The University of Western Australia

**Report of the Review of Orientation**

Review visit conducted from 30 July 2012 to 1 August 2012

By a review panel comprising:

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August 2012

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# INTRODUCTION

In June 2012, the Vice-Chancellor established a Panel to undertake a review of orientation and associated events at The University of Western Australia. The review terms of reference are included in **.**

The University is committed to a program of reviews as part of its process to ensure continuous improvement of the student experience and the pursuit of excellence through self-evaluation and peer review. This is the Panel’s report following the review visit conducted from 30 July 2012 to 1 August 2012.

The review was conducted by inviting confidential submissions from stakeholders including all University staff and students, the Guild Executive, residential colleges, and the Sports and Recreation Association. A detailed list of sources of information used by the Panel to conduct the review is provided in . In summary, the Panel received 65 written submissions from stakeholder groups and individuals and 589 student responses to a survey on their orientation experience. The Panel also interviewed 45 staff and 40 students.

This report provides an **Executive Summary** in **Section 1** and a list of **Commendations and Recommendations** in **Section 2**. The comprehensive report of the findings of the Panel is provided in **Section 3**. The terms of reference required the Panel to examine a representative sample of orientation events to identify the approach to event planning, promotion, organization and conduct; compliance with relevant University policies; and, awareness and compliance with relevant laws. Accordingly, two detailed case studies and three snapshots of orientation events are provided in **Section 4**. Information from the case studies and snapshots was used to inform the report.

The terms of reference required the Panel to identify the set of orientation events conducted by and / or in the name of the University, the Guild and affiliated clubs and societies, UWA-affiliated colleges and the Sports and Recreation Association and affiliated clubs. A list of events identified through the review is provided in .

 consists of a detailed analysis of responses from 589 students to a survey about their experiences of orientation. provides a copy of a report prepared by Student Services in 2011. Finally, provides a list of relevant training that is available from the UWA Health Promotion Unit and the Sexual Assault Referral Centre (SARC).

# SECTION 1: EXECUTIVE SUMMARY

The aim of this review was to consider and report on the planning, conduct and overall quality of events conducted as part of orientation at the University of Western Australia. The review was conducted by inviting confidential submissions from stakeholders including all University staff and students, the Guild Executive, residential colleges, and the Sports and Recreation Association. The Panel received 65 written submissions from stakeholder groups and individuals and 589 student responses to a survey on their orientation experience. The Panel also interviewed 45 staff and 40 students.

The Panel found much to commend with regard to current approaches to the administrative and academic aspects of orientation at UWA. The majority of events were well planned and conducted and the overall quality was very high. These events have appropriate aims that meet the needs of the diverse commencing student population.

The majority of students considered that their orientation to the University had been helpful. A number of problems were identified, however, in particular with regard to the overall responsibility, coordination and vision for orientation. The Panel concluded that orientation would be considerably improved if a high ranking academic took responsibility for orientation and that this should involve the development of a UWA Orientation Statement of Intent, coordination and approval of all orientation events and implementation of other strategies such as continuous quality improvement to address the changing needs of commencing students.

The Panel noted great variability in the socially focussed orientation events and associated approaches to organisation, identification and management of risk and compliance with relevant University policies and the law. The Panel found excellent models in the University residential colleges. It was evident that college staff empower student leaders through training and support, and establish clear boundaries for social orientation events. This approach has resulted in fun, student-focussed, safe orientation events organised by the college student leaders that are compliant with University and college policies and the law.

The Panel was deeply concerned about off-campus orientation camps conducted by the Guild and affiliated faculty societies and clubs. The Panel was presented with evidence that these events are typically poorly planned and conducted, resulting in severe risk to the physical health, mental health and legal liability of all participants. Many of the camps examined were not compliant with a number of University policies including The Charter of Student Rights and Responsibilities, the University Policy on Alcohol and Other Drugs, the Code of Ethics and Code of Conduct, and the Work Health and Safety Policy. The Panel found that most, if not all, of these camps breached the Liquor Control Act 1988, because alcohol was served to students under 18 years of age and to intoxicated people. Some camps, for example O-Camp 2012, may also have breached the Sex Discrimination Act 1984, because the conduct of some activities may have constituted sexual harassment and / or sexual assault.

The Panel endorses the current ban on high risk camps put in place by the Vice-Chancellor in March 2012 and strongly recommends this ban be continued.

Submissions to the Panel clearly indicated that staff and most students agree that alcohol-based advertising and sponsorship of any orientation event is not appropriate.

The Panel strongly encourages the Guild to transform their view of what an orientation event might look like. The Guild must put in place procedures to ensure that future orientation events are well organised and planned, meet the needs of the diverse student population and, most importantly, are safe and compliant with University policies and the law. The Panel is of the view that the University must play a greater role in supporting the Guild in its endeavours, including the provision of orientation events.

# SECTION 2: LIST OF COMMENDATIONS AND RECOMMENDATIONS

## Commendations

The Panel commends:

1. The University’s First Year Coordinator and the Core Orientation Planning and Implementation Team for its planning and oversight of the main on-campus undergraduate orientation activities;
2. Student Services for a process of review and improvement with regard to enrolment and orientation and endorses recommendations made in the 2011 Report of the Review of Enrolment and Orientation;
3. The Guild for organising the O-Day Festival on James Oval that introduces incoming students to social, recreational and community aspects of university life.
4. UniMentor, the University-wide peer support program that assists first year undergraduate students with their transition to university life;
5. UniSkills, and in particular the Flying Start orientation for students new to Perth, for providing students with the confidence to participate in the University social milieu;
6. The School of Indigenous Studies for its orientation program that enables commencing Indigenous students to feel ‘at home,’ and for allowing the students to develop their own rules and policy, and for encouraging respect for other students and staff;
7. The International Centre for supporting international students in their transition to student life in an Australian context;
8. The Graduate Research School for the quality of its research students’ orientation and year round program of support for new candidates;
9. The Associate Director Campus Services for the consistent application of a thorough process of reviewing and approving Event Management Plans for on-campus events involving alcohol;
10. The quality of the education and training provided by the University’s Health Promotion Unit; and
11. The University residential colleges’ approach to risk management and compliance with University policies for orientation events.

## Recommendations

The Panel recommends:

1. That overarching responsibility for orientation sit with the incoming Deputy Vice-Chancellor (Education);
2. That the Guild and University affiliated organisations do not accept sponsorship from alcohol industries for orientation events;
3. That licensed clubs and hotels not be invited to participate in the Guild O-Day Festival or any other orientation event;
4. That the current ban on high risk camps set in place by the Vice-Chancellor is continued; and
5. That the Guild works in partnership with the University to set in place processes that ensure student-focussed, inclusive, well-planned, safely conducted orientation events compliant with University policies and the law.

# SECTION 3: REPORT OF THE REVIEW PANEL

## Introduction

The University of Western Australia’s values are documented in the University’s Strategic Directions 2009-2013 (<http://www.uwa.edu.au/university/strategy> ) and are embodied in University policies that are binding on all University staff and students (<http://www.universitypolicies.uwa.edu.au/>). A most important University policy with regard to this report is the Charter of Student Rights and Responsibilities (<http://www.aps.uwa.edu.au/home/policies/charter>) that was developed to help achieve the University’s Mission and to facilitate the underpinning of the core values. The Panel regards the Charter of Student Rights and Responsibilities to be central to a number of issues raised in this report. In particular, the Panel highlights that the Charter “recognises that students are central to a dynamic University community.” The Charter states that every student has the right “to be treated fairly and ethically, with respect and dignity”, and that every student has the responsibility to:

* recognise the rights of others, including the rights of every other student covered by this Charter as well as the rights of staff and visitors;
* obey the laws of the land;
* make themselves aware of and comply with statutes, regulations, rules and policies of the University which apply to them; and
* uphold the reputation of the University while engaged in University activities.

The UWA Charter of Student Rights and Responsibilities also states that every student has the right “to the principles of equity and equality of opportunity” and the “recognition of diversity”. Importantly, the Charter states that every student has the right “to be free from sexual, physical and racial harassment and from other inappropriate behaviour.”

## Scope of Orientation Events

The Panel found that orientation events are conducted by a number of University organisations including Student Services, the Graduate Research School, the International Centre and the University faculties as well as the Guild, Guild affiliated clubs and societies and the University residential colleges. As required through the review terms of reference, the Panel identified a large number of orientation related events that are listed in . Orientation at UWA largely revolves around O-Week, the week prior to the commencement of classes; however, important orientation activities and events occur throughout the year as appropriate to the needs of incoming students. The Panel found that orientation events could largely be classified as having goals that are academic, administrative and/or social in nature. Most events focussed on one of these goals, but in reality, each event achieved a combination. The Panel found that incoming students consider each of these three goals to be very important in their transition into university life.

Of particular interest to the Panel during this review was a series of orientation camps, including the Guild organised Orientation Camp, or O-Camp, that are typically organised each year off-campus by the Guild and its affiliated faculty societies and clubs before and after the commencement of first semester. The Panel noted that the Guild was established under The University of Western Australia Act 1911 and is a body corporate governed by the Guild Council. The Panel also noted, however, that the Guild President and other Councillors and all other Guild members, including members and presidents of the Guild’s affiliated clubs and societies, are students of the University and, as such, are bound by University policies. The policies of relevance to the review included the Charter of Student Rights and Responsibilities; the UWA Code of Ethics and Code of Conduct; Alcohol and Other Drugs; Consumption of Liquor on Campus; and, Occupational Safety and Health. All University policies are outlined on the University website (<http://www.universitypolicies.uwa.edu.au/>). All students of the University also are required to comply with relevant laws including Working With Children legislation, Responsible Service of Alcohol (a key requirement of the Liquor Control Act (1988), and the Sex Discrimination Act (1984).

The terms of reference required the Panel to examine a representative sample of orientation events. In accordance, members of the Panel prepared two in-depth case studies and three shorter snapshots of orientation events that are included in Section 4 of this report.

## The Planning, Conduct and Overall Quality of Orientation Events

The Panel found that the planning, conduct and overall quality of the majority of orientation events were consistent with the aims of orientation and met the needs of incoming students. A survey on students’ general experiences of orientation conducted on behalf of the Panel was completed by 589 students, 12% of the incoming cohort. More than 80% of participants considered that their orientation to the University had been helpful. Students identified a number of strengths of O-Week and areas that can be improved. Further analysis of the survey findings can be found in . The full findings of the survey are provided in **.**

The Panel also was provided with a comprehensive Report of the Review of Enrolment and Orientation conducted and completed in 2011 by Student Services. This report had as its impetus the introduction of New Courses 2012 and focussed on activities that constitute pre-enrolment, enrolment, orientation and transition to study at UWA. The Panel endorses the recommendations arising from this previous review and recognises that their adoption will provide a framework for continuous improvement of the University’s orientation programs. A full copy of the 2011 review is provided in .

The Panel received a number of submissions from staff and students who gave very strong support for transition programs and particular events that are run at UWA as part of orientation and the Panel commends a number of these programs.

**Commendations**

The Panel commends:

1. The University’s First Year Coordinator and the Core Orientation Planning and Implementation Team for its planning and oversight of the main on-campus undergraduate orientation activities;
2. Student Services for a process of review and improvement with regard to enrolment and orientation and endorses recommendations made in the 2011 Report of the Review of Enrolment and Orientation; and
3. The Guild for organizing the O-Day Festival on James Oval that introduces incoming students to social, recreational and community aspects of university life.

**Commendations**

The Panel commends:

1. UniMentor, the University-wide peer support program that assists first year undergraduate students with their transition to university life;
2. UniSkills, and in particular the Flying Start orientation for students new to Perth, for providing students with the confidence to participate in the University social milieu;
3. The School of Indigenous Studies for its orientation program that enables commencing Indigenous students to feel ‘at home,’ and for allowing the students to develop their own rules and policy, and for encouraging respect for other students and staff;
4. The International Centre for supporting international students in their transition to student life in an Australian context; and
5. The Graduate Research School for the quality of its research students’ orientation and year round program of support for new candidates.

The case studies and snapshots presented in Section 4 of this report describe a number of organisational and logistical issues associated with the planning, conduct and overall quality of orientation events. The Panel concluded that many of the problems could be addressed through a clear statement of intent for orientation around which orientation events could be better coordinated and managed. While there is currently a loose association, the Core Orientation Planning and Implementation Team (also referred to as the Orientation Working Group), who work together to make the O-Week program run smoothly, the group does not have any authority, and there are no clearly articulated goals or objectives for orientation events that occur within and outside O-Week. The Panel concluded that orientation would be considerably improved if a high ranking academic took responsibility for orientation. As such, the Panel recommends that the incoming Deputy Vice-Chancellor (Education) have overarching responsibility for orientation. The Deputy Vice-Chancellor (Education) will be able to create a vision for orientation, improve the coordination and management of orientation events and enable orientation to evolve to accommodate the changing needs of incoming students.

In order to improve the orientation experience for incoming students, the Panel recommends that responsibility for orientation involve the following:

**Recommendation**

The Panel recommends:

1. That overarching responsibility for orientation sit with the incoming Deputy Vice-Chancellor (Education).
* The development of a UWA Orientation Statement of Intent that is consistent with the University’s mission, values and goals;
* Co-ordinating all orientation events (including activities run by Student Services, the International Centre, faculties, the Guild, UWA colleges and other relevant groups);
* Implementing:
	+ a public register of all orientation events with clearly articulated event objectives and activities that are consistent with the UWA Orientation Statement of Intent;
	+ a procedure for approval of all orientation events including the evaluation of Event and Risk Management Plans;
	+ a mechanism for regular, formal evaluation of orientation events;
	+ a continuous quality improvement process for orientation;
	+ a mechanism for students and others to provide confidential feedback; and,
	+ a student-focussed orientation that ensures their time is optimised.
* The development of a new University-wide orientation program addressing the needs of postgraduate coursework students.

## Orientation for the Diverse Commencing Student Population

The Panel sought feedback from all students including a number of groups representing students with diverse backgrounds. Students confirmed the Panel’s understanding that through orientation, students want to complete the administrative aspects of enrolment with the minimum of fuss, become familiar with academic requirements and to meet other students and make friends. While students generally were able to do these things through a number of orientation events, many students informed the Panel that they felt uncomfortable and excluded by the strong presence of alcohol-based advertising on-campus during O-Week and the service of alcohol at a number of orientation events including Guild organised camps. Submissions and interviews with all students, including those who had attended a wide variety of activities on and off-campus, clearly indicated that the majority of students agree that alcohol is not a necessary part of orientation to university life. The Panel agrees with this sentiment and is concerned that the current levels of advertising and sponsorship by alcohol related industries on-campus during O-Week is inconsistent with UWA’s values and the image that UWA would want to project to incoming students. Given the adverse impact that alcohol and other legal drugs can have on people’s lives, the Panel has the strong view that the University has a responsibility to provide an orientation environment that is free from alcohol and related industry advertising and sponsorship.

**Recommendations**

The Panel recommends:

1. That the Guild and University affiliated organisations do not accept sponsorship from alcohol industries for orientation events; and
2. That licensed clubs and hotels not be invited to participate in the Guild O-Day Festival or any other orientation event.

## Risk Management and Compliance with Relevant University Policies and the Law

The Panel found great variability in the orientation events and their approach to identification and management of risk and compliance with relevant University policies and laws. The orientation events run on-campus, including the O-Week concert organised by the Guild, were well organised and, as far as the Panel could ascertain, were compliant with relevant University policies and laws. The Panel acknowledges the important role of Campus Services in the management of on-campus events and of the thorough processes undertaken by Campus Services for assessing and approving all on-campus liquor permits.

Another positive example of planning for risk and compliance with University policies and the law was found by the Panel in the University college orientation events. More information about the colleges’ approach to the planning and conduct of their orientation events can be found in . The Panel was impressed with the range and high level of training that the college student presidents and leaders received (12 hours or more). The Panel acknowledges the important work of the University’s Health Promotion Unit over the past decade delivering training and conducting health promotion activities with a prime focus on alcohol education. The Panel also was impressed with the knowledge the college student presidents and leaders had of relevant University and college policies and the law and their knowledge of and justification for strategies to ensure compliance. The Panel found that the University colleges provide excellent models of best practice with regard to planning orientation events. The Panel concluded that the University college staff empower student leaders through training and support, and establishing clear boundaries. This approach has resulted in the University college orientation events being student-focussed, fun and, at the same time, safe, healthy and compliant with University and college policies and the law.

**Commendation**

The Panel commends:

1. The Associate Director Campus Services for the consistent application of a thorough process of reviewing and approving Event Management Plans for on-campus events involving alcohol.

In stark contrast with on-campus and University college events, the Panel was deeply concerned about off-campus orientation camps conducted by the Guild and its affiliate faculty societies and clubs. More information about the Panel’s assessment of the approach taken to risk management and compliance with University policies and the law can be found in and in . The Panel found that the focus of these camps was more about drinking vast quantities of alcohol and extreme partying than any real focus on what could be considered appropriate objectives for orientation events.

**Commendations**

The Panel commends:

1. The quality of the education and training provided by the University’s Health Promotion Unit; and
2. The University residential colleges’ approach to risk management and compliance with University policies for orientation events.

The Panel was deeply troubled by what seems to be a developing culture or tradition, wholly inconsistent with the values of the University, for camp leaders to introduce incoming students to inappropriately risky behaviour. This behaviour included ritualised drinking in which systematic pressure was applied to coerce camp participants to consume dangerous amounts of alcohol. The Panel was concerned that such alcohol fuelled environments reduce inhibitions and make it easy for some people to ignore sexual boundaries and difficult for others to guard against sexual predation.

The Panel received contrasting submissions from students who had attended these camps. On one hand, a number of submissions indicated that some students had fun, valued the experience and made friendships that supported and facilitated their transition to University life. On the other hand, submissions indicated other students were concerned by the risky behaviour and alcohol consumption, and appalled by the attitudes displayed by their fellow students. A number of students reported not attending the camps because they had been warned by older siblings or friends that they were ‘out-of-control’ and something to avoid.

Analysis of the approaches to planning and risk management revealed that leaders of the camps organised by the Guild and Guild affiliated clubs and societies were lacking in knowledge and training about what is required with regard to event management and risk management. Where event management and risk management documents were available, it became evident to the Panel that these documents were poorly prepared and non-compliant with relevant University policies and in some cases breached the law. Further, the Panel was convinced by submissions from camp leaders, participating students and parents that the camps have been conducted in a manner that is not compliant with a number of UWA policies including the Charter of Student Rights and Responsibilities, the University Policy on Alcohol and Other Drugs, the Code of Ethics and Code of Conduct, and the Work Health and Safety Policy. The Panel found that most, if not all, of these camps breached the Liquor Control Act 1988 by serving alcohol to students under 18 years of age and by continuing to serve alcohol to people who were intoxicated. Some camps, for example O-Camp 2012, may also have breached the Sex Discrimination Act 1984, because the conduct of some activities may have constituted sexual harassment and / or sexual assault.

The Panel concluded that the orientation camps conducted by the Guild and Guild affiliated clubs and societies present an extreme risk to the physical health, mental health and legal liability of all participants. The Panel, therefore, strongly endorses the current ban on high risk camps put in place by the Vice-Chancellor in 2012.

The Panel considered high risk camps to be those that do not have an appropriate Event Management Plan and / or Risk Management Plan; that are conducted in a remote or unsafe venue without mobile phone communication; that do not have appropriately trained leaders; that include the service of free or reduced price alcohol; or include activities that are not consistent with orientation or the University values and policies.

**Recommendation**

1. That the current ban on high risk camps set in place by the Vice-Chancellor is continued.

The Panel found that a number of factors related to the nature of the Guild as an organisation contributed to the poor planning, conduct and approach to risk management and compliance with University policies and the law. The Panel observed tension between the Guild staff and the elected student members of the Guild Executive which Guild staff reported as compromising their ability to insist on appropriate planning and conduct of Guild activities. The Panel also found that effective administrative procedures and controls were lacking. The Panel came to the conclusion that in order to provide safe and appropriate events for orientation, the Guild Executive must take leadership in establishing appropriate processes for planning, checking and approval of Event Management Plans and Risk Management Plans. The Guild must ensure appropriate appointment processes and training for students who take on leadership and organisational roles for orientation events. The Guild must also ensure compliance with Event Management Plans and auditing of events by appropriate people external to the Guild. The Panel recommends that the University use the provisions of Statute 17, the University Code of Ethics and Code of Conduct, the Charter of Student Rights and Responsibilities, if further breaches occur and that these provisions be drawn to the attention of the Guild and elected student officials in an induction program. Statute 17 states that student misconduct can lead to fines, withdrawal of privileges, withholding of results, loss of re-enrolment rights, suspension and expulsion.

The Panel also concluded that the University should provide leadership training, mentorship and support to the Guild Executive and to the leaders of Guild affiliated clubs and societies. While the Panel recognises the independent nature of the Guild, and the tenaciousness of Guild Executive to retain total autonomy, the Panel is of the opinion that the University must play a greater role in supporting the Guild in its endeavours, including the provision of orientation events.

The Panel is of the firm view that Guild orientation events must demonstrate:

**Recommendation**

1. That the Guild works in partnership with the University to set in place processes that ensure student-focussed, inclusive, well-planned, safely conducted orientation events compliant with University policies and the law.
2. objectives and planned activities that are consistent with the objectives of the UWA Orientation Statement of Intent (see discussion above);
3. complete Event and Risk Management Plans that are compliant with relevant University policies and the law;
4. compulsory, comprehensive training for all directors and leaders of Guild and affiliated club and society organised orientation events;
5. appropriate job description and selection processes for Guild and affiliated club and society orientation camp directors and other leaders;
6. formal evaluation and a process for continual improvement; and,
7. external auditing of events for compliance with the Event Management and Risk Management Plans.

The Panel recommends that the University consider whether a service level agreement tied to the amenities and services funding that is passed to the Guild can be structured to ensure that Recommendation 5 is implemented by the Guild.

The Panel trusts that the recommendations provided in this report provide clear boundaries to the Guild for the planning and conduct of orientation events. We envisage that current and future Guild Executive will be able to renew their vision of what an appropriate orientation event may entail and we look forward to student-focussed, fun, inclusive but safe and appropriate orientation activities for the students of the future.

# SECTION 4: ORIENTATION CASE STUDIES

## Introduction

In accordance with its terms of reference, the review Panel examined a range of orientation and related events conducted by and / or in the name of the University, the Guild, its affiliated clubs and societies, the residential colleges and the Sports and Recreation Association.

## Case Study 1a - The UWA on-campus Orientation (O-Week)

### Organising body

The Core Orientation Planning and Implementation Team (COPIT): Chaired by the University’s First YearCoordinator, COPIT includes professional staff representatives from the Admissions Centre, International Centre [Study Abroad and Student Exchange](http://directory.uwa.edu.au/view?dn=ou=Study+Abroad+and+Student+Exchange%2Cou%3DInternational+Centre%2Cou%3DRegistrar%27s+Office%2Cou%3DCentral+Administration%2Co%3DThe+University+of+Western+Australia) Office, Student Administration, Student Support Services, the UniMentor Program and the UWA Student Guild. COPIT plans O-Week in conjunction with a reference group that includes representatives from the Information Services’ Information Literacy Group, Information Systems group and Student Internet Support Office, the Student Services’ [Study Smarter](http://directory.uwa.edu.au/view?dn=ou=StudySmarter%2Cou%3DStudent+Support+Services%2Cou%3DStudent+Services%2Cou%3DRegistrar%27s+Office%2Cou%3DCentral+Administration%2Co%3DThe+University+of+Western+Australia) Group, the Faculty Student Offices and the Centre for the Advancement of Teaching and Learning (CATL).

### Usual time / duration of the event

* Main Orientation – the week immediately prior to the commencement of First Semester classes.
* Mid-Year Orientation – two days immediately prior to the commencement of Second Semester classes.

### Compliance with relevant University policies and awareness of and compliance with relevant laws

The Panel found that the program is, in the main, well organised, targeted to student needs in content and compliant with University policy and relevant laws. The Panel endorses the 2011 Report of the Review of Enrolment and Orientation which, among a range of recommendations advocated embedding an annual cycle of review, reflection and continuous improvement.

The Panel found particular areas of risk and other concerns with the Guild’s O-Day Festival that forms a major part of the main orientation. These findings are discussed below.

### Purpose of the event and inclusivity

In defining orientation, the Panel acknowledged the position put by representatives from the University’s Student Services that the process of orientation commences well before the official O-Week, at the point when the student decides to apply for admission to the University, and continues to some moment during their first year, when the student makes a mental transition from being a ‘new’ student to being a student of the University. To this end the Panel noted that in both semesters the main orientation activities are components of a planned sequence of activities that also includes (i) pre-enrolment information and activities (such as pre-departure briefings for new international students as well as for all students online information and in-person advising about their degree); (ii) the process of enrolling and satisfying a number of other administrative tasks; and (iii) for many students, participation in transition programs and other support activities that extend well into the semester.

Notwithstanding the foregoing description of an extended process, the Panel focussed its review on the official O-Week program that is targeted in the main at commencing undergraduate students. The program is offered prior to the start of First Semester and again, in a more condensed form, immediately before the start of Second Semester. The Panel gathered and examined a variety of information concerning these activities including:

* Orientation timetables published on the UniStart[[1]](#footnote-1) website and provided in hardcopy by faculties, the International Centre and residential colleges;
* 587 structured survey responses from students who had enrolled at UWA for the first time in 2012;
* Extended written feedback from more than thirty students; and
* A number of written submissions from individual staff and from representatives of groups involved in the design and delivery of the main orientation including faculty student advisers and some academics, the International Centre, Student Services, the colleges and the Sports Association.

The Panel also conducted structured interviews with staff and student organizers of orientation activities as well as meeting with groups of students who had attended a range of O-Week activities in recent years.

The Panel learnt that the University’s pre-enrolment, enrolment and orientation program was extensively reviewed and revised in preparation for NC2012. Within this program O-Week is designed to:

* Physically orient commencing students to the campus;
* Provide an insight into the academic expectations of study at UWA as well as the range of services offered and specific transition support programs available;
* Introduce students to the many Guild clubs and societies and to the Sports Association; and
* Most importantly, to enable commencing students to meet other students and start to build friendships.

The First Semester O-Week program includes:

* A formal commencement ceremony;
* Campus tours guided by student mentors;
* Discipline-based information sessions grouped by major introducing commencing students to the University’s faculties and advising teams;
* Information sessions covering a range of topics including housing, public transport, study expectations (including some hands-on training for some students) and introductions to student life; and
* A social program delivered, in large part, by the Guild.

The program includes additional activities for particular cohorts: a welcome day for international students, college orientations for residential students, mature-age students’ welcome and programs for alternative entry students and those who join one of the Student Services-run transition programs.

### The approach to event planning, promotion, organisation and conduct

The Panel noted that Students Services, and in particular the First Year Coordinator as Chair of COPIT, plays an important role coordinating the University’s undergraduate orientation program. A number of people interviewed by the Panel, including representatives from the residential colleges, Sports Association, faculties, Information Services, the School of Indigenous Studies and the International Centre remarked on the steady improvement that has been observed in the planning and coordination of the undergraduate orientation. The Panel observed that in preparation for NC2012 additional activities were included to broaden the program and that there were improvements to the structure.

Commencing students turn to the UniStart website for an overview of their orientation and can create a custom schedule that encompasses activities designed for all new students and, where appropriate, other University-run activities targeted at particular cohorts such as commencing international students. The UniStart site, therefore, is already a valuable tool which would be further strengthened if it:

* Encompassed all orientation events offered by and / or in the name of the University, the Guild, the Sports Association, the Colleges and all clubs and societies;
* Included a full description of the event including aims and objectives, key activities, organising group and event manager; and
* Is developed as a component of a multi-channel orientation communication strategy that takes advantage of social media tools.

Among the student survey respondents more than 80% (Table 28) considered their orientation to the University had been helpful. Students identified a number of O-Week strengths including:

* The introduction provided to Guild clubs and societies (Table 21, % Total Agree: 86.5%);
* The introduction to the range of resources on-campus for students experiencing academic difficulties (Table 21, % Total Agree: 82.5%);
* The campus tours (Table 21, Total Agree 80.7%); and
* The important role that orientation plays in helping students know what to expect socially (Table 21 Total Agree 76.1%) and achieving a connection with the campus (Table 23 Total Agree 79.8%).

Survey respondents also identified several areas where further emphasis would improve their orientation and transition to UWA, including:

* Helping students gain a better understanding of (i) the University’s academic expectations and (ii) how to use and navigate campus technology tools (Table 21, % Total disagree 33.8%; 39.8%, 42.5%);
* Providing further opportunities for commencing students to meet academic staff and student advisers and have their questions answered (Table 21 , % Total disagree 33.3%); and
* More information about campus services to keep them physically and mentally fit (Table 22, Total disagree 32.6%).

Panel interviews with students reinforced the position that commencing students, particularly those from communities traditionally underrepresented at UWA, want more respectful, intimate opportunities to meet with their fellow students and with staff in relaxed, informal and safe settings. In this regard, there was very strong support for the University’s transition programs UniSkills, ConnectMe and UniMentor. The Panel noted, however, that several students expressed disappointment that their contact with their mentor was limited to O-Week. The Panel heard that some mentors need more training in how to build effective relationships and some practical tips on how to sustain the relationship throughout the semester. Time and again the Panel was told about the importance of students playing a leading role in the successful orientation of commencing students. The Panel observed that the most successful examples of student-facilitated orientation activities tend to occur in programs that have strong continuity from year to year; are guided and facilitated by professional staff; and which exhibit clarity of purpose and an inclusive ethos. Where problems occurred these characteristics were less in evidence: event planning was often limited, lacked insight and was under-resourced; implementation often occurred without adequate supervision or assessment of needs and risks.

Interviews with a range of staff and students also highlighted the very important work that is being done by the University’s Health Promotion Unit. The team conducts health promotion activities across several health areas with a focus on alcohol and other drugs, mental health and sexuality, and sexual health and relationships and plays a vital role in training student leaders of orientation events.

The Panel also received and reviewed the 2011 Report of the Review of Enrolment and Orientation and endorses its O-Week recommendations recognising that their adoption provides a framework for continuous improvement of the University’s orientation programs. However the Panel also observed that the orientation period for some student cohorts is (i) overly long including significant periods when no structured events or activities are scheduled and (ii) that it may include duplicate events. For example, orientation for a commencing international student who lives in a college and joins a University transition program may include three or four campus tours. Likewise a Mature-Age Applicant Program student might be offered three very similar introductions to the Library. While recognising the challenge of structuring appropriate orientation programs for so many different student cohorts, the Panel formed the strong view that orientation planning needs to move beyond the level of coordination towards one of optimization.

### The Commencement Ceremony and the O-Day Festival

The first semester orientation week culminates with the Commencement Ceremony and Guild O-Day Festival.

The Commencement Ceremony is a traditional highlight attended by upwards of 2,000 new students. The ceremony begins with a Welcome to Country given by a Noongar person of significance, the traditional owners of the land upon which UWA is situated, to symbolise their blessing of the education that the new students are about to engage in; continues with the formal admission by the Vice-Chancellor of the commencing students to the University community; and concludes with an introduction to and welcome by the Guild President.

The sharing of the commencement with the Guild, which is described in very positive terms by both the Vice-Chancellor and the Master of Ceremonies, demonstrates the trust that has characterised the relationship between the University and the Guild. It is a trust which carries a most important responsibility as commencing students are encouraged by the Vice-Chancellor to become engaged and to turn to the Guild for support.

The Guild O-Day Festival on James Oval follows and concludes with a concert on the Oak Lawn. The Guild advertises the festival as the biggest student event on-campus with live music, giveaways, a wide range of food options and more than two hundred stalls introducing students to clubs, societies, sporting and recreation groups as well as a number of community and commercial undertakings.

The Festival is a very important event which attracts several thousand students annually. Many of the commencing students interviewed recalled favourably the Festival that they attended, while senior students recalled the important recruitment role it plays for UWA clubs and societies. The Panel, however, was very concerned by the increasing prominence in recent years of alcohol advertising and the linking of alcohol brands to University-related activities and events through sponsorship. As one submission to the review noted:

Alcohol advertising and marketing is well‐funded by the liquor industry and incorporates strategies that have been found to have an influence on young adults, including those who have never consumed alcohol. Marketing methods are used to portray alcohol as a standard and accepted part of youth culture. Marketing techniques often link alcohol to social and sexual success; promoting consumption as being “*enjoyable, good fun and free of risk*”[[2]](#footnote-2). (and that) (m)ore recent strategies used by the liquor industry to secure the greatest market share by maximising consumption, such as sponsorship, aim to have the alcohol brand embedded into the everyday activities of young people.[[3]](#footnote-3)

The alcohol industry was very prominent at the 2012 Guild O-Day Festival as the major sponsor, event partner, advertiser and stall holder:

1. Sponsor
	1. The Festival was sponsored by *Jim Beam on Campus[[4]](#footnote-4)* and featured a licensed 18+ drinking area;
	2. An after party was sponsored by the Ginger Nightclub in Perth
2. Partner
	1. *Jim Beam on Campus* has affiliations with 13 Australian universities, including UWA and had naming rights to the UWA O-Day Concert, and
	2. *Jim Beam on Campus* also ran promotional activities and competitions; promoted reduced-cost alcoholic drinks and promoted employment opportunities for students as members of the “Jim Beam Party Crew”.
3. Advertising
	1. *The* Jim Beam on Campus logo appeared on all promotional materials. The materials, approved by the Guild, contravene its own Posters and Publications Policywhich states that “…no promotional material concerning the consumption of liquor will be permitted in connection with student orientation week and related activities.”[[5]](#footnote-5)
	2. A promotional flyer contained a message from the Guild President encouraging students to “enjoy some beverages on a fresher camp, enjoy beverages on a pub crawl, and enjoy beverages at student balls”; and
	3. An external licensed venue placed an advertisement in an edition of the Guild’s *Pelican* magazine seeking to recruit UWA student beer ambassadors. Text from the advertisement linked alcohol use with popularity and success in contravention of Australia’s Alcohol Beverages Advertising and Packaging Code, which states that advertisements “must not depict the consumption or presence of alcohol beverages as a cause of or contributing to the achievement of personal, business, social, sporting, sexual or other success…”[[6]](#footnote-6)
4. Stall holder
	1. Seven stalls – taken by the Captain Stirling Hotel; Hip-E Club; Jim Beam on Campus; The Byrnleigh Hotel; The Claremont Hotel and Club Bay View; The Deen Nightclub; and the Newport Hotel – promoted licensed venues and student-focussed events around Perth. Two of the stalls were located on a premium James Oval site for student thoroughfare.[[7]](#footnote-7)

There is much research that shows young people’s attitudes towards drinking, initiation to drinking and consumption of alcohol at harmful levels is impacted by exposure to alcohol promotion, and that exposure to repeated high-level alcohol promotion:

* contributes to the development of positive attitudes towards drinking;
* increases the likelihood of drinking at heavier levels;
* predisposes minors to alcohol consumption before the legal age of purchase, which is a pertinent factor for UWA students commencing their studies while under the legal drinking age of 18;
* can positively shape perceptions of drinking; and
* glamorises alcohol and portrays consumption as being relatively risk‐free.[[8]](#footnote-8)

A majority of the Panel formed the strong view that first impressions *do* count and that the repeated exposure of students to alcohol products and positive drinking messages during the Guild O-Day Festival is both:

* insensitive to the diversity of views held by commencing students. Research into organisational diversity, the Panel accepted, suggests that when an institution invites people of difference to join, it is the institution and not the invited people that should be required to change; and
* detrimental to the health and wellbeing of our students. Alcohol advertising and sponsorship, the running of licensed events on and off-campus, and the promotion of activities with a focus on alcohol consumption communicates a message that frequent drinking (which is often excessive) should not be a normal and expected part of student life at UWA.

**The Panel recognised the importance of a vibrant Guild O-Day Festival to the overall success of orientation but concluded that (i) the involvement of the alcohol industry is inappropriate; (ii) the prominence of and emphasis on alcohol and frequent drinking is exclusionary; and (iii) the inclusion of alcohol messages in event advertising breached the Guild’s own policies.**

**The Panel strongly encourages the Guild (i) to review and discontinue its partnership with the alcohol industry; and (ii) to show leadership and spearhead a movement to teach your people that they can have a good time without alcohol.**

### Conclusion

The Panel notes the majority of commencing students reflect positively on their UWA orientation. The Panel:

1. Recognises the very important, significant and in the main, successful, role that continuing students play in the orientation of commencing students. The University is very fortunate to have so many committed and capable students willing to offer their help and friendship;
2. Congratulates the University’s Student Services and the Core Orientation Planning and Implementation Team on the leadership they are showing in the planning and conduct of the University’s orientation programs;
3. Encourages the Core Orientation Planning and Implementation Team and all those involved in the planning of orientation to:
	1. Take up the challenge of an annual cycle of review, reflection and continuous improvement;
	2. Ensure that the UWA orientation includes more opportunities for students to meet with staff and their fellow students in relaxed, informal and safe settings; and
	3. To review and take on board the key findings contained within the Review of Orientation Survey Report.

The Panel also recognises that while university commencement should be an exciting time for young people as they develop new friendships and acquire a new sense of freedom, a large proportion of UWA’s first year students are 17 years of age or have only recently turned 18 and that many others come from backgrounds where alcohol plays little or no part in their community. This means many students have already decided not to embrace alcohol and many are not yet legally permitted to drink alcohol or have only recently acquired the right. Starting university, therefore, often comes with the need for young people to demonstrate a greater level of personal responsibility; including in relation to alcohol consumption. With alcohol consumption regularly promoted as an integral aspect of a student’s university lifestyle, there is a critical need for commencing students to understand the associated health and social risks and to make informed decisions about their own alcohol use. The Panel:

1. Acknowledges the excellent work undertaken by the University’s Health Promotion Unit reinforcing the link between good health and academic performance, and working to reduce risk-taking behaviour associated with excessive alcohol consumption by university students
2. Encourages the Guild’s elected student officials to demonstrate leadership, understand and advance the principles and mission of the Guild and recognise that their constituency is the entire student cohort in all its diversity.

## Case Study 1b - The International Students’ Welcome

### Organising body

The International Centre

### Usual time/duration of the events

1. International Undergraduate Welcome and Enrolment Week - organised by International Student Support Section.
2. Student Exchange and Study Abroad Welcome and Enrolment Week - organised by Student Exchange & Study Abroad.
3. AusAid Arrival and Introductory Academic Programme - organised by International Sponsored Student Unit. (5 weeks in total)
4. IMU (International Medical University Malaysia) Student Welcome - organised by International Student Support Section. (1/2 day)
5. Graduate Entry Medicine Student Welcome - organised by International Student Support Section. (1/2 day)
6. Bachelor of Philosophy (Honours) Student Welcome - organised by International Student Support Section. (1/2 day)
7. International Postgraduate Welcome - organised by International Student Support. (5 days)

### Compliance with relevant University policies and awareness of and compliance with relevant laws

The Panel concluded the programs run by the International Centre should all be regarded as low risk and are well organised, targeted to student needs in content and compliant with University policies and relevant laws. The International Centre Welcomes are all non-alcohol events.

### Purpose of the events and inclusivity

The International Centre organises a series of International Student Welcomes to assist new students make a smooth and enjoyable transition to their new life in Perth and study at UWA. International Student Welcomes extend the University’s main orientation program and are designed to:

* Support new international students completing their enrolment;
* Provide an introduction to different learning styles and study techniques;
* Introduce students to the facilities on-campus;
* Confirm with students the conditions and responsibilities of their student visa;
* Provide information about Overseas Student Health Cover;
* Help students open a bank account;
* Provide opportunities for students to meet other students and staff; and
* Introduce commencing international students to places of interest in Perth.

Commencing undergraduate international students are expected to arrive up to two weeks before Semester One begins and one week before Semester Two in order to participate in a complete Welcome and Orientation Program. Postgraduate students are generally required to arrive one week before semester begins. Commencing students are advised that they are required to attend all aspects of the extended program.

### The approach to event planning, promotion, organisation and conduct

The Panel commends the International Centre on the multiple and comprehensive Welcome packages developed and implemented for the different groups of international student commencing at UWA.

The Panel found that the programs are targeted to student needs in content and compliant with University policy and relevant laws. All events are alcohol-free. The Panel however encourages a closer integration of several of the welcomes with the University’s main orientation programs to optimise each student’s program and avoid duplicate events, to further promote early integration with domestic students and reduce the overall length of the first semester undergraduate Welcome and Orientation.

### General comments and issues identified

The Panel understands that beginning a new course in a new university in a new country can be a particularly difficult challenge for an intentional student. There are many practical hurdles – organising accommodation, transport, bank accounts, mobile phones, etc. – as well as deeper challenges of understanding an unfamiliar language, cultural differences and the importance of establishing new friendships and support networks.

For the University there are challenges to catering to the wide variety of support needs of a diverse international student population who arrive at different times or who may already be living in Australia. Some students may be well-prepared months ahead of time, or may have strong support networks in Australia to assist them on arrival. Others may have little idea about the demands of their course or the challenges involved in living away from home for the first time. Some commencing international students have already studied locally in a pathway program of some sort and may have limited interest in a comprehensive orientation, while others arrive in Australia after the beginning of their course and may miss out on orientation sessions as a result. And there is a danger that students who do participate in a comprehensive orientation program can be overwhelmed by the sheer volume of information provided.

The Panel recognised that this complexity necessitates a range of programs and activities each targeted to a particular area of need. Some of the orientation needs of international students are the same as those of domestic students, and combined orientation sessions for these issues should be preferred, while other issues that are specific to international students usually require dedicated sessions for international students alone, preferably on a ‘just-in-time, just-for-me’ basis.

The review was told that in preparation for 2012 and in recognition of the academic and administrative changes brought about by NC2012, the International Centre changed the timing of their main ‘Welcome’ to the week prior to the official enrolment and orientation week. While this change effectively addressed some issues, the Panel understands it created a number of other difficulties including (i) the cost for international students of an extra week living in Perth prior to the start of classes; (ii) challenges for the residential colleges which are expected to welcome international students and offer additional activities a week before their main intake period when they are focussed on training their student leadership team and residential advisers. (There are also diseconomies for colleges operating with so few students in residence); and an increasing tendency for commencing international students to have formed friendship bonds almost exclusively with other international students rather than with the broader student group. However it is recognised that the local students tend to arrive at UWA with well-formed local friendships and are not necessarily open to developing new friendships beyond their normal cultural realms.

The Panel heard that some commencing international students, particularly those who attend an International Student Welcome, a residential college orientation, a Student Services’ transition program, and the main University and Guild orientation events can feel overwhelmed, confused and fatigued at the end of it all.

The International Centre staff and almost all the international students who spoke with the Panel also noted that the culture of alcohol impinges negatively on international students’ ability to find host country friends and that they often feel excluded from social events because of the emphasis on alcohol and excessive drinking.

In their discussions with the Panel, international students and others identified a number of other issues that can present as barriers to a successful and smooth transition:

* For many, including those who observe Islamic or Jewish dietary guidelines, the limited food choices on-campus and absence of useful information on where cultural foods can be obtained can be a significant contributor to homesickness. There was some recognition that the colleges are trying to address this issue but Guild Catering was seen to be very slow in responding to student needs[[9]](#footnote-9);
* The challenge of finding a place to pray and an appropriate place to bathe with the suggestion being made that all UniMentors should be told where the Muslim Prayer Room is located and where other religious groups can gather;
* The difficulties experienced when the Chinese New Year celebrations overlap the University’s first semester enrolment and orientation period, and the second semester orientation overlap with Ramadan; and
* The importance of host students and mentors completing cross-cultural awareness training and in understanding how important their role can be in assisting with a successful transition. Several students reported their disappointment when initial contacts were not continued beyond orientation. For Muslim students who are strict in their observance, it can be quite hard as they cannot find halal food and feel excluded from many of the social events because of alcohol.

In discussion of these issues a number of useful suggestions and observations were made by staff and students, including that:

* Information on the location of prayer spaces and bathing facilities, cultural food outlets, non-alcohol events and a clarification of what is compulsory and what is not could be included in pre departure packs, and published on the web; and
* The University’s internationalisation strategy and an ongoing dialogue in faculties and schools, including *Courageous Conversations About Race*, were very useful strategies.

### Conclusion

The Panel acknowledges the fine work undertaken by the staff of the International Centre in supporting international students in their transition to student life in an Australian context. The Panel encourages a closer integration of several of the International Centre welcomes with the University’s main orientation programs to optimise each student’s program and avoid duplicate events, to further promote early integration with domestic students and reduce the overall length of the first semester undergraduate Welcome and Orientation.

## Case Study 1c - Postgraduate Orientation Programs

### Organising body

The Graduate Research School

### Usual time / duration of the event

One day twice annually

### Compliance with relevant University policies and awareness of and compliance with relevant laws

The program is well organised, targeted at student needs in content and compliant with University policies and relevant laws.

### Purpose of the event and inclusivity

The Panel also examined briefly the separate bi-annual orientation program for higher by degree research (HDR) students coordinated by the Graduate Research School and endorsed the direction being taken by the School to further develop the program and to introduce activities such as the research ethics hypothetical that actively engage commencing students. The Panel was advised that from second semester a cocktail event has been excluded from the program.

### Conclusion

The Panel acknowledged the challenge of delivering programs at the beginning of each semester when HDR students can commence at any time during the year and therefore applauded the efforts of the Graduate Education Officers in conducting one-on-one induction meetings with new candidates and in offering workshops throughout semester.

A number of student contributors to the review emphasised the potential of buddy programs to facilitate the successful transition of new students and to combat the loneliness that is experienced by some. To this end the Panel was provided with the draft of an induction program – ‘*The (not so) lonely postgrad’s guide to UWA – ten essentials’* - that is being developed to address this very real concern. The Panel strongly endorsed the package.

The Panel also noted with concern the lack of a University-wide orientation for commencing postgraduate coursework students and that only some faculties appeared to offer a structured orientation designed specifically for postgraduate coursework students. The Panel considered this a serious shortcoming.

## Case Study 2 - UWA Orientation Camp 2012 (O-Camp)

### Organising body

UWA Student Guild

### Usual time/duration of the event

Early February 2012; 4 days 3 nights

### Location of the event

The 2012 O-Camp was conducted at Nanga Bush Camp, a facility to the south of Perth with two dormitories in a bush environment with no mobile phone coverage.

### Purpose of the Event and Inclusivity

The purpose of the event stated in the Event Management Plan (EMP) was “to introduce first years to the university,” “a chance for new students to meet people” and to “promote the work of the UWA Guild and clubs and faculty societies”. Interviews with camp directors and leaders confirmed this seemingly appropriate purpose. While this was the stated aim of the camp, reports to the Panel indicated the activities conducted at the camp focussed on drinking alcohol, including ‘ritualised drinking’ of dangerous quantities, and ‘extreme partying’. The EMP list of activities explicitly included “drinking games” on two of the four days and participants reported most activities during the camp involved drinking large quantities of alcohol. All three evenings when students stayed overnight had a final activity of a “party” from 7.30pm or 8.00pm to midnight that involved alcohol consumption. No alternative or concurrent activities were organised when the drinking games and parties were being conducted.

A number of submissions to the Panel and an examination of the Camp Risk Management Plan (RMP) supported the view that the true purpose of O-Camp 2012 was drinking alcohol, extreme partying and encouraging a liberal attitude to a broad range of sexual activities. Many of the strategies listed in the RMP were underpinned by the assumption that participants would be heavily intoxicated (e.g. “The medic will regularly check all bathrooms and all bedrooms to ensure anyone present is fine and is not dangerously intoxicated” and elsewhere the statement that excessive alcohol consumption is “almost certain.” The Panel was told that condoms were distributed and that females were told by ‘medics’ that they could be supplied with the morning after pill. The Panel was very concerned about unequal power relationships, bullying, issues of consent and the inability of students to guard against assault after overconsumption of alcohol. The Panel was also very concerned with the immediate and long-term risks to health associated with inebriation and repeated binge drinking.

The Panel heard from some students who said they enjoyed the camp and that they made friends during the camp. Other submissions indicated that even though some commencing students wanted to be involved in social activities, they did not attend O-Camp 2012 (or other Guild organised camps) because they had heard camps in previous years involved excessive drinking of alcohol and activities in which they did not want to participate. Reports were made to the Panel from students who felt that the degree of drinking and partying they observed at O-Camp (and other camps) was not expected and they found the general conduct of the camps inappropriate for a university orientation event. Parents and students reported not understanding the difference between the University and the Guild and that they had assumed any orientation event would be conducted under the control of the University.

**The Panel found that the real purpose of O-Camp 2012 did not contribute to the goals of orientation at UWA, did not meet the needs of many incoming students and was not inclusive.**

### Event Planning, Organisation and Conduct

An event management plan (EMP) for the O-Camp 2012 was submitted to the Panel. Guild staff reported that the EMP was prepared by the O-Camp directors. An incomplete EMP was submitted to the Guild on the Wednesday before the camp started on the following Monday and feedback was provided. A complete EMP was received by the Guild on Friday, one working day before the camp started. Guild staff complained the late submission meant there was not enough time to review the EMP. Guild staff reported poor communication between the 2011 and 2012 student executive and O-Camp directors about the need for an EMP and that there was lack of clarity about who was responsible for approving the EMP. Guild staff felt compromised because the student executive “vigorously defend” their independence and “don’t look favourably” towards staff who “push control”. Staff expressed a need for clarity at the interface between their roles and responsibilities and the roles and responsibilities of elected students, particularly with regard to Guild activities.

The Panel noted a number of inadequacies within the EMP and inconsistencies between the EMP and the reported activities at the camp. Some examples are included below:

* The camp dates on the EMP were incorrect.
* The venue (Nanga Bush Camp) capacity is 200 but participants numbered at least 220.
* The only contact phone numbers were to directors’ mobile phones despite no telephone reception at the venue. No satellite phone was taken. One landline was located 300m from the camp but the phone number was not listed in the EMP or provided to participating students or their parents.
* Bus transport described in the EMP was incorrect.
* The smoking policy was not clear.
* The EMP stated that “signage around the bar will notify patrons that they will not be served if they are intoxicated”, however, submissions indicated alcohol was served to intoxicated participants.
* There was no statement in the EMP (or RMP) about service of alcohol to 17-year-old students. It was made clear to the Panel that 17-year-old participants were provided with vast quantities of alcohol.
* The EMP stated that “the proposed times for service of drinks are 8pm to 12am,” however, the Panel was told that alcohol was served throughout the day.
* The EMP only included a brief mention of food to be provided. The Panel received reports complaining that the quantity of food was insufficient and the quality of food poor.

There was no formal evaluation of the O-Camp 2012 by camp directors, Guild staff, or elected student representatives.

**The Panel found that O-Camp 2012 was poorly planned and organised and there was no appropriate process for checking and approving the Event Management Plan and the Risk Management Plan.**

### Level of Training and Awareness of Event Organizers

The Panel was informed by Guild staff that there was a selection process for the 2012 O-Camp directors toward the end of 2011 and that the selection criteria included leadership skills, oral communication skills, experience in event organisation and knowledge of the University, Guild and affiliated clubs and societies. Both Guild staff and O-Camp directors confirmed there was no process for checking any qualifications or training of any of the directors or leaders who participated in O-Camp 2012. The Guild staff confirmed that no training was provided by the Guild or University to the O-Camp directors, leaders, freelancers or other senior students specifically to support their leadership of O-Camp. Guild club and society leaders claimed that most have a Working with Children Check because they need this in order to participate in the Uni Camp for Kids. A number of camp leaders and bar staff claimed to have RSA (Responsible Service of Alcohol) training and certification (this is readily available on the internet). The Panel is aware that suitable training is freely available on UWA campus and through the National Union of Students and other organisations such as St John Ambulance, but this training was not provided to O-Camp leaders in a systematic manner. A list of suitable training programs is provided in **.**

**The Panel found that the level of training and awareness of event organizers was not adequate. Suitable training was available on UWA campus but was not used. There was no suitable process for checking the qualifications or training of O-Camp leaders.**

### Approach to Risk Management and Risk Mitigation

A Risk Management Plan (RMP) for O-Camp 2012 was provided to the Panel. It is not clear when this plan was prepared, when it was submitted to the Guild or who was responsible for reviewing and signing off. The Panel had considerable concerns about the approach to risk management and noted a number of inconsistencies between what was presented in the RMP, the EMP and how the Panel perceived that the camp was conducted. Some of these concerns and inconsistencies are outlined below.

### Supervision

One of the Panel’s major concerns is that the camp directors, leaders and other senior students were on a roster system so that each person had times when they were required to remain sober and other times when they were allowed to drink alcohol (see for example, point 4.4 in EMP and p. 3 of RMP). There was no plan to have any one person or group of people sober the entire camp. The UWA publication Managing Alcohol at Events: For Students, Staff and External Users (Health Promotion Unit, 2010) states that: “The Event Manager must be present for the duration of an event and not be under the influence of alcohol” (p. 12). The RMP referred several times to the head medic’s responsibility in situations of injury, but no alternative was given if the head medic was not sober.

The Panel had serious concerns about general supervision at the camp. While it was stated in the RMP under the section on General Supervision (p. 4) that there were 60 senior students to supervise 160 first year students, it was evident to the Panel that the majority of senior students were drinking excessive quantities of alcohol during the camp. First year students paid $180 to attend the camp and the senior student directors, leaders, cooks, medics and freelancers (50-60 people) were considered volunteers and did not pay. The Panel questioned who was benefitting from the camp. Panel members were concerned that O-Camp 2012 could be construed as a party for the older student volunteers with alcohol, food and accommodation funded by the first year participants. The Panel found it is inappropriate for senior students to attend a camp and then to be drunk when allegedly supervising first year students.

**The Panel found that O-Camp 2012 had inadequate supervision that was not compliant with UWA policy on the management of alcohol at events.**

### Approach to alcohol consumption

The approach to alcohol consumption at the 2012 O-Camp was of major concern to the Panel. University policy documents and management support documents are very clear about guidelines for alcohol service and consumption that are consistent with the state laws. UWA’s University Policy on: Alcohol and Other Drugs ([www.universitypolicies.uwa.edu.au/search?method=document&id=UP09%2F5](http://www.universitypolicies.uwa.edu.au/search?method=document&id=UP09%2F5) ) states:

* “that the University ensures… an inclusive environment for staff and students who choose not to consume alcohol”
* “ 1.3 The University does not condone binge drinking or the excessive consumption of alcohol or other drugs.”

The UWA Managing Alcohol at Events: For Staff and External Users (UWA Health Promotion Unit, 2010) states that:

* “Bar service times should be set and the bar should close prior to the event finishing time.” (p. 14).
* “The maximum amount of alcohol that will be sold or served at the event should be controlled.” (p. 14)
* p. 14 “Activities (and drinking games) that encourage heavy and rapid consumption are not permitted.”
* p. 15 “Alcohol must not be served to anyone less than 18 years of age.”
* p. 15 “Alcoholic punches that contain wine or spirits are not permitted.”

The O-Camp 2012 RMP and EMP and statements from event leaders and participants indicated that the approach to alcohol consumption at the camp included the following:

* Drinking games and rapid consumption of alcohol during the day and night.
* Service of alcohol to 17 year-old camp participants.
* Service of alcohol to intoxicated people.
* Service of wine punch with an unknown percentage of alcohol.
* No alternative soft drinks. Water was available, but students had to provide their own vessel to collect the water from the leaders, bar staff or from the bathroom.

Camp leaders reported that they needed a truck to transport all the alcohol to the camp venue and that the alcohol order included “about 14 or 15 kegs of beer” and an unknown but very substantial quantity of wine in the order of 200 – 300 casks[[10]](#footnote-10).

The Western Australian Liquor Control Act 1988 states that it is an offence for a person to sell, supply or permit the consumption or possession of liquor by a juvenile in a public place or on licensed or regulated premises. It also is an office for any juvenile to purchase or consume alcohol in public or on licensed or regulated premises. Further, it is an offence for a person to sell, supply or allow a drunk person to consume liquor on licensed or regulated premises. (Western Australia Liquor Control Act 1988: Version 07-e0-00 as at 21st May 2012.

([http://www.slp.wa.gov.au/pco/prod/FileStore.nsf/Documents/MRDocument:23628P/$FILE/LiquorContrlAct1988-07-e0-00.pdf?OpenElement](http://www.slp.wa.gov.au/pco/prod/FileStore.nsf/Documents/MRDocument%3A23628P/%24FILE/LiquorContrlAct1988-07-e0-00.pdf?OpenElement))

**The Panel found that alcohol consumption at O-Camp 2012 was not compliant with UWA policies and guidelines and breached the Liquor Control Act 1988.**

### Compliance with Other Relevant University Policies and the Law

It was apparent to the Panel that the 2012 O-Camp was planned and implemented in a manner that is not compliant with a number of other relevant University policies including the Charter of Student Rights and Responsibilities, UWA Code of Ethics and Code of Conduct, and the Australian law including the Sex Discrimination Act 1984 and the Liquor Control Act 1988. Examples are provided below.

### Respect for people

The UWA Code of Ethics and Code of Conduct (2012, [www.hr.uwa.edu.au/publications/code\_of\_ethics](http://www.hr.uwa.edu.au/publications/code_of_ethics) ) states (p.02) that:

The principle of taking personal and professional responsibility requires not only that people avoid doing harm to others but also that they exhibit courteous behaviour, upholding the standards expected of all members of the University community as part of achieving a common good. In so doing they are expected to protect the rights of others and respect the diversity of cultures and peoples. Those well-positioned to assert their rights have a reciprocal duty to exercise care towards those who depend on them for their well-being. This principle involves stewardship of assets, resources and the environment.

The Panel notes that the University is committed to maintaining an environment where students and staff are valued, respected and able to realise their full potential. The University recognises all forms of harassment and discrimination are serious issues that undermine morale and can adversely affect the ability of students (and staff) to feel included within the University. Such behaviour, the University declares, is unacceptable. The University has committed to dealing with all complaints fairly and promptly and affirms disciplinary action will apply to any staff member or student who is found to have harassed another member of the University community.

### Bullying

The UWA Code of Ethics and Code of Conduct (2012, [www.hr.uwa.edu.au/publications/code\_of\_ethics](http://www.hr.uwa.edu.au/publications/code_of_ethics) ) states that “The University has a duty of care to all members of its community that violence, aggression and bullying are unacceptable” (p. 09). It goes on to explain that at UWA, bullying is defined as:

repeated, unreasonable or inappropriate behaviour directed toward an employee, a group of employees, or students that creates a risk to health and safety. A situation may be identified as bullying if employees or students are harmed, intimidated, threatened, victimized, undermined, offended, degraded, or humiliated, whether alone or in front of other employees, students or visitors to the University. (pp. 09-10)

The Panel received submissions that described coercive and/or bullying behaviour on the part of O-Camp 2012 student leaders towards the first year students who attended the camp. The Panel was very concerned that some of the reported behaviours were probably unreasonable and inappropriate and could have been found to be intimidating, threatening, offensive, degrading and/or humiliating by participating students.

**The Panel found the general conduct at O-Camp 2012 was not compliant with the UWA Code of Ethics and Code of Conduct.**

### Sexual harassment/sexual assault

The UWA Code of Ethics and Code of Conduct (2012) states that sexual harassment is:

Unwelcome, unsolicited and unreciprocated conduct with a sexual component which offends, intimidates, embarrasses or humiliates a person. … Sexual harassment involving a physically violent and/or coercive component such as physical molestation or assault, persistent following or stalking, indecent exposure, and obscene communications in any media, may be considered sexual assault and possibly a criminal offence. Alleged cases of sexual harassment will be considered serious misconduct. (p. 11)

The Sex Discrimination Act 1984 (Section 28F) (Commonwealth Consolidated Acts) <http://www.austlii.edu.au/au/legis/cth/consol_act/sda1984209/s28f.html> indicates that it is unlawful for a person who is an adult student [i.e. attained the age of 16] at an educational institution to sexually harass a person who is a student or a member of staff of the institution or another educational institution.

The O-Camp 2012 RMP states that sexual harassment is “unlikely” (p. 19) that “No sexual abuse/harassment tolerated, and this will be emphasised to everyone” (p. 10). The RMP also states that there would be sexual harassment officers to help first year students and that they will be appropriately trained before the camp. No evidence was provided to the Panel that sexual harassment officers were present or that any leaders attending the camp were provided with adequate training on sexual harassment.

Despite the RMP clearly stating that sexual harassment would not be tolerated, the Panel was made aware of a number of incidents that occurred during the 2012 O-Camp that may constitute sexual harassment and/or sexual assault. Camp leaders were said to create a highly “sexualized” environment through games, verbal encouragement and coercion, nudity, lewd behaviour and video. The Panel is of the opinion that the risk of sexual harassment, sexual exploitation and/or sexual assault was heightened due to excessive alcohol consumption. No formal complaints have been received by the University.

**The Panel found that O-Camp 2012 was conducted in a way that presented a high risk of sexual harassment, sexual exploitation and/or sexual assault. Conduct at the camp was not compliant with the UWA Code of Ethics and Code of Conduct and may have breached the Sex Discrimination Act 1984.**

### Safety and health

According to the UWA Work Health and Safety Policy (<http://www.safety.uwa.edu.au/management/about/osh-policy>) the University is accountable for ensuring a safe, supportive, protective and healthy working environment. The policy is applicable to all people who carry out tasks and activities under the auspices of The University of Western Australia including those conducted off-campus. It explains that all people are required to take reasonable care of their own health and safety at work and ensure that their own acts and omissions do not adversely affect the health and safety of other people.

The Panel received reports that the general conditions at the Nanga Bush Camp during O-Camp 2012 were unsafe and unhealthy. Some of the unsafe and unhealthy practices and conditions included people swimming after consuming alcohol; dishevelled, unclean sleeping dormitories; urine soaked mattresses and carpets; and vomit and paper strewn in the bathroom areas. No or minimal cleaning was conducted during the camp until the final day when the leaders directed all participants in a clean-up session.

**The Panel found that the O-Camp 2012 was conducted in an unsafe and unhealthy manner and was not compliant with the UWA Work, Health and Safety Policy.**

### Conclusion

The Panel concluded that the O-Camp 2012 was poorly planned and conducted, resulting in severe risk to the physical health, mental health and legal liability of all participants. The enacted purpose of the camp did little to contribute to the overall aims of UWA orientation and did not meet the needs of many incoming students. The camp was conducted in a way that was not compliant with a number of UWA policies including the Charter of Student Rights and Responsibilities, the University Policy on Alcohol and Other Drugs, the Code of Ethics and Code of Conduct, and the Work Health and Safety Policy. The camp breached the Liquor Control Act 1988, and potentially breached the Sex Discrimination Act 1984.

# Section 5 Orientation Snapshots

## Snapshot 1 - UWA Colleges’ Orientation

### Organising body

UWA Colleges’ elected Resident Clubs in consultation and cooperation with the administration at each college.

### Usual time/duration and location of this event

In some colleges training can commence as early as the end of semester in the year prior to residents taking up their leadership roles as Resident Advisors or Resident Club (Student Club) Committee members. For about one and a half weeks prior to Orientation Week the general approach across the colleges is to undertake intensive training for its Resident Advisors and Resident Club Representatives. During this time the planning of O-Week activities is generally undertaken and there appeared to be a lot of cooperation between the employed Resident Advisors and the elected Residents Club Representatives. For the colleges, orientation activities run from the weekend prior to O-Week and through O-Week itself. There are a range of activities both on and off-campus.

### The approach to event planning, promotion, organisation and conduct

There has been a concerted effort across the colleges to improve the general running of events over the last several years. O-Week is perhaps the most intense period for events for the colleges and so those organising this particular week need to be well-trained in the planning and management of these events.

The following comprehensive list of training activities seems to be relatively consistent across the college community:

1. Youth Mental Health First Aid
2. Senior First Aid
3. Responsible Service of Alcohol
4. Event Management Planning
5. Equity and Diversity Awareness.

The above training is often provided to the Resident Advisors as well as the Club Representatives. In addition the Resident Advisors receive further training in the areas of:

1. Emergency Evacuation Procedures
2. Fire training including the use of extinguisher equipment
3. The general expectations and running of their College.

In the planning of events the following considerations came through strongly from each of the Club Presidents as well as the Heads of College:

1. Awareness of how the activities would impact people of different gender, religious background, culture, etc.
2. The degree of risk involved in conducting such an event.

In all cases where alcohol was involved an Event Management Plan (EMP) was submitted to the staff member at the college responsible for overseeing orientation activities and other events. These EMPs formed the basis for discussion between the resident organisers and the administration of the College to ensure effective risk management and compliance with both University policies and relevant laws.

There was a degree of monitoring and post-event evaluation on the part of both the resident organisers and the administration of the colleges.

### Compliance with relevant University policies

All colleges either have their own policies with respect to rights, responsibilities, and resident conduct (which are based upon the University’s policies), or they directly function under the University's policies. This is also true for policies related to alcohol and other drugs. The training that the organisers are given looks closely at risk management and event management planning and ensures that events that are organised comply with the University’s and the college’s safety and health policies as well as the particular college’s expectations.

### Awareness of and compliance with relevant laws including

The training and compliance with respect to Responsible Service of Alcohol legislation was clear from the verbal and written submissions that the Panel received. The information provided gave the Panel a clear sense that the diversity of the incoming students was a significant consideration for Presidents of the clubs and for the planning of their activities. There seemed to be a real awareness of the need to be sensitive to the needs specific to gender, race, culture, sexual persuasion, and religious background.

In some colleges camps were held off-campus during the orientation period. Only one college permitted alcohol on the camp but the planning and management of this from all available information seemed to be compliant with relevant laws, policies, and college expectations. They also had the chaplaincy group ‘Red Frogs’ in attendance to provide food and hydration facilities. Any 17-year-olds on the camp had to have parental permission. Those serving drinks had to have Responsible Service of Alcohol training. There was a clear statement in the documentation that at no stage would a 17-year-old be served alcohol. Resident Advisors of the college were in attendance at all times.

A matter that needs clarification concerns the Working with Children legislation and regulations. Fact sheets provided by the Western Australian government would suggest that activities conducted by older students with underage students on a College campus would not require the older leaders to obtain WWC. However, it would appear that off-campus activities could be a different matter and this needs to be clarified.

### Conclusion

The Panel found excellent orientation models in the University residential colleges that result in fun, student focussed, safe orientation events organised by college student leaders that are compliant with University and college policies and the law.

## Snapshot 2 – Guild Affiliate Camps

The panel met with a group of student leaders of Guild affiliated faculty societies and clubs to discuss student run orientation camps.

### Organising bodies represented

* Arts Union;
* Blackstone;
* Leisure;
* Science Union;
* Uni Camp for Kids;
* University Engineers Club (UEC); and
* Western Australian Medical Students' Society (WAMSS)[[11]](#footnote-11).

### Usual time/duration and location of orientation camps

A series of 2 and 3-day orientation camps following the Guild O-Camp in the weeks leading up to the start of first semester. Nanga Bush camp is a popular venue because of its facilities and isolation. Camps have also been held at various beach and adventure-camp locations.

### The approach to event planning, promotion, organisation and conduct

**Event planning**

The Panel was advised by the senior students that:

* Camps play a very important role in recruiting new students to the various clubs and societies;
* Camp leaders are aware of the requirement to develop and have the Guild approve event management and risk management plans;
* Camps generally consist of a series of day-time games and activities with evening parties, music and DJs; and
* Camp leaders are aware that it is illegal to serve alcohol to people under the age of eighteen and to people who are already intoxicated.

The students acknowledged that:

* The event and risk management documentation that is prepared is of a variable standard;
* That the Guild is not always given the details of all camps and does not always review and approve event and risk documentation;
* Alcohol is routinely served to student under the age of eighteen; and
* People attending camp routinely become intoxicated.

It was further acknowledged by some student leaders, but not all, that there is a range of event planning issues that need to be addressed if further camps are to take place. Of those that did not openly agree with this position, the UEC student leader maintained that the 2012 UEC camp was well planned, fully documented and demonstrated awareness and compliance with relevant laws and University policies. This student leader offered to forward the UEC Camp documentation to the Panel. At the time of preparing this report two weeks after the interview the documentation had not been received by the Panel.

**Promotion**

The Panel was advised by the students that:

* Various orientation camps are promoted to commencing students as they complete their on-campus enrolment and visit the Guild to activate membership;
* Many new students arrive at UWA expecting to go on a camp having heard about them while at school; and
* Students under the age of eighteen are required to have a parent or other responsible adult complete a consent form.

Some student leaders acknowledged that:

* It is likely that some students sign-up for camps without a proper understanding of the event;
* Not all camps routinely check consent forms or deny attendance at a camp if a completed form is not provided;
* Some students who attend camps regret the decision; and
* A small number of students leave camps before they finish.

Student leaders strongly put the view that:

* Most students who attend a camp have a pretty good idea of what is likely to happen on camp; and
* Most students who attend camp consider that they have a good time.

**Organisation**

The panel was advised that:

* Camps are organised by upper level students with camp leaders typically in positions of responsibility in a faculty society or club;
* A set of roles is common to most if not all camps, including camp director, leader, freelancer, DJ, chef and medic;
* Bar people are expected to have completed Responsible Service of Alcohol Training and that medics hold first aid qualifications; and
* Commencing students pay to attend camp; senior students attend for free.

**Conduct**

The Panel was advised that:

* Some faculty societies and clubs have recognised problems and issues with orientation camps. One society, WAMSS, reported it had been active in putting in place policies and procedures to address concerns that mainly centre on the over consumption of alcohol. This society had also developed a Safe Events Policy and a Welfare Officer Policy.
* WAMSS also reported that educational activities had been incorporated into their camp activities in order to discourage consumption of alcohol during the day.
* Some faculty societies and clubs acknowledge that further reform is necessary and that camps cannot continue to flaunt the law or ignore University policies and accepted conventional standards of behaviour.
* Other student leaders considered their camps to be of a high standard.

### Conclusions

The Panel found that:

* It is not uncommon for some senior students to attend several camps in several different capacities in a year;
* Guild processes for gathering, reviewing and approving event management and risk management plans are wholly inadequate;
* Directors and leaders complete little, if any, formal training;
* RSA training is not always insisted upon and that responsible service practices are routinely ignored;
* Any educational component of the camps is minimal and that the opportunity and / or pressure to consume alcohol both during day time activities and evening parties is significant and commonplace;
* Alcohol is frequently consumed excessively;
* In view of the range of injuries and other medical situations reported as occurring at camps, senior first aid is an inadequate level of training;
* Directors and leaders do not fully appreciate the potential for serious injury and other harm that those attending camp are exposed to;
* Alcohol contributes in large measure to many of the risky and offensive behaviours reported as occurring at camps;
* Most, if not all, of the senior students interviewed were:
	+ naively ignorant of the law and of the grave risks to health and wellbeing that the camps, in their current format, pose;
	+ apparently unconcerned that University policies are routinely contravened; and
* Camps are not formally evaluated.

A majority of the Panel agreed:

* Further camps cannot be allowed until and unless (i) they are reformed; (ii) appropriate training is completed by all in positions of responsibility; and (iii) student leaders agree to on-site responsible supervision.

## Snapshot 3 - The University of Western Australia Faculty of Engineering, Computing and Mathematics

The Panel received a number of submissions from other contributions from the UWA Engineering community. These came from academic staff, professional staff, on behalf of the Faculty of Engineering, Computing and Mathematics, the University Engineers Club (UEC) President and a number of engineering students.

One submission raised concerns regarding the “culture of alcohol in the engineering first year”. Another concern expressed by individuals and the Faculty was that although student social events are organised independently they can be and often are viewed by new students, parents and the outside community as Faculty or University run events. Similarly, publications that sometimes contain inappropriate materials are distributed by Clubs under their own names and are seen as being linked to the Faculty or University.

### Orientation

There are two distinct orientation programs. One from the Faculty which covers administrative and academic information and the second, focusing on the social aspects is provided by engineering social clubs.

* Academic / Administrative
* Social

### Academic / Administrative

As part of the main undergraduate orientation coordinated by Student Services, the Faculty organises pre-enrolment information sessions and a Faculty Welcome. Pre-enrolment information sessions provide information and enrolment advice regarding courses offered by the Faculty. A question and answer session is provided by staff. The Faculty welcome is held in the week prior to semester commencement. This program includes a welcome from the Dean of the Faculty, ice-breaker activities and information on Faculty services. The event concludes with a BBQ provided by the Faculty student clubs. Staff and existing students mingle with commencing students and social clubs recruit new student membership (no alcohol is available).

### Social

Social club activities are organised, promoted and delivered by Faculty students associations independent of the Faculty. (See Table 1) Some of the student associations are affiliated to the Guild and some are not. Faculty staff have no responsibility or control over these activities. All associated publications including club websites are not monitored by the Faculty. The club balls are the only social activities that are advertised in the weekly Faculty bulletin. Concern was expressed that social club events and publications may not be managed well and may not have appropriate event and risk management strategies in place. These events have the potential to negatively impact on the Faculty and the University. It is also not clear to what extent the Guild is involved in ensuring that these events are run without incident.

|  |
| --- |
| **Faculty Wide Student Organisations** |
| The University Engineers Club (UEC) |
| UWA Young Engineers (UWAYE) |
| **Organisations with an Outreach Mission** |
| Engineers Without Borders (EWB) |
| Robogals |
| **Discipline Specific Organisations** |
| UWA Motorsports |
| The Australasian Institute of Mining and Metallurgy (AUSIMM) |
| Chemical and Process Engineers Club (CPEC) |
| Computer Science Students Club (CPEC) |
| The Institute of Electrical and Electronic Engineers (IEEE) |
| The Society of Petroleum Engineering (SPE) |
| Student Environmental Engineer Club UWA (SEEC) |

#

# SECTION 6 - APENDICES

## Appendix 1 – Review of Orientation Terms of Reference

The terms of reference for the review are as follows:

1. Identify the set of Orientation and related events conducted by and / or in the name of:
	1. The University
	2. The Guild and
	3. Affiliated Guild clubs and societies
	4. UWA-affiliated colleges and Currie Hall, including residential college student clubs
	5. The Sports & Recreation Association and affiliated clubs
2. Invite submissions from interested parties on matters pertaining to the terms of reference of the review
3. Examine a representative sample of Orientation events to identify:
	1. The approach to, and detail of, event planning, promotion, organization and conduct, including
		1. The level of training and awareness of event organizers
		2. Approaches to risk management and risk mitigation
	2. Compliance with relevant University policies including:
		1. [Charter of Student Rights and Responsibilities](http://www.aps.uwa.edu.au/home/policies/charter)
		2. [UWA Code of Ethics and Code of Conduct](http://www.hr.uwa.edu.au/publications/code_of_ethics)
		3. Alcohol and Other Drugs ([UP09/5](http://www.universitypolicies.uwa.edu.au/search?method=document&id=UP09%2F5))
		4. [Consumption of Liquor on Campus](http://www.fm.uwa.edu.au/about/policies/consumption_of_liquor_on_campus)
		5. [Occupational Safety and Health](http://www.safety.uwa.edu.au/policies/occupational_safety_and_health)
	3. Awareness of and compliance with relevant laws including:
		1. Working With Children ([WWC](http://www.checkwwc.wa.gov.au/checkwwc)) legislation
		2. [Responsible Service of Alcohol](http://www.police.wa.gov.au/Yoursafety/Alcoholanddrugs/Responsibleserviceofalcohol/tabid/1465/Default.aspx) (a key requirement of the [Liquor Control Act](http://www.rgl.wa.gov.au/Default.aspx?NodeId=94))
		3. [Sex Discrimination Act 1984](http://www.humanrights.gov.au/about/legislation/index.html#sda)
4. Consider and report on:
	1. the planning, conduct and overall quality of the events examined in relation to the aims of Orientation and the needs of commencing students
	2. the range of events provided for the diverse commencing student population
	3. the approach to identification and management of risk
	4. compliance with relevant University policies and laws.

In making its recommendations, the review panel is invited to identify examples of good practice and other matters deserving commendation and to prioritize its recommendations.

## Appendix 2 – Sources of Input to the Review

The review has been conducted with the involvement of interested parties including undergraduate and postgraduate students, staff, the leadership of the Guild, the University hall of residence and affiliated colleges, and the Sports and Recreation Association. Below is a summary of sources from which input was obtained.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Method of Communication/Input** | **Target Audience** | **Responses/Respondents** |
| 1 | Email requesting information on program(s) of Orientation Events and Initiatives (list of events, program and names/titles of the Organizer | Deans, Heads of Schools, Director UWA Sport & Recreation Association, Divisional Directors, President, Guild of Undergraduates, Heads of Colleges | 4 Colleges; UWA Sport; Guild (list of events only); Student Services; International Centre; Dean of the Graduate Research School; Information Services (including the Library); all Faculties other than Arts and Education. |
| 2  | All Staff Email inviting submissions | All UWA Staff | 16 responses (including five written on behalf of the Unit/Division/Section). |
| 3 | All Student Email inviting responses via a free form text survey questionnaire, email or letter | All UWA enrolled students | 4 emails and 30 survey responses with comments (including some that were anonymous). |
| 4 | Email invitation to participate in an online survey sent to commencing students | Approximately 5000 undergraduate, postgraduate coursework and research students enrolled at UWA for the first time in 2012 | 589 survey respondents |
| 5 | Interviews/Group Discussions – Day 1 |  |  |
|  | 30/7/2012 9.30am | Staff from Student Services | Six attendees |
|  | 30/7/2012 11.00 am | Staff from Graduate Research and Scholarships Office | Five Attendees. Additional information forwarded subsequent to discussion by one member |
|  | 30/7/2012 12 noon | 17 year old students | Four attendees |
|  | 30/7/2012 1.30 pm | Staff from International Centre | Two attendees |
|  | 30/7/2012 2.15pm | Faculty Student Advisers or equivalent | Five attendees |
|  | 30/7/2012 3.15 pm | Postgraduate Students | Four attendees. Supplementary information from one forwarded post interview. |
|  | 30/7/2012 4.00 pm | Heads/Deputy Heads of Colleges | Four attendees. |
| 6 | Interviews/Group Discussions – Day 2 |  |  |
|  | 31/7/2012 8.00 am | O-Camp Directors/Leaders | One attendee plus Guild President. Supplementary information (EMP, RMP and Injury Report Proforma) forwarded post interview. |
|  | 31/7/2012 9.00 am | Guild Staff | Four attendees. Two supplementary emails forwarded by Managing Director post interview/discussion. |
|  | 31/7/2012 9.40 am | Mixed group of 1st,2nd and 3rd year students | Six attendees. One clarification email post discussion. |
|  | 31/7/2012 10.40 am | College Club Presidents | Four attendees. |
|  | 31/7/2012 12 noon | International Students | Seven attendees. |
|  | 31/7/2012 1.30 pm | Presidents/Office bearers of Guild Affiliated Clubs and Societies | Eight attendees. |
|  | 31/7/2012 3.00 pm | Associate DirectorCampus Services | One attendee. |
|  | 31/7/2012 3.30 pm | Director, Risk Management and Associate Director, Safety & Health | Two attendees. Two emails with supplementary information post interview. |
|  | 31/7/2012 4.00 pm | Guild Staff Member | One attendee. |
|  | 31/7/2012 4.30 pm | Staff from Equity and Diversity Section, Human Resources | Two attendees. |
| 7 | Interview/Group Discussions – Day 3 |  |  |
|  | 1/8/2012 8.30 am | Staff from UWA Sport & Recreation Association | Three attendees. |
|  | 1/8/2012 10.00 am | Chaplains | One attendee. Supplementary information forwarded post interview. |
|  | 1/8/2012 10.40 am | Representatives of Muslim Staff and Students | One staff and one student. |
|  | 1/8/2012 12.30 pm | Staff and students from School of Indigenous Studies | Two staff and four students. |
|  | 1/8/2012 2.00 pm | Staff from Information Services | Three attendees. |
|  | 1/8/2012 2.40 pm | Staff from The Centre for the Advancement of Teaching & Learning | Two attendees. |

|  |  |
| --- | --- |
| **Total Staff interviewed** (includes Guild staff, Heads of Colleges, staff of UWA Sports) | 45 |
| **Total Students interviewed** (includes College Club Presidents, O-Camp leaders, Faculty Society and Club office bearers) | 40 |

## Appendix 3 – Schedule of 2012 Orientation Events

Note: The Panel recognises that the process of orientation commences before the official O-Week, typically at the point when the student decides to apply for admission to the University, and continues for most beyond O-Week to some moment during their first year, when the student makes a mental transition from being a ‘new’ student to being a student of the University.

### Events leading up to O-Week

|  |  |  |  |
| --- | --- | --- | --- |
| **Event** | **Organiser** | **Target Group** | **Program of Activities** |
| Main offer round pre-enrolment course information sessions (2 days) (Information sessions recorded and available via the web) | First Year Co-ordinator , Student Services as Chair of COPIT with support and input from Faculty Student Advisers or equivalent and other central teams | All commencing students in undergraduate programs | Seminars explaining the generic NC2012 course structure and Faculty-based seminars overviewing particular majors |
| Main offer round in-person course advising (4 days) | As above | All commencing students in undergraduate programs | One-on-one course advising |
| AusAid Arrival (1 week) and Introductory Academic Program IAP(4 weeks) both held prior to the International Welcome Program) | International Sponsored Student Unit, International Centre | AusAid sponsored international students | UWA AusAID Welcome session including, scholarship information, opportunity for questions and answers, two days of cultural transition programs, & time built in for seeking accommodation. IAP designed & delivered by CELT including Study Skills, Time Management Skills, Academic Reading Skills, Speaking in Academic Situations, Introduction to Writing, Avoiding Plagiarism etc. |
| Orientation Camps (various) held off-campus | UWA Guild and Guild Affiliated Clubs and Societies | Commencing undergraduate students. Participation optional. | Programs were not provided. Information was gathered during interviews and has been included in the Review Report |
| International Undergraduate Welcome and Enrolment Week | Student Support Section , International Centre | International undergraduate commencing students | Information Sessions on Housing, Opening a Bank Account, the enrolment process, a series of optional social events e.g. Kings Park/Fremantle, Caversham Wildlife Park, a Day at the Beach, Enrolment day including enrolment on-line, obtaining campus card |
| 2nd offer round pre-enrolment course information sessions (1 day) (Information sessions recorded and available via the web) | First Year Co-ordinator , Student Services as Chair of COPIT with support and input from Faculty Student Advisers or equivalent and other central teams | All commencing students in undergraduate programs (particularly international students) | Seminars explaining the generic NC2012 course structure and Faculty-based seminars overviewing particular majors |
| 2nd offer round in-person course advising (4 days) | As above | All commencing students in undergraduate programs (particularly international students) | One-on-one course advising |
| BPhil Honours Residential (first semester only) | BPhil Academic Coordinator | All BPhil (Honours) commencing students | 1 week residential orientation & commencement of BPhil research training program  |
| UniSkills Flying Start (2 days; first semester only) | UniSkills Coordinator Student Services | Commencing undergraduate students from rural/remote areas, from schools under represented at UWA, international students, those who might potentially lack a support network | A fun activities residential program delivered by the UniSkills team and senior UniSkills student leaders to help commencing students develop a friendship network, acquire study skills and get to know the campus, their faculties. |
| Mature-age Access Program MAPS to Success: Pre-enrolment Essentials(first and second semester) | Student Services | Commencing MAP students | Brief welcome. During the session, a short exercise is conducted to give MAP students a taste of university study, and to help Student Services get to know the likely support needs better. A mini-lecture is presented during which students can take notes. They are asked to answer a few multiple-choice questions about the lecture, then to write a short essay. MAP students do not need to ‘pass’ this exercise to be made a MAP offer. |

### Orientation Week

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| **Event** | **Organiser** | **Target Group** | **Program of Activities** |
| Orientation Week Activities for all students (4 days in first semester; 2 days in second semester) | First Year Co-ordinator , Student Services as Chair of COPIT with support and input from Faculty Student Advisers or equivalent and other central teams | All commencing students in undergraduate programs | Centrally organised program which includes : Meet your student mentor information session; Campus tour with student mentor; discipline-based information sessions (typically welcome from the Dean, Major-based breakout sessions, guest speakers, intro to faculty/discipline based clubs, sausage sizzles or some variant of the same); Studying at UWA introduction to learning and support services session; Student Life & Mentor Information Session; and optional housing information & public transport (Transperth) sessions. |
| Commencement Ceremony (first semester and second semester) | First Year Co-ordinator, Student Services | All commencing students in undergraduate programs | Welcome to Country, Address from the Vice-Chancellor and Welcome from the President of the Guild |
| O-Day Festival (first semester only) | UWA Student Guild | As above | Live music, giveaways, various food options and approximately 200 stalls introducing students to clubs, societies, sporting, recreation and other interest groups |
| College Orientation Week (activities at the weekend and during O-Week commencing after campus O-Week activities) | College Residential Advisers and College Club Presidents or equivalent with final approval of all activities by College Head of Deputy Head | All commencing undergraduate students residing at colleges | Induction at the College including collection of college packs, Resident’s Handbook, meeting with various college staff, Residential Advisers and Club President and team members, ice breakers, speed dating dinners, quiz nights, coffee crawl, tavern party (18+ only, dragon boating at Matilda Bay with BBQ dinner and variations of the above |
| Mature Age Welcome (held in O-Week for the relevant target group) | Student Services | Commencing Mature Age Students | Provides an opportunity to meet other mature age students, find out about support services available |

### Other

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| **Event** | **Organiser** | **Target Group** | **Program of Activities** |
| Postgraduate Welcome(twice a year typically in week 1 or 2 or the main semesters) | Graduate Education Officer, Graduate Research School | All PhD and Masters by Research Students who have enrolled in the previous six months. Attendance is voluntary | Official welcome from the Dean of the Graduate Research School, “Nuts and Bolts” of postgraduate research a session on the roles, expectations, rights and responsibilities of students and the University, a session on communicating your research, an interactive session focussed on the professional development framework for researchers, an introduction to UWA Code of Research Conduct, introduction from the Library research staff on critical electronic resources available, search engines etc. |
| Graduation Research School Induction Meeting Program | Graduate Education Officer, Graduate Research School | HDR students as they arrive (enrolments happen throughout the year) | This is an informal induction meeting held within a month of candidature and includes an introduction to Graduate Education Officers, and presentations covering sources of information, resources and services |
| Aboriginal Orientation Course/Bridging course | School of Indigenous Studies | A year long course to prepare indigenous students for entry to degree courses at UWA | Students take four units each semester, two compulsory and two electives |
| Aboriginal Orientation Course | School of Indigenous Studies | Indigenous students seeking alternative entry to UWA | A year long course bridging course to prepare Indigenous students for entry to degree courses at UWAStudents take four units each semester, two compulsory and two electives |
| Link Week – Week 3 of first semester | Student Services with support and input from Faculty Student Advisers or equivalent and other central teams | All commencing students in undergraduate programs | Provides opportunities for new and current UWA students to ‘link’ back into essential resources and information relating to study and life at University. (<http://www.student.uwa.edu.au/new/link-week> ) |
| Language and Cultural Exchange (LACE) Orientation | Student Services | All commencing students in postgraduate programs | Open to postgraduate students and staff, LACE provides opportunities to meet people from many different countries and cultures. Relax, chat, play games, watch films, socialise |

## Appendix 4 - Vice Chancellor’s Review of Orientation 2012, Survey of Current Students - Report

To download the report, visit <http://www.uwa.edu.au/review-of-orientation>.

If you cannot open the file, contact the UWA University Secretary to request a hard copy version.

## Appendix 5 - Report of the Review of Enrolment and Orientation

To download the report, visit <http://www.uwa.edu.au/review-of-orientation>.

If you cannot open the file, contact the UWA Director of Student Services to request a hard copy version.

## Appendix 6 - List of Available Training Programs

Training delivered on-campus by the UWA Health Promotion Unit and the WA Department of Health Sexual Assault Referral Centre (SARC)

### UWA Health Promotion Unit

#### Responsible Service of Alcohol (RSA) Training (3 hours)

The aims of the training are to foster in participants an:

* increased confidence to effectively manage the sale, service and consumption of alcohol at an event;
* increased knowledge about their responsibilities under the Liquor Control Act 1988 and the penalties for not abiding by the Act; and
* increased awareness about the link between alcohol and its health and social consequences***.***

#### Event Management Training (2 hours)

The aims of the training are to:

* increase knowledge of the processes for planning and managing a UWA event that will involve alcohol on unlicensed or licensed University premises or at an external venue;
* increase knowledge about planning a culturally inclusive event; and
* increase knowledge about the link between alcohol and sexual violence.

#### Mental Health First Aid (MHFA) Training (12 hours)

Frequent substance use during adolescence increases the risk of developing mental health problems, as well as a range of other adverse outcomes (dependence, educational underachievement, health problems and social difficulties) during late adolescence and early adulthood. MHFA Training aims to provide:

* skills in how to recognise the signs and symptoms of mental health problems;
* knowledge of the possible causes or risk factors for these mental health problems;
* awareness of the evidenced based medical, psychological and alternative treatments available;
* skills in how to give appropriate initial help and support someone experiencing a mental health problem;
* skills in how to take appropriate action if a crisis situation arises involving suicidal behaviour, panic attack, stress reaction to trauma, overdose or threatening psychotic behaviour.

#### Brief Alcohol Intervention Training (BAIT) (4hours)

There is a large evidence base showing that brief interventions can reduce excessive alcohol consumption among university students. These interventions involve providing students with personalised feedback about their drinking pattern, practical information about how to drink less, and strategies to increase motivation to reduce their drinking or seek expert help if indicated. Although brief interventions are effective, there are typically only a handful of people trained on any university campus to deliver them. Brief Alcohol Intervention Training (BAIT) provides a sustainable training model to increase the capacity to deliver campus-based brief interventions. The aims of the training program are to:

* provide background information regarding alcohol
* provide an overview of brief intervention
* equip trainees with the necessary knowledge to conduct brief alcohol interventions and motivational interviewing
* provide an opportunity for skills development to deliver brief alcohol interventions

### Sexual Assault Referral Centre (SARC)

#### Respectful Relationships (1 hour)

These workshops have been delivered on-campus during 2011-12. The aims of the Respectful Relationships workshop are to:

* increase knowledge of respectful relationships
* raise awareness of sexual assault, abuse, harassment and consent by providing an introduction to the issues
* increase awareness of issues of risky behaviours that involve alcohol and other drugs, social networking sites, mobile phones and other on-line relationships
* provide a safe environment for young people to discuss relationships, consent and communication
* increase knowledge of relevant services and resources for information and referral
* provide information about SARC services.

#### Sex and Ethics interactive workshops (12 hours)

This course was delivered on-campus in 2011. The aim of the Sex and Ethics workshops is to promote ethical, non-violent relationships of young people and is based on the sexual ethics framework of:

* Caring for myself
* Being aware of the other persons needs
* Negotiating and asking
* Reflecting.

In addition, SARC offers training on a variety of issues related to sexual violence. These include family and domestic violence, transgenerational trauma, disability, mental illness and substance abuse, working with adolescents, male sexual assault and sexual abuse, Post Traumatic Stress Disorder and trauma, art therapy, vicarious trauma and mindfulness. It also offers programs on working with Aboriginal and CaLD clients and ‘train the trainer’ programs for teachers educating on sexual assault and sexual abuse.

1. The [UniStart](http://www.unistart.uwa.edu.au/crawley/welcome) website guides commencing students through four stages to becoming a fully-fledged student: (i) responding to their offer; (ii) preparing for their enrolment; (iii) enrolling; & (iv) being welcomed to UWA during O-Week. [↑](#footnote-ref-1)
2. Roche A, Bywood P, Borlagdan J, Lunnay B, Freeman T, Lawton L, Tovell A, Nicholas R. 2008. An examination of the cultural drivers of risk‐taking behaviour and their effects on ‘low risk’, ‘risky’ and ‘high risk’ use of alcohol among 14‐24 year old Australian drinkers. Adelaide, S. Aust : Drinkwise Australia. [↑](#footnote-ref-2)
3. Cancer Council Australia. 2010. Position statement: Marketing and promotion of alcohol. Available:www.cancer.org.au/File/PolicyPublications/Position\_statements/Nutrition\_Alcohol\_marketingposition\_statement\_August\_2011.pdf. [↑](#footnote-ref-3)
4. The panel was advised that the *Jim Beam on Campus* sponsorship extends beyond orientation week activities with, for example, the 2011*Disorientation End of Semester Show* also sponsored. [↑](#footnote-ref-4)
5. University of Western Australia Student Guild. 2011. Posters and publications policy. Available: www.guild.uwa.edu.au/\_\_data/page/6201/Poster&PubPolicy‐2011July‐FINAL.pdf. [↑](#footnote-ref-5)
6. The Australian Beverages Advertising Code Scheme. 2012. The ABAC Scheme: Alcohol beverages advertising (and packaging) code. Available: http://www.abac.org.au/uploads/File/ABAC%20Code%20at%201%20March%202012.pdf. [↑](#footnote-ref-6)
7. The panel was also told that licensed venues in the vicinity of UWA are providing a free pick-up and return transport service for students at the residential colleges. [↑](#footnote-ref-7)
8. See for example Babor T, Caetano R, Casswell S, Edwards G, Giesbrecht N, Graham K, Grube J, Gruenewald P, Hill L, Holder H, Homel R, Österberg E, Rehm J, Room R & Rossow I. 2003. Alcohol: No Ordinary Commodity— Research and Public Policy. Oxford and London: Oxford University Press. [↑](#footnote-ref-8)
9. The Guild President advises that as of Semester 2, 2012 Guild catering has introduced a line of Halal food. [↑](#footnote-ref-9)
10. The Panel calculated the amount of alcohol to be roughly 10 litres per person. [↑](#footnote-ref-10)
11. With no first-year intake into medicine, WAMSS did not hold a camp in 2012. [↑](#footnote-ref-11)