Where Learning Meets Living: Insights From the Review and Redesign of Respect, Equity, Diversity and Inclusion (REDI) Training for Residential Advisors (RAs)

Laura Burge
Kat Costello

Monash University

Abstract

In Australian and broader global higher education settings, student residential environments are widely recognised as contexts in which the risks of gender-based violence (GBV) are heightened. Such settings, however, also have the potential to facilitate community building and connection, shift cultures and influence norms. Students in positions of peer leadership, commonly known as Residential Advisors (or Assistants) (RAs), have a particularly important role to play. The training such leaders receive is critical in ensuring preparedness to undertake and succeed in the role, and is a contributing factor in shaping broader cultural norms and community standards of safety, respect and inclusion. This paper outlines practice insights from a review of respect, equity, diversity and inclusion (REDI) education for RAs. Important considerations are highlighted for student accommodation as the sector undertakes programs of work to enhance student safety and to meet the requirements of the National Higher Education Code to Prevent and Respond to Gender-based Violence (National Code).

Keywords

Student accommodation; Residential; Student leadership; Training; Gender-based violence; Respect; Equity, diversity and inclusion.

Introduction

Student accommodation has long been recognised as an environment with an elevated risk of gender-based violence (GBV; Anderson & Naidu, 2022; Australian Human Rights Commission [AHRC], 2018; Department of Education, 2025; Durbach & Keith, 2017; Funnel & Hush, 2018; Henry, 2023; Heywood et al., 2022; Keene, 2015; Mackinlay, 2024). This risk is shaped by factors such as 24/7 operations; high-density and communal living arrangements; increased social interaction; and blurred boundaries between personal, social and study spaces. In Australia, past national student safety surveys have identified disproportionately high prevalence rates within student accommodation, eliciting calls for increased scrutiny and highlighting the need for change (AHRC, 2017; Heywood et al., 2022). More recently, the *National Higher Education Code to Prevent and Respond to Gender-based Violence* (National Code), effective 1 January 2026, explicitly draws attention to student accommodation as one focus area of seven legally enforceable standards (Department of Education, 2025).

While student accommodation can present heightened risks of GBV, it also holds significant potential to foster community and social connectedness, shape culture and enhance students' educational outcomes (Burge & Wilson, 2019; Coates & Edwards, 2009; Cook et al., 2021; Parameswaran & Bowers, 2014; Universities Australia, 2023). Peer student leaders in particular hold a uniquely influential position in shaping the tone and culture within residential communities through the behaviours they model, the standards they uphold and the ways they respond to harm. The training and education such student leaders receive is critical to ensure they are prepared for and successful in the role, and is a contributing factor to broader cultural norms and community standards.

At Monash University, an independent review of accommodation in 2024 highlighted the importance of the Residential Advisor (or Assistant) (RA) role (Monash University 2025). The review further noted opportunities to develop a more coordinated and tailored respect, equity, diversity and inclusion (REDI) training offering for students in positions of leadership. This paper outlines insights from a subsequent internal review and redesign of REDI-related training for RAs. Important considerations for other residential settings are highlighted as the sector undertakes programs of work to meet requirements of the National Code and to enhance student safety.

Gender-based violence and sexual harm within student accommodation settings

GBV has long been identified as a persistent concern and area of focus within student accommodation settings, supported by prevalence data arising from two previous national student safety surveys (AHRC, 2017; Dick, 2015; Funnell & Hush, 2018; Heywood et al., 2022; Mackinlay, 2024).

The *Change the Course* report (AHRC, 2017) presented findings from the first national student safety survey, highlighting that students who lived in university owned or affiliated residential accommodation were more likely than other students to have been sexually assaulted or sexually harassed. The unique nature of residential settings, including easy access to bedrooms and shared bathrooms, excessive alcohol consumption, 'traditions' and hazing practices, were identified as contributing factors. The report outlined nine recommendations, one of which (Recommendation 9) directly related to student accommodation and the need for residences to conduct independent, expert-led reviews to examine issues and solutions to address sexual assault and sexual harassment. This included consideration of appropriate responses to reports, impact of hazing practices, role of alcohol, level and nature of supervision in 24/7 residential settings, and the level and adequacy of training for residential student leaders. Whilst not mandatory, many accommodation providers elected to undertake and publish the results of such reviews in the years following the release of the report (AHRC, 2018). Shared themes from these reports included the importance of ensuring trained, qualified and experienced staff and student leaders (RAs); clear GBV policies and procedures; alcohol education and management; and well-promoted and accessible pathways to residence and university support and referral services.

The second National Student Safety Survey (NSSS), conducted in 2021, further highlighted the prevalence of GBV in student accommodation settings, noting that "students who lived in student accommodation or residences (19.0%) were more likely to have experienced sexual harassment in the past 12 months" (Heywood et al., 2022, p. 2). Unlike *Change the Course*, the NSSS report did not include explicit recommendations, but rather areas requiring ongoing action, including the promotion of safety and respect within residential student accommodation settings.

More recently, student accommodation has again been highlighted as an area of continued focus with the introduction of the National Code. Effective from 1 January 2026, the National Code marks a significant milestone for the sector after decades of victim-survivor advocacy and increasing public scrutiny of the lack of action in addressing the high prevalence of GBV on university campuses (Department of Education, 2025). Student accommodation forms one of seven regulatory standards, which also include accountable leadership and governance; safe environments and systems; knowledge and capability; safety and support; safe processes; and data, evidence and impact. In addition to meeting Standards 1–6, providers of directly owned, operated or managed student accommodation must comply with additional requirements specific to the residential environment.

Peer leadership within Australian student accommodation settings

Despite sector-wide acknowledgment of the critical role RAs play in shaping student experience, culture and safety, there is relatively limited research on the impact or value of their role within Australian student accommodation settings. Student peer leadership and student accommodation more broadly have long been primarily viewed as an operational student support service — often practiced but not the subject of dedicated academic research. The comparatively small size and scale of the student accommodation sector in Australia relative to the United States (US), where residential life has a stronger academic and research focus, also contributes to this gap. Indeed, a dedicated peer-reviewed academic and professional journal—the *Journal of College and University Student Housing*—publishes three issues per year exclusively detailing research on residential student development, residential staff satisfaction, campus operations, and accommodation design (Association of College and University Housing Officers-International [ACUHO-I], n.d.). In Australia, sector comparisons in relation to peer student leadership are further challenged as roles often vary significantly in terms of structure, purpose and practice. Whilst valuable, the limited research within Australia is often scattered or restricted to program evaluations or specific case studies (Burge & Klein-Boonschate, 2021; Burge & Wilson, 2019; Cook et al., 2021; Gadow et al., 2026; Kunda, 2017; Kunda et al., 2020; Parameswaran & Bowers, 2014).

University and residential context

Monash University is a large public research university with five major Australian campuses located across Melbourne, Victoria, Australia, and international campuses, teaching and research sites across Malaysia, Indonesia, China, India and Italy. The university hosts approximately 86,000 enrolled students and 20,000 staff. Monash University Accommodation (formerly Monash Residential Services) oversees all university owned and operated residences, ensuring they run as safe, supportive and well-governed living environments. Over 3,000 students live within the on-campus residential community. The operational model is built around 24/7 coverage, with on-site staff available at all hours and a structured Residential Life team that delivers community building programs, wellbeing support and early intervention responses. Leadership works in close partnership with the university's REDI team and the Safer Community Unit (SCU) amongst other relevant areas of the university, embedding consistent processes for reporting, responding to and preventing harm.

Approximately 150 RAs are recruited each year to provide peer-led student support, foster engagement and contribute to the development of their designated residential building. A small number of RAs are designated as 'central RAs,' facilitating events, initiatives and programs for their entire community. These RAs are allocated portfolios which include environment and sustainability; gender equality; sports and wellbeing; pride; and equity, diversity and inclusion.

Situated within the Education portfolio, the REDI team leads whole-of-organisation prevention programs of work, including the delivery of GBV knowledge and capability programs within the university and student accommodation. The university's commitment to a whole-of-institution approach towards the prevention of, and response to, GBV, including the university's *Strategic Commitment to Gender-based Violence and Sexual Harm Prevention and Response* (Monash University, 2024), is the subject of a previous paper (Acosta et al., 2025).

Gender-based violence prevention and response in Monash University Accommodation

In 2024, Monash University conducted an independent review of the effectiveness of sexual harm and GBV prevention initiatives and response processes at Monash University Accommodation

(Monash University, 2025). This built upon a previous review conducted in 2018 following the release of the *Change the Course* report. The 2024 review was commissioned to assess the impact of initiatives and changes implemented, identifying areas of strength and opportunities for improvement specific to Monash University Accommodation (Worklogic, 2018). Released in November 2024, the review found that prevention initiatives and response processes were effective overall and that there had been ongoing improvements since 2018. Results of the review, including 12 recommendations, were published as part of Monash University's *Sexual Harm Prevention and Response Annual Report 2024* (Monash University, 2025).

Several findings from the review related to training for residents, RAs and staff, noting that overall respect-related training was mostly comprehensive and that RAs and staff reported feeling well equipped to respond to incidents of sexual harm (Monash University, 2025). However, the review also found that there were opportunities to enhance engagement across online and in-person training offerings, build stronger knowledge and awareness amongst residents, and develop a more coordinated and tailored training offering.

Six of the 12 recommendations outlined in the review identified opportunities to enhance training offerings. These were:

a) consideration of options to incentivise residents to attend optional in-person training programs;
b) ensuring RAs and staff are trained and equipped to support priority populations at higher risk of sexual harm and GBV;
c) enhancements to mandatory online training;
d) consideration of training continuity to enable retention of knowledge and awareness and greater promotion of existing training offerings provided by the broader university;
e) the inclusion of information relating to masculinities, gossip, cultural norms around sex and dating in Australia; and
f) the consequences of negative attitudes held among men, heterosexual and international student residents.

An internal *Monash University Accommodation Prevention and Response Action Plan* was developed following the review's release and endorsed in June 2024 by the university's Respect at Monash Advisory Committee. One of the core actions involved a review of REDI-related training offerings for RAs.

Respect, equity, diversity and inclusion training review

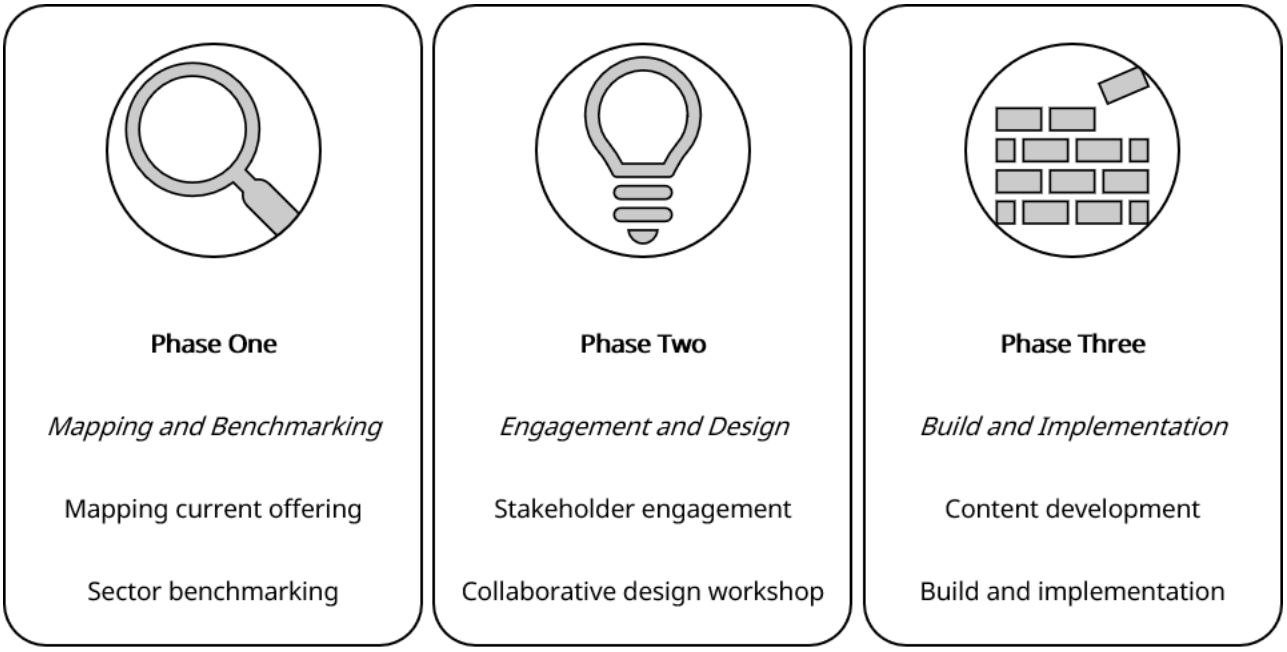
An internal review and redesign of REDI-related RA training within Monash University Accommodation was undertaken from July 2025 to May 2026, coinciding with the introduction of the National Code. Standards 3 and 7 of the National Code introduced new requirements for knowledge and capability across higher education and specifically within student accommodation, underscoring the relevance of this work (Department of Education, 2025). Standard 3 requires providers to deliver ongoing, comprehensive prevention education covering key GBV-related learning outcomes, including definitions and drivers of GBV, healthy and respectful relationships and consent, power dynamics, ethical bystander intervention and responding to disclosures. This education must be evidence-aligned; trauma-informed; tailored to the provider's community and context; inclusive; accessible; and developed in collaboration with GBV experts, students, staff and

disproportionately affected groups. Standard 7 further requires that prevention training be specifically tailored to the student accommodation environment.

The review included three key phases (Figure 1). Phase One involved mapping current offerings and sector benchmarking. Phase Two focused on engagement and design, involving liaison with relevant stakeholders and a collaborative design workshop. The final phase brought together learnings from across the first two phases to build and implement the revised approach.

Figure 1

Phased Internal REDI RA Training Review



Phase One: Mapping and benchmarking

Mapping and review of current offerings

At Monash University, students undertake the role of RAs as volunteers, receiving a scholarship as recognition for their commitment to the role (Monash University, n.d.-a). Recruitment for the RA role commences in September, and those successful are required to complete a comprehensive online and in-person training program prior to undertaking the role. This training includes, but is not limited to, coverage of ethics and professional conduct, data protection and privacy, food safety, mental health foundations, personal boundaries, vicarious resilience, events and policies, and communication in teams. The bulk of training is provided by the Monash University Accommodation team.

REDI-related RA training offerings are shown in Table 1.

Table 1

REDI-Related Training Offerings

Training	Mode	Duration	Lead
Responding to Disclosures of Sexual Harm	Online module	25 minutes	REDI
Call it Out: Actively Changing Campus Culture	Online module	20 minutes	REDI
Equal Opportunity	Online module	20 minutes	HR
Data Protection and Privacy	Online module	20 minutes	HR
Eliminating Gender Based Violence Together (EGBVT)	In person	120 minutes	REDI

Modules are accessed via the university's learning management system and, subject to topic, are managed by either the REDI or Human Resources (HR) team at the university. Eliminating Gender Based Violence Together (EGBVT) is delivered by Program Officers, a team of student casuals who are trained to deliver peer-to-peer education; promote key prevention messages; and inform the design of student training, engagement and resources. A peer-led model of training has been in place within the REDI team at Monash University since 2016, and is designed to build trust, foster inclusion, sustain engagement, and enhance the relevance and credibility of prevention messages for students. Student co-design is also increasingly recognised in research and good practice guides as critical to creating prevention programs that are accessible, contextually relevant and responsive to the needs of diverse cohorts (Department of Education, 2025; McCall et al., 2024; Svejkar et al., 2019; Universities Australia, 2023).

RAs complete the bulk of their training during a Leadership Summit, held late in the year prior to their commencement in the role. Training is mandatory for RAs, with attendance monitored by the Residential Support team to ensure compliance. RAs and the broader residential community have the opportunity to engage in additional optional REDI training opportunities throughout the year, including facilitated workshops (The Masculinities Project, Dating in Australia, Flip the Script with EAAA®, and LGBTIQA+ Ally Training) and online modules (Rainbow Communities and LGBTIQA+ 101) (Monash University, n.d.-b).

All RA training builds upon mandatory awareness-raising and knowledge-building education programs provided in their first year of study, including the Respect at Monash online module (30 minutes) and Sexpectations. Sexpectations consists of a 30-minute online module followed by a 90-minute workshop covering affirmative consent, respectful relationships, sexual harm and support services (Monash University, n.d.-b).

Sector benchmarking

Sector benchmarking was undertaken between August and September 2025. Invitations to share information regarding REDI-related residential training were sent to various stakeholders across the sector and desktop research was conducted of publicly available information. High-level data were collected from seven interstate and three Victorian universities. Benchmarking highlighted that RA-style roles were common within student accommodation, although roles, titles, responsibilities and remuneration varied by university and residence. In all cases, RAs completed additional training beyond the requirements mandated to general residents; however, REDI-related topics, timing, duration and provider of any training, again, varied. In some cases, RAs had additional modules to complete (for example, LGBTIQA+ inclusion, family violence and restorative practices) and many

undertook extended in-person training as part of preparation for the role. These were often facilitated by university equity, diversity and inclusion staff, residence life teams or external providers. Some residences also provided training on broader equity, diversity and inclusion topics including allyship, cultural intelligence, accessibility and neurodiversity.

GBV topics were most common, including coverage of consent, family and domestic violence, responding to disclosures and bystander intervention. The implementation of the National Code, including mandatory training requirements for GBV prevention response, will likely have subsequently impacted approaches to RA training in this particular space since such data were collected (Department of Education, 2025).

Phase Two: Engagement and design

Stakeholder engagement

The second phase of the project shifted to targeted stakeholder engagement with REDI, Monash University Accommodation staff and RAs between late October 2025 and early March 2026. These sessions sought feedback on current approaches, identified RA needs and provided an opportunity to discuss future directions. During this time, the National Code came into effect, meaning new regulatory requirements were simultaneously taken into account.

A number of opportunities were identified to enhance REDI-related training for RAs in alignment with operational priorities. These included:

- streamlining and integrating content to reduce duplication and to create a more cohesive and intentional training journey;
- the need for maintenance of existing core topics including consent, GBV, identification and referral to support services and, where feasible, expansion of topics to include allyship, anti-discrimination, masculinities, cultural norms, bystander intervention techniques and intersectionality to ensure a holistic learning experience;
- consideration of hybrid models of delivery, with online forums preferable for the theoretical content delivery and in-person workshops focusing on skill building and practical application;
- the need for a scaffolded approach to learning, revisiting training topics throughout the year, supported by the provision of resources and promotion of optional opportunities for engagement, training and support; and
- the need to further tailor offerings to the RA role and context, and provide additional opportunities for translating learning into practice.

A determination was made to explore the development of a tailored, RA-specific training suite to replace the current ‘off-the-shelf’ offering, ensuring inclusion of bespoke content aligned to the unique needs, culture and responsibilities of the residential environment.

Collaborative design workshop

An in-person collaborative design workshop was subsequently held in late March 2026, involving relevant Monash University Accommodation and REDI staff. The workshop provided a valuable opportunity for staff to review Phase One outcomes, content requirements and delivery methods, and collaboratively develop tailored case studies.

REDI-related training topics were assigned to the most appropriate area for delivery (REDI, Safer Community and/or Monash University Accommodation) and classified into four categories:

(i) essential (National Code compliance and/or role requirement),

(ii) desirable,

(iii) secondary (with the potential to schedule as future optional micro-learning), or

(iv) no longer required.

Topics where case studies or scenario-based learning would strengthen understanding and application were also identified. Training topics were then matched to preferred formats including:

(i) in-person delivery,

(ii) online module (pre or asynchronous),

(iii) self-paced learning (via student leader-specific or general resources), or

(iv) advanced optional learning (the promotion of additional REDI training offerings).

Recent incident trends or concerns identified within the residential community were then used to guide the development of a repository of case studies and scenarios for inclusion as part of the training. A summary of agreed training topics, formats and case study themes was shared for review and feedback.

Phase Three: Build and implementation

A refined approach to REDI-related RA training

Taking into consideration information collected through Phases One and Two of the training review and the directions outlined within the co-design workshop, the REDI team developed a renewed two-part approach to RA GBV prevention education and training. The new training will be implemented in late 2026 for the 2027 intake and will include an RA-specific REDI online pre-learning module and a follow-up 2-hour face-to-face tailored workshop. Completion will be mandatory prior to commencement in the role. Students who are unable to attend the in-person workshop, either due to illness or late selection, will be required to access a recorded version and attend a briefing with accommodation staff to ensure appropriate awareness and understanding of the content covered. They will also be able to attend one of the regularly scheduled REDI trainings open to all students as an optional opportunity.

The online module has been developed in line with sound pedagogical practice for online learning and hosted in the university's learning platform, streamlining accessibility and enabling monitoring of completion rates. The 30-minute module provides a refresher of essential REDI topics, building upon content provided to students in their first year of study through modules and training. This includes coverage of GBV terminology, the National Code, relevant statistics, intersectionality, drivers of gender inequality, impacts, barriers to disclosure, affirmative consent, healthy and respectful relationships, responding to disclosures, privacy and confidentiality, report and support services, and self-care.

Module content is covered through a series of five vignettes which span scenarios relating to Orientation Week, an online social group chat, interaction between two students at a party, an anonymous report and responding to a disclosure of GBV. The RA is encouraged to review the scenario presented and select from a series of possible responses which outline possible actions. An

explanation is provided for both correct and incorrect responses, followed by the presentation of 'key learnings,' sharing further information on included concepts. Interactive 'refresher'-style activities are further incorporated, providing the opportunity for RAs to engage with selected content further, including discussion of the drivers of gender inequality, characteristics of healthy and unhealthy relationships, and the continuum of GBV. Reading prompts and links to additional resources are provided for those who may wish to engage with content in greater depth.

Content throughout is presented in clear, plain language to support accessibility and understanding across diverse student cohorts, whilst the design itself balances sensitivity with engagement, using interactive elements to encourage active learning. Grounded in trauma-informed, person-centred and culturally safe principles, the module has also been designed to reflect the varied experiences, identities and needs of students, taking into account varying levels of past exposure to, and engagement with, such topics.

The accompanying 2-hour workshop is scheduled as part of the RA Leadership Summit, building upon content discussed in the module. Completion of the module is a requirement prior to workshop attendance. Student accommodation-specific case studies and scenarios outlined and discussed during the workshop aim to further bring concepts to life, enabling students to apply their learning, reflect on attitudes and behaviours, and build practical skills for responding in real-world situations. The workshop briefly revisits GBV concepts and extends understanding on more complex content including the continuum of GBV, trauma-informed responses to disclosures, active bystander strategies, self-care, and reiteration of report and support services. Facts and common myths (for example, alcohol and drugs cause violent behaviours, victims of GBV frequently falsify claims or GBV only occurs in low socio-economic or certain cultural groups) are also considered. These topics were identified as requiring face-to-face delivery due to their complexity and potential to evoke strong reactions or defensiveness. Delivery as part of the workshop allows for facilitated discussion, reflection and clarification, creating space to unpack assumptions, explore different perspectives and respond to questions as they arise. The workshop also provides RAs with the opportunity to relate these topics to their roles and the residential setting in which they operate, helping to create a deeper understanding.

Post workshop and throughout their time in the role, RAs will be provided with access to tailored and just-in-time learning resources and optional face-to-face and online extension learning opportunities. These are intended to provide exposure to a broader range of REDI topics, including, but not limited to, disability and accessibility awareness, anti-racism, Rainbow Communities and LGBTIQA+ allyship, and masculinities. These extension learning opportunities further build awareness, understanding and valuable skills in the RA role. This approach to scaffolded learning further aligns with the requirements of the National Code (Department of Education, 2025).

Practice insights

Several key insights emerged throughout the process of the review and redesign of REDI-related RA training and the redesign of the offering.

Streamlining of REDI-related content: Whilst both REDI and Monash University Accommodation have conducted previous reviews of individual training programs, this was the first time a holistic review and redesign of REDI-related offerings had been undertaken in several years. In doing so, it was identified that the progressive expansion of training expectations and requirements over time had led to an over-reliance on 'off-the-shelf' add-on offerings, resulting in duplication and overlapping content. The collaborative review and redesign process provided an opportunity to

closely examine, question and reflect on requirements, optimising REDI-related content to ensure coherence and impact whilst removing duplication and sharpening the learning experience.

Tailor-made training: Sector benchmarking highlighted that it was common practice for RAs to receive standardised or 'off-the-shelf' training from both internal and external providers. Whilst the training met core student and organisational needs, frequent duplication of content impacted student engagement and limited space for residential-specific content. The transition to a bespoke residential program has the potential to be more impactful on student engagement, learning and practical application, with the impact of this shift to be evaluated post delivery to the 2027 RA cohort. Practice-based learning continues to be a core part of the training offering, and the transition to a tailored residential program has afforded additional opportunities to develop and incorporate scenarios and case studies specific to the student accommodation context. Tailoring has further enabled space for a more holistic approach, resulting in the inclusion and integration of other equity, diversity and inclusion-related topics, reflecting contemporary student needs and emerging social issues.

A scaffolded learning journey: The review further highlighted the importance and value of developing and implementing a scaffolded learning journey for RAs, extending beyond initial induction to self-paced and advanced optional learning throughout their time in the role. Whilst untested until 2027 implementation, reviewing and rescheduling topics throughout the year has the potential to reduce cognitive load, reinforce key concepts and support RAs as they apply their learning in practice.

Co-design and collaboration as core: A key overall strength of the RA training review and redesign was the collaborative approach to the examination of current practice, and the co-design and development of an enhanced offering. Key stakeholders provided unique insights into successful elements and pain points, as well as innovative suggestions for change. Contributors included staff working in student accommodation (those leading the space more broadly and those responsible for managing and supporting the RA role), prevention practitioners (REDI team members leading strategy and responsible for the delivery of training) and students undertaking the RA role. Collaboratively co-designing REDI training leverages direct student and staff insights, increasing the likelihood that training content and timing align with the on-the-ground realities of the RA role.

Opportunities for ongoing partnership: Finally, collaboration between REDI and Monash University Accommodation as part of the training review and redesign process has further strengthened opportunities for ongoing partnership. These include ongoing support for student leadership roles, events and activities, and increased promotion of the REDI training suite to all residents. Beyond exemplifying good practice, collaboration with students, staff, GBV experts, people with lived experience of GBV and disproportionately affected groups (Standard 3), and the provision of tailored training within the residential context (Standard 7) are requirements of the National Code (Department of Education, 2025).

Future directions

The revised bespoke REDI RA training program will be delivered to the 2027 intake of Monash University Accommodation RAs from November 2026 onwards. Module and workshop content will be reviewed by members of the Safer Community team and tested by Program Officers, student casuals who deliver REDI training programs to their peers, prior to launch. Evaluation of the training's impact will incorporate feedback from RAs, accommodation staff and REDI staff, on content coverage, relevancy and impact.

Beyond evaluation, the REDI team will continue to explore further opportunities for enhancement. These will include mechanisms for recognition of REDI-related training completion, for example, micro-credentials, badging and acknowledgment in academic transcripts. Furthermore, scaffolded learning opportunities including ongoing support; touch points; and micro-learning aligned to emerging issues, seasonal challenges and upcoming events will extend learning across the RA lifecycle.

Ongoing regular reviews are also planned to maintain currency and quality. Through the adoption of a 'living curriculum'-style approach, the training will evolve with student input, feedback and good practice, aligned with regular sector benchmarking. Opportunities for collaboration will be explored, particularly noting the significant changes resulting from the implementation of the National Code.

Finally, the REDI team will seek to undertake further dissemination of training materials and, subject to ethics approval, evaluation metrics with the broader prevention and student accommodation sector.

Conclusion

While student accommodation can present heightened risks of GBV, implementing a tailored and scaffolded REDI training program has the potential to benefit RAs, the staff responsible for supporting them, those delivering training and the broader residential community. The process of review, stakeholder engagement and co-design undertaken here also serves as a model for similar programs of work with other student leaders across the broader university and within other student accommodation settings. This will further strengthen student safety and support alignment with the requirements of the National Code.

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The authors may be contacted via:

Laura Burge — laura.burge@monash.edu

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