

This resource has been developed to help you set out the relationship between resources, activities, and outcomes.

It is both a tool for planning – to help you see if the chosen activities will lead to your desired outcomes – and for evaluation – making it easier to see what evaluation questions you should be asking at what stage of your project.

Your action plan is a living document, and can be reviewed regularly to see if it is still an accurate representation of your plan or if it needs to be adapted. There are many different ways to represent these relationships. Below is one example of a template, and an example of a completed template.

## DOMAIN

GOALS AND OBJECTIVES		
Specific – Measurable – Achievable – Relevant – Time specific (SMART)		
What will be different as a result of your activities? Specify the timeline for each outcome. This will depend on your plan. Will the short-term outcomes logically lead to medium-term outcomes? Is the connection between medium and long-term outcomes supported by theory or evidence?		
SHORT-TERM OUTCOMES	MEDIUM-TERM OUTCOMES	LONG-TERM OUTCOMES
Short-term outcomes are the changes you expect to see on completion of your plan. These are the easiest to measure, and the timeframe will usually be the length of your plan (1 year). Short-term outcomes are most often changes in skills or knowledge. 1. 2. 3.	Medium-term outcomes are what you would expect to follow on from the short-term outcomes. 1. 2. 3.	Long-term outcomes should fit with your goal. They usually take a long time to be seen, and will be influenced by factors outside of your control. 1. 2. 3.

## ACTIVITIES

ACTIVITIES	INPUTS	INDICATORS
	OUTPUTS	ASSUMPTIONS AND EXTERNAL FACTORS
What will the university do? Who is involved and what is their role? (Immediate to 1 year) • • •	What resources do you have? Consider people, funding, time, knowledge and evidence. • • •	How will the goals be demonstrated? How will progress be tracked? It is good to try to measure both short and medium-term outcomes. • • •
	What will have been done? What has been delivered? • • •	Consider the beliefs you have about your plan, the people involved and how it will work, as well as the environment in which your plan is being delivered. Unexamined assumptions are a big risk to success. • • •

### SAMPLE ACTION PLAN

### STUDENT LIFE

GOALS AND OBJECTIVES		
<p><b>SHORT-TERM</b> Immediate to one year</p> <ol style="list-style-type: none"> <li>Students are aware of expected behaviours</li> <li>Students understand the drivers of gender-based violence</li> <li>Students are aware of available support and response services for people experiencing or at risk of experiencing violence</li> </ol>	<p><b>MEDIUM-TERM</b> Two to four years</p> <ol style="list-style-type: none"> <li>Improved engagement between students, university support and response staff and leaders</li> <li>Students are empowered to challenge gender stereotypes and promote gender equality</li> </ol>	<p><b>LONG-TERM</b> Five or more years</p> <ol style="list-style-type: none"> <li>University support and response services are victim/survivor-centred, accessible, and trusted by students</li> <li>The university works collaboratively with students to lead a culture of gender equality and respect</li> </ol>

### ACTIVITIES

<p><b>ACTIVITIES</b> What will the university do? (Immediate to one year)</p> <ul style="list-style-type: none"> <li>Review and update the student code of conduct</li> <li>Develop and disseminate information on the university's code of conduct</li> <li>Develop and deliver training to student leaders on the drivers of gender-based violence</li> <li>Promote university support services across the institution</li> <li>Establish student reference group to help co-design and test information and messaging</li> <li>Explore possible partnerships with migration and settlement services to inform future work/next Action Plan</li> </ul>	<p><b>INPUTS</b> What resources do you have?</p> <ul style="list-style-type: none"> <li>Support from university media and communications</li> <li>Content for gender-based violence training package</li> <li>Staff time to review/update code of conduct or relevant policy</li> <li>Staff time to support students to lead violence prevention efforts</li> <li>Remuneration for students' participation and involvement</li> </ul>	<p><b>INDICATORS</b> How will the goals be demonstrated? How will progress be tracked?</p> <ul style="list-style-type: none"> <li>Measure student awareness and understanding of drivers of gender-based violence (pre, post and longitudinal)</li> <li>Data on student confidence in university reporting systems</li> <li>Data on students' knowledge and skills to lead violence prevention efforts</li> <li>Student representation on university working groups and decision-making bodies</li> <li>Student and staff feedback on quality of collaboration and engagement</li> </ul>
	<p><b>OUTPUTS</b> What will be delivered?</p> <ul style="list-style-type: none"> <li>Training for student leaders</li> <li>Collateral on support services including targeted information/materials</li> </ul>	<p><b>ASSUMPTIONS AND EXTERNAL FACTORS</b></p> <ul style="list-style-type: none"> <li>Consistency in executive structure and leadership</li> <li>Stability in resourcing</li> </ul>