legislation and/or Policy, Codes of practice, Professional authorities:	• Basic Conditions of Employment Act No. 75 of 1997 (As amended) • Code of Good Practice of the Prevention and Elimination of Harassment in the Workplace, 2022 • Commission on Gender Equality Act No. 39 of 1996 (As amended) • Criminal Law Amendment Act No. 105 of 1997 • Criminal Procedure Act No. 51 of 1977 • Criminal Procedure Amendment Act No. 42 of 2003 • Criminal Procedure Amendment Act No. 86 of 1996 • Criminal Procedure Second Amendment Act No. 85 of 1997 • Cyber Crimes Act No. 19 of 2020 • Domestic Violence Act No. 116 of 1998 • GNR.1890 of 18 March 2022: Code of Good Practice on the Prevention and Elimination of Harassment in the Workplace (Government Gazette No. 46056) • Higher Education Act, No. 101 of 1997 (As amended) • Judicial Matters Amendment Act No. 15 of 2023 • Labour Relations Act No. 66 of 1995 • Preferential Procurement Policy Framework Act No. 5 of 2000 • Prevention and Combating of Hate Crimes and Hate Speech Act, No. 16 of 2023 • Promotion of Access to Information Act No. 2 of 2000 • Protection from Harassment Act No. 17 of 2011 • Protection of Personal Information Act No. 4 of 2013 • Skills Development Act No. 97 of 1998 (As amended) • The Criminal Law (Sexual Offences and Related Matters) Amendment Act (SORMAA) No. 32 of 2007 (As amended) • The Employment Equity Act No. 55 of 1998 (As amended) • The Prevention of Combatting Trafficking in Person's Act No. 7 of 2013 • The Promotion of Equality and Prevention of Unfair Discrimination Act No. 4 of 2000 • The South African Constitution Act No. 108 of 1996

	Policies and Strategic Documents • Education White Paper 3: A Programme for Transformation in Higher Education (1997) • Education White Paper 4: Special Needs Education- Building an Inclusive Education and Training (1997) • National Action Plan to Combat Racism, Racial Discrimination and Related Intolerances (2016) • Policy Framework for the Realisation of Social Inclusion in the Post-School Education and Training System, Gazette No. 40496, 15 December 2016 • Policy Framework to address Gender Based Violence in the Post-Schooling Education and Training System, March 2019 • Strategic Policy Framework for Disability in the Post-School Education and Training System, 15 March 2015 • The National Strategic Plan on Gender-Based Violence & Femicide (2019)

	International Instruments • Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), 1998 • Convention on the Rights of Persons with Disabilities (CRPD), The Sustainable Development Goals (SDG) Agenda 2030 • The African Union Agenda 2063 • The Committee on the Elimination of Racial Discrimination (CERD) • The SADC Gender and Development Protocol • The Universal Declaration of Human Rights (UDHR)

Relevant Institutional Policies/ documents/manuals/ handbooks	• Admission requirements (Regulations) • Age Exemption Policy • Assessment Policy & associated procedures • Cape Peninsula University of Technology Strategic Plan: Vision 2030 • CPUT Code of Conduct for Council Members • CPUT Code of Conduct for Staff • CPUT Compliance Management Policy • CPUT Compliance Management Programme • CPUT ERM Policy • CPUT Ethics Framework • CPUT Faculty/Department Rules and Regulations • CPUT General Handbook: Academic and Student Rules and Regulations • Curriculum Development Policy • Employment Equity Policy, 2008 • Employee Relations Policy, 2008 • Experiential Learning • GBV Position Statement • General Handbook Academic and Student Rules 2020 edition • Language Policy, 2018
	• Policy for People with Disabilities, 2024 • Policy on Residence Allocations, 2013 • Policy on the Employment of Foreign Nationals, 2024 • Promotion of Academic Staff Policy 2024 • Quality Assurance Policy • Recognition of Prior Learning Policy, 2013 • Staff Development and Learning Policy (2008) • Student Academic Development Policy, 2006 • Student Support and Development • Talent Acquisition and Selection Policy 2023 • Learning and Teaching Policy, 2021
Policy Reference and Version No.:	SGBV 1 5/10/P

Consultation Process	• Institutional Gender-Based Violence Committee • Management Committee • Student Representative Council (SRC) • Human Resources Council Committee • Council Student Services Committee • Council Governance and Ethics Committee (CGEC) • Student Services Council Committee (SSCC) • Student Representative Council (SRC) and its constituencies • Newsflash (Staff, students, and CPUT community and public)
Policy Owner/Sponsor	• Executive Director responsible for the Centre for Diversity, Inclusivity and Social Change portfolio on behalf of the Vice Chancellor (Institutional – students and employees) • Senior Director: Human Capital (staff/ employees) • Dean: Student Affairs (students)
Compliance Officers	Vice Chancellor, Deputy Vice Chancellors, Executive Directors, Senior Directors, Registrar, Deans, Directors, and all Line Management in faculties, units, and departments
Certification of Due Process: To be verified and signed once approved by the relevant authority	 Vice Chancellor 17 April 2026 Date

Approval Date		**Commencement Date**		**Review Date**	

REVISION HISTORY: Only applicable to amended or reviewed Policies. Record details of amendments/revision.

Version No.	**Approved/ Rescinded**	**Date**	**Approving Authority**	**Resolution Number/** (Minute number)	**Date for next review** (Start date for review process)
1.0			Council		

For office use only	
Policy Group (Broad Policy field)	Governance and Administration
Subject (Policy sub-field)	Policies
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Version Number	
Key Words:	Sexual Harassment, Gender-based Violence, Rape.

APPENDIX 1 - GLOSSARY

- **Academic Nodal Points**

These could be departments, faculties, or research centres that act as centres of academic excellence or innovation. They are crucial in driving specific fields of study or interdisciplinary collaboration.

- **Administrative and Support Nodal Points**

Central offices or units, such as the registrar's office, student affairs, or the finance department, coordinate essential administrative processes and services within the institution.

- **Assault with intent to do grievous bodily harm (GBV)**

An assault with the intention to cause someone serious injury.

- **Attempted Murder**

To unlawfully and intentionally attempt to cause the death of another human being. (An example of this can be the Intentional HIV infection through sexual intercourse by a HIV positive perpetrator on a complainant. The perpetrator, however, must be aware that he/she is HIV positive).

- **Child pornography**

It includes any image, however created, or any description of a person, real or simulated, who is, or who is depicted, made to appear, look like, represented or described as being under the age of 18 years, engaged in sexual conduct; participating in, or assisting another person to participate in, sexual conduct; or showing or describing the body, or parts of the body, of such a person in a manner or in circumstances which, within context, amounts to sexual exploitation, or in such a manner that it is capable of being used for sexual exploitation.

- **Child prostitution**

This occurs when a person uses a child, or any person living with mental disabilities to expose or display to prostitution or engage him/ her in sexual acts for a reward.

- **Common Law Offences**

These are crimes developed through judicial precedents, including murder, manslaughter, theft, and assault.

- **Consent**

An exercise of choice and a voluntary or unforced agreement to engage in sexual activity with another party. Consent is an ongoing process and can be drawn at any time. Consent to engage in sexual activity is compulsory in every sexual act, always matters and should not be assumed, regardless of the relationship status and irrespective of previous sexual activity with the other party. Consent must be given freely. All sexual activities must happen with mutual consent. Staying silent or not saying anything is not the same as consenting. Sometimes people submit to sex out of fear, without saying anything.

Sex is therefore not consensual when under coercion or intimidation. Persons incapacitated by alcohol or drugs (especially with reference to student/campus life) or unconscious people, cannot consent to sex. Where people do not have the mental capacity to consent, or where they are underage, they can never consent. Consenting to one act (e.g. kissing) does not mean consenting to everything else. Even within an ongoing sexual act, one should be free to stop at any time and to withdraw consent.

- **Compelled rape**

Any person ('A') who unlawfully and intentionally compels a third person ('C'), without the consent of C, to commit an act of sexual penetration with a victim ('B'), without the consent of B, is guilty of the offence of compelled rape. The accused is forcing or compelling another person to sexually penetrate the complainant without their consent. Both the person who penetrates and the person that is penetrated are victims.

- **Corrective rape**

hate crime in which one or more people are raped because of their perceived sexual orientation or gender identity. the common intended consequence of the rape, as seen by the perpetrator, is to change or ‘correct’ the victim from homosexual to heterosexual or to enforce conformity with gender stereotypes.

- **Cybercrimes**

Cybercrimes are Illegal activities conducted through digital means, such as phishing, ransomware, and data breaches. Any criminal activity that uses a computer, network, or networked device.

- **Discrimination against a person with disability**

Occurs when a person with a physical, psycho-social, intellectual, neurological and/or sensory impairment is denied access to full participation in all aspects of life, and when society fails to uphold the rights and specific needs of individuals with impairment.

Direct discrimination occurs when an individual is treated less favourably than another person in a similar situation for a reason related to a prohibited ground. Direct discrimination also includes detrimental acts or omissions based on prohibited grounds where there is no comparable situation.

• **Discrimination**

Any act or omission, including a policy, law, rule, practice, condition or situation which directly or indirectly imposes burdens, obligations or disadvantages on, or withholds benefits, opportunities or advantages from, any person on one or more prohibited grounds.

• **Discrimination (gender discrimination)**

Any distinction, exclusion or restriction made on the basis of sex which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of their marital status, on the basis of equality of men and women, of human rights and fundamental.

- **Domestic violence**

  This is any form of abuse between persons who are in a domestic relationship (this includes persons in a close relationship that share or shared the same residence), which includes physical, sexual, emotional, psychological or economic harassment, damage to property, stalking, entry into a person's property without their consent, any other abusive or controlling behaviour where such a conduct causes harm or may cause harm to one's health, safety, or wellbeing.

- Exposure (flashing) or display of or causing the exposure or display of genital organs, anus or female breasts to persons 18 years or older
- The unlawful and intentional exposure or display of the genital organs, anus or female breasts of the accused or a third person to a complainant.
- **Empowerment of women and girls**

Empowerment of women and girls concerns women and girls gaining power and control over their own lives. It involves awareness-raising, building self-confidence, expansion of choices, increased

access to and control over resources and actions to transform the structures and institutions which reinforce and perpetuate gender discrimination and inequality.

- **Family Violence, Child Protection and Sexual Offences Unit**

This Unit of the South African Police Service (SAPS), is responsible for handling cases involving family violence, child protection, and sexual offences.

- **Femicide**

Femicide is also known as female homicide. It generally involves the intentional murder of women because they are women, but broader definitions include any murder of women or girls in South Africa. It is defined as the killing of a female person or someone perceived as a female person on the basis of gender identity, whether committed within domestic relationships, interpersonal relationships or by another person, or whether perpetrated or tolerated by the State or its agents and private intimate partners, i.e., a current or former husband or boyfriend, same-sex partner, or a rejected would be lover.

- **Gender**

Gender refers to a set of qualities and behaviours expected from males and females by society. It is a social and cultural construct which distinguishes differences in the attributes of men and women, girls and boys, and accordingly refers to the roles and responsibilities of men and women. The concept of gender includes the expectations held about the characteristics, aptitudes and likely behaviours of both women and men (femininity and masculinity.

- **Gender awareness**

This refers to a state of knowledge and consciousness of gender differences in roles, relations, responsibilities and experiences of women, men and gender-diverse people. It involves understanding the impact of these differences in terms of the socio-political and economic status of females, males and transgender people, as well as being responsive to the differences.

- **Gender-based discrimination**

Any distinction, exclusion or restriction made and based on sex that has the effect or purpose of impairing or nullifying the recognition or enjoyment exercise by women, irrespective of their marital status, on a basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field.

- **Gender-based violence (GBV)**

An umbrella term for any harmful act that is perpetrated against a person's will and that is based on socially ascribed (gender) differences between females and males. Examples include sexual violence, sexual exploitation/abuse, forced prostitution, domestic violence, trafficking, forced/early marriage and harmful traditional practices.

- **Hate Crimes**

Acts motivated by bias based on the identity (concerning race, religion, national origin, sexual orientation, gender, or gender identity) of the victim are forms of bias-motivated violence, more commonly referred to domestically and internationally as "hate crimes". Hate crimes are "message" crimes that send a message of fear to an entire community that identifies with the victim. Hate crimes, particularly when they do not meet an adequate response from the State, violate fundamental principles of equality and non-discrimination and can lead to social unrest.

- **Hate Speech**

This refers to the phenomenon of incitement to discrimination, hostility, or violence. Any person who by any means of expression publicly and intentionally advocates hatred of any other person or group of persons based on race, gender, sex, pregnancy, marital status, ethnic or social origin, colour, sexual orientation, age, disability, religion, conscience, belief, culture, language or birth; or any other characteristic where discrimination is based on that characteristic, is guilty of the offence of hate speech. Hate speech causes or perpetuates systemic disadvantage or undermines human dignity, in a way that incites others to harm such person or group, whether or not such person or group is harmed.

- **Heterosexual**

Refers to people who are emotionally, physically and sexually attracted to people of the opposite sex.

- **Heterosexism**

The assumption or belief that everyone is heterosexual, or if not, that they should be.

- **Homophobic rape**

Refers to a form of sexual violence in which the victim is targeted because of their actual or perceived sexual orientation. This crime is motivated by homophobia, which is the irrational fear, hatred, or aversion toward individuals who identify as, or are perceived to be, homosexual.

- **Incest**

Persons who may not lawfully marry each other on account of consanguinity, affinity or an adoptive relationship and who unlawfully and intentionally engage in an act of sexual penetration with each other, are, despite their mutual consent to engage in such act, guilty of the offence of incest.

- **Indirect discrimination**

Laws, policies or practices which appear neutral at face value, but which have a disproportionate impact on the exercise of rights as distinguished by prohibited grounds of discrimination.

- **Intimate Femicide**

When the murderer is an intimate partner/husband of the deceased. (The offence will remain murder).

- **Intersexual**

This refers to a person born with a mix of male & female biological traits (reproductive/sexual anatomy that doesn't seem to fit the typical description of male or female).

- **LGBTQIA+**

The terminology is evolving. The Out Right Action International organisation as published on August 12, 2019, defines the acronym as follows - Lesbian, Gay, Bisexual, Transgender, Queer and/or Questioning, Intersex, and Asexual and/or Ally.

- **Multi-sectoral**

Refers to the extent of deliberate collaboration among various stakeholder groups (e.g. government, civil society, private sector) and sectors such as health, environment, and economy to jointly achieve a policy outcome. By engaging multiple sectors, partners can leverage knowledge, expertise, reach and resources to benefit from their combined and varied strengths as they work toward the shared goal of producing better outcomes.

- **Murder**

The unlawful and intentional act that causes the death of another human being.

- **National Register for Sex Offenders**

National Registrar for Sex Offenders is a national database that records the details of individuals convicted of sexual offences to prevent them from working with children or vulnerable individuals.

- **Nodal points**

Key locations or focal points within the institution where significant activities, decisions, or interactions occur. These points serve as central areas that influence and coordinate various functions, contributing to the overall academic, administrative, and social context.

- **Online violence**

Refers to any act of gender-based violence against women or gender-diverse people that are committed, assisted or aggravated in part or fully by the use of Information Communication Technology (ICT) such as mobile phones, smartphones, the internet, social media platforms or email. This is usually committed against a woman or gender diverse person because he/she is a man or woman or gay, bisexual, transgender, and queer and affects the person inappropriately.

- **Patriarchy**

A social system or structure in which men hold primary power and dominate roles in political leadership, moral authority, social privilege, and control over property. In a patriarchal society, men are often favoured in terms of rights, responsibilities, and opportunities, while women and non-binary individuals are marginalised and subordinated.

- **Prohibited (listed) grounds:** Specific characteristics or statuses that are protected from discrimination, harassment, or violence. These grounds ensure that all individuals are safeguarded from sexual misconduct or gender-based violence, regardless of their identity or background.
- **Quid pro quo**

Sexual harassment that occurs where an employer, supervisor, member of management, the academic employee or co-employee, or students in a senior/leadership position undertakes or attempts to influence the process of employment, promotion, training, discipline, dismissal, salary increment or other benefit of an employee or job applicant, or a student's academic progress or other benefits, in exchange for sexual favours or a sexual relationship.

- **Revenge Porn**

Disclosing/ threatening to disclose or causing the disclosure of pornography in which a complainant appears or is described. Disclosure causes harm, including mental, psychological, physical, social or economic to the complainant or any other person in a close relationship to the complainant.

- **Restorative Justice**

This is a system of criminal justice which focuses on the rehabilitation of offenders through reconciliation with victims and the community at large.

- **Sexual Assault**

A person ('A') who unlawfully and intentionally sexually violates a victim ('B'), without the consent of B, is guilty of the offence of sexual assault.

The accused must commit an act of sexual violation namely, touching (directly or indirectly) or threatening to touch (with any part of the body or an object) another person's male or female genital organs, anus or breasts. It also includes contact between one person's mouth and another person's genital organs, anus or breasts without consent.

- **Sexual grooming**

Sexual grooming occurs when a person educates/ introduces or prepares a child to perform/witness any sexual act or become sexually ready. A child is usually unaware that the person is grooming him/her for sexual acts because this person is often nice to the child. In most instances, after realising the motive of the person, the child is usually scared to speak or report this because the incident could have been taking place over a long period of time. The same may also occur with persons living with mentally disabled persons.

- **Sexual Intimidation**

When someone utters or conveys a threat to a complainant that inspires a reasonable belief of imminent harm in the complainant that a sexual offence will be committed against the complainant or a 3rd party who is a member of the complainant's family or any person in a close relationship with the complainant.

- **Sexual orientation**

It shapes emotional, physical or sexual attraction to others, whether this is homosexual (lesbian or gay) bisexual or heterosexual. Sexual orientation is not the same as a person's gender identity.

• **Social Justice**

Social justice refers to the moral principles of human rights and justice which are based on the premise that all people should have equal access to wealth, health, well-being, justice, and opportunity.

- **Sexual gender-based violence**

Any sexual act or unwanted sexual comments or advances using coercion, threats of harm or physical force, by any person regardless of their relationship to the survivor in any setting. It is usually driven by power differences and perceived gender norms. It includes forced sex, sexual coercion and rape of adults and adolescent men and women as well as child sexual abuse and rape.

- **Social or Support Nodal Points**

These include student support services, health and wellness centres, or cultural hubs like student unions, which foster community and engagement.

- **Trafficking in persons**

The recruitment, transportation, transfer, harbouring or receipt of persons, by means of a threat or use of force or other forms of coercion, abduction, fraud, deception, the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation.

(Exploitation can include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs).

- **Unwelcome nature/conduct**

The unwelcome nature of sexual harassment distinguishes it from behaviour that is welcome and mutual, and it is identified by applying a subjective test. It is for everyone to decide what behaviour is acceptable to her/him/they and what she/he/they regards as offensive.

Sexual attention - Becomes sexual harassment when:

- The unwanted and unwelcome behaviour persists, although a single incident of harassment can constitute sexual harassment, or
- The recipient has made it clear that the behaviour is considered offensive and is unwelcome

- **Victim-centric**

A victim-centric approach is a systematic focus on the needs and concerns of a victim to ensure the compassionate and sensitive delivery of services in a non-judgmental manner. It seeks to minimise traumatisation associated with criminal justice processes by providing support to victim advocates and service providers, empowering survivors as engaged participants in the process and providing survivors with an opportunity to play a role in seeing their offenders brought to justice.

- **Violence Against Women (VAW)**

Any act of gender-based violence that results in, or is likely to result in, physical, sexual or mental harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or private life. It refers to violence directed at a woman because she is a woman and that affects her disproportionately. It includes but is not limited to: intimate partner violence, on-partner assault, trafficking, so-called honour crimes, sexual harassment and exploitation, stalking, witchcraft and gender-related killings.

- **Women's Rights**

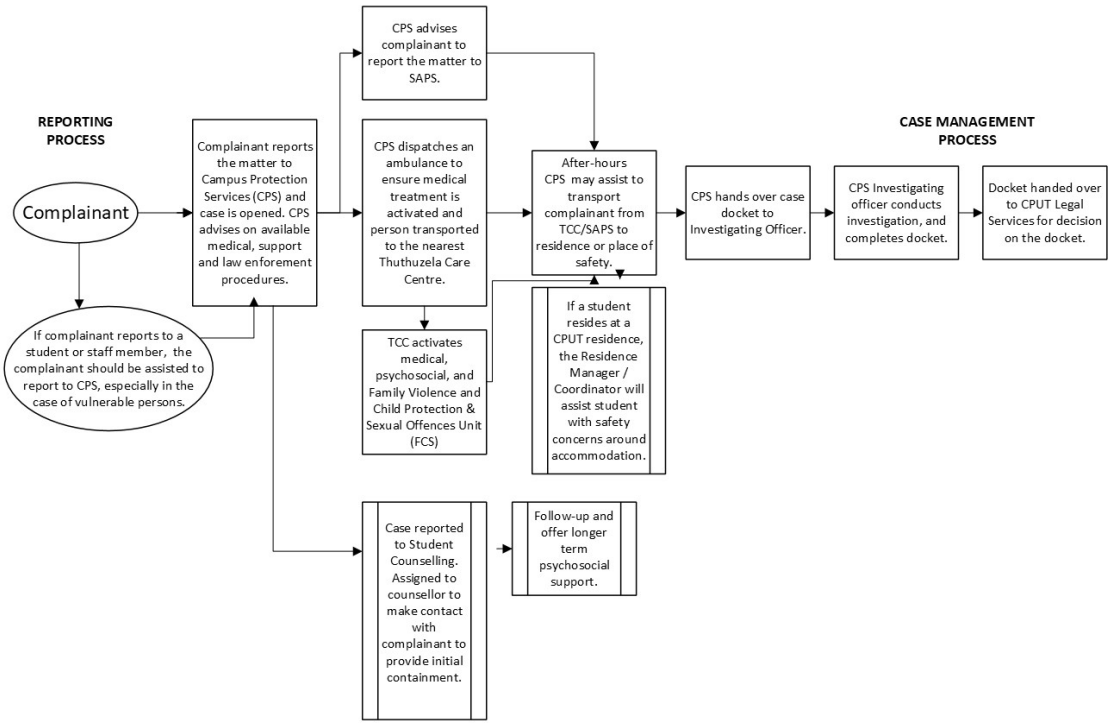
The human rights of women and girls are an inalienable, integral and indivisible part of universal human rights. Women's rights depend upon full and equal participation of women in political, civil, economic, social and cultural life, at the national, regional and international levels, and the eradication of all forms of discrimination on grounds of sex.

- **Women's Empowerment**

Women's empowerment has five components: Women's sense of self-worth; their right to have and to determine choices; their right to have access to opportunities and resources; their right to have the power to control their own lives, both within and outside the home, work/school; and their ability to influence the direction of social change to create a more just social and economic order, nationally and internationally. The core of empowerment lies in the ability of a woman to control her own destiny.

APPENDIX 2: EMPLOYEES REPORTING PROTOCOL PROCESS FLOW FOR STUDENTS AND

Student Complainant Process

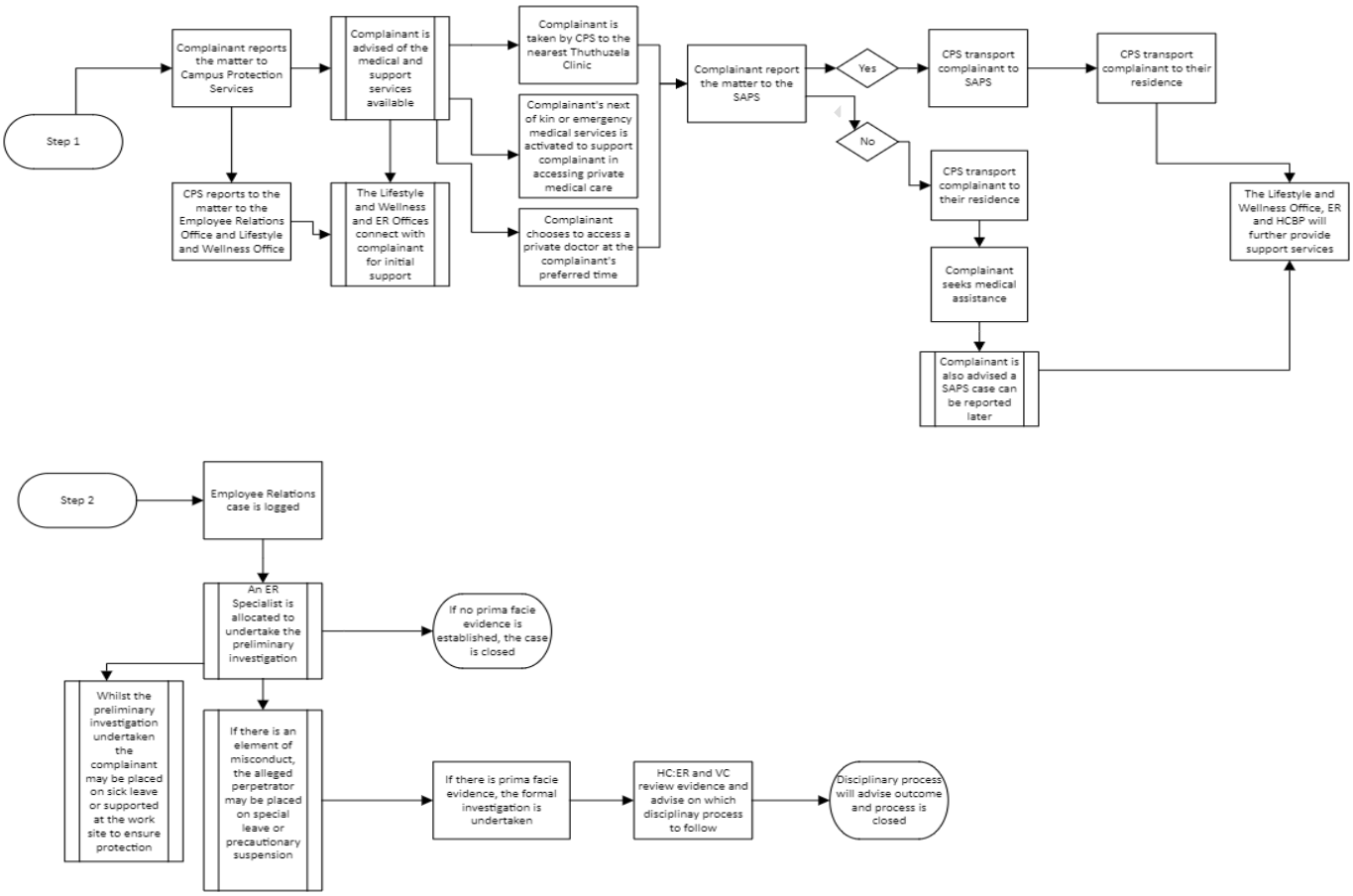


APPENDIX 2A – CASE MANAGEMENT STUDENTS

Nodal points for students

- Student Life and Residential Services Coordinators, Supervisors, RSA's
- Student Health Clinic
- Student Development
- Disability Unit
- Student Counselling
- HIV/Aids Unit
- SRC

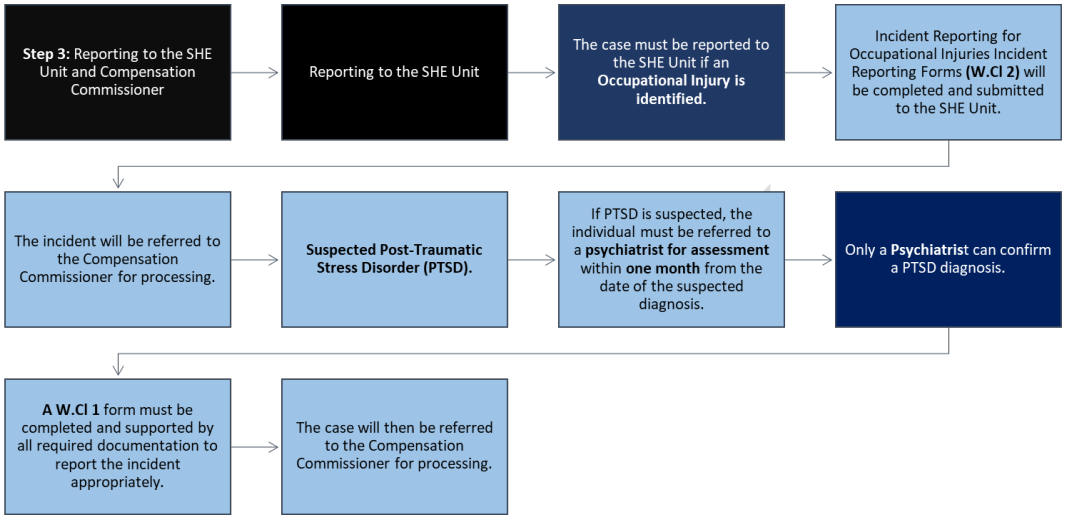
APPENDIX 2B – CASE MANAGEMENT EMPLOYEES



Nodal points for employee

- Employee Relations
- Unions
- Human Capital department

APPENDIX 2C – REPORTING TO THE SHE UNIT IN THE CASE OF EMPLOYEE MATTERS (WHERE APPLICABLE)



APPENDIX 3: GBV STRATEGIC PILLARS

1. Pillar 1: Creating an Enabling Environment: Ensuring accountability, Coordination and Leadership of SGBV matters

The university must ensure the following:

(a) Bold leadership strengthened accountability across faculties, units and departments to respond to sexual and gender-based violence strategically, with clear messaging and adequate technical as well as financial resources.

(b) An enabling environment is created to inform, prevent, support and monitor GBV.

(c) Institute a charter on ethics that will be signed by all employee and student leadership in institutions. The charter should clearly specify ethical conduct that pertains to the eradication of sexual harassment and GBV.

(d) Report quarterly and annually to the Department on GBV implementation as standardised;

(e) Include policies, norms, standards, guidelines and standardised GBV Reporting Procedures;

(f) Ensure GBV budget and resources;

(g) Establish effective reporting, monitoring and evaluation mechanisms; and

(h) Have structured engagement with relevant government departments, NGOs and other relevant sectors. Examples include the Institutional Gender-Based Violence Committee (IGBVC), chaired by the Vice Chancellor and coordinated by the Registrar. In general, this includes accountability, governance and management structures such as Council, Executive Management, Management Committee and SRC.

2. Pillar 2: Ensuring the implementation of prevention driven initiatives, advocacy, facilitation of social justice and rebuilding Social Cohesion amongst members of the CPUT community.

The university must:

(a) Implement evidence-based prevention initiatives to address the drivers of sexual and gender-based violence.

(b) Place specific focus on advocacy initiatives that are aimed at raising awareness and transforming attitudes, practices and behaviours to ensure that employee and students deal with GBV.

(c) Develop and share awareness and prevention materials and ensure integration of social justice and social cohesion.

(d) Undertake safety audits of campuses and residences in order to identify issues of concern to students and employee and take the necessary steps to address these.

(e) Inculcate individual and institutional change through combinations of capacity building, education, awareness, campaigning and other forms of activism and initiatives aimed at transforming gendered norms on campus & mainstream LGBTIQA+ and disability awareness.

(f) Provide employee and students with opportunities to learn more about GBV, including its prevention; and (g) Ensure vetting of employee, students and service providers or stakeholders on GBV.

Examples include 'everybody' such as faculties, divisions, departments, units, knowledge production (learning and teaching, curriculum, research and community engagement), employee administration and student engagement and experience. Collaboration with internal and external partners such as NGOs, government (SAPS, DOJ&CD, Social Development, Department of Women, Youth and Persons with Disabilities) and other institutions dealing with SGBV.

3. Pillar 3: Ensure Safety and Protection for all members of the CPUT community and uphold justice, The university must:

(a) Ensure that all GBV survivors have access to an efficient and sensitive criminal justice system that is quick, accessible and gender inclusive.

(b) Campus Protection must be trained on sexual and gender-based violence and ensure positive relations with the Justice, Crime Prevention and Safety Cluster (e.g. SAPS, DOJ&CD, Social Development) to ensure emergency and support.

(c) Campus Protection responsible for GBV must work in a coordinated and integrated manner across the university.

Examples include Campus Protection Services (CPS), Legal Services, Counselling and Health services. In addition, safe survivor-friendly investigations and interview spaces are critical.

Collaborate with internal and external partners such as NGOs, government (SAPS, DOJ&CD, Social Development, Department of Women, Youth and Persons with Disabilities) and other institutions dealing with SGBV.

4. Pillar 4: Employ a survivor-centred approach in Response, Care, Support and Healing

The university must:

(a) Put support and assistance mechanisms in place that can immediately offer support to victims of GBV.

(b) These include an emergency reporting mechanism providing immediate, consistent, coordinated and timely support and counselling to victims of GBV. GBV includes amongst others indecent assault, physical violence, rape, verbal abuse, stalking, emotional abuse, sexual harassment, bullying and partner/family disputes.

(c) Provide regular feedback to complainants regarding progress in the investigation.

(d) Record and report cases, provide support and assistance properly and systematically.

(e) Harmonise, streamline and link expert services such as FCS units of SAPS, Thuthuzela, and Rape Crisis centers and ensure a coordinated roll-out service plan.

(f) Ensure a coordinated and integrated relationship with community organisations responsible for sexual and gender-based violence to enhance additional support.

Although no one should be pressured to lay a formal complaint, everybody should be made aware of the advantages and procedures in laying a formal complaint, how to report GBV that happened on campus and how to gain access to support services.

These includes**:**

(i) A comprehensive, integrated system that will provide consistent, coordinated and timely support services to GBV victims.

(ii) Emergency physical and mental health care, safe accommodation, counselling, and access to justice.

(iii) Establish a coordinated and integrated national toll-free 24/7 helpline and effective helpline service utilising the existing helpline architecture.

(iv) Put in place panic buttons and location-specific services using mobile technology such as 'please call me' facilities; and

(v) Popularise for all employees and students- ***GBV Command Centre***: 0800 428 428; Please call me: *120*7867#; Skype- "Help me GBV" for the deaf community; SMS "Help" to 315 31 (People with disabilities.

Examples include Counselling and Wellness Services (employees and students). In addition, safe survivor-friendly investigation and interview spaces are critical. Collaborate with internal and external partners such as NGOs, government (SAPS, DOJ&CD, Social Development, Department of Women, Youth and Persons with Disabilities) and other institutions dealing with SGBV.

5. Pillar 5: Provide opportunities for Economic empowerment and ensure equality of services for the university community.

The university must:

(a) Accelerate the transformation of the student and employee environment to ensure quality gender- and disability-responsive student life and work life.

(b) Ensure the availability of caregiving facilities and lactation rooms including gender and disability-friendly ablution facilities

(c) Ensure safe and inclusive university spaces that are free of violence against women, LGBTQIA+ persons and people with disabilities.

(d) Encourage empowerment of survivors and build coordinated partnerships with government, private sector and industries to enhance entrepreneurship opportunities

Examples include Finance, Advancement Department, Faculty of Business and Management Sciences and Technology Transfer Office (TTO). Collaboration with internal and external partners such as NGOs, government, entities, and other institutions dealing with women economic empowerment.

6. Pillar 6: Be key drivers of SGBV Research and Information Management Systems with higher education.

The university must:

(a) Ensure improved understanding of patterns, trends, nature and extent of sexual and gender-based violence cases that are related to student to student, employee to student, student to

employee, outsider to student, employee to employee, employee to student and outsider to employee.

(b) Ensure that GBV prevention and programming interventions are informed by existing evidence-based research.

(c) Encourage multi-disciplinary, multilevel research to deepen existing GBVF knowledge.

(d) Ensure a better understanding of psychological and economic abuse within different risk groups and approach practice-based learning within local communities; and

(e) Integration into FYE, research, innovations, curriculum, teaching, learning and community engagement

- Ensure that the university is compliant with the legislation in the collection, processing, storing, sharing and disposal of personal information and university materials.
- All matters will be treated sensitively, ensuring confidentiality and privacy for parties involved.

Examples include Research, Technology, Innovation and Partnership (RTIP) division, CTS, Fundani Higher Education Centre, Faculties, Institutional Planning and Quality Management sections.