PREV-HED

Funded by the European Union

WP4 – Training Platform for Experts and Chatbot for Reporting

Lead Organisation : Femxa, Spain

Task 4.4 (Chatbot) Lead : INFALIA, Greece

Reports and outputs included:

1. **D4.1 — Moodle Platform Manual**
2. **R4.2 — SCORM Packages of the MOOC in All Project Languages**
3. **R4.3 — MOOC Available in English, French, Spanish, Greek, Romanian, Portuguese and German**
4. **D4.4 — Web-based Chatbot for the Identification and Reporting of Cases**

femxa infalia

Universidad Rey Juan Carlos

P.PORTO

INTRODUCTION

WP4 - Training platform for experts and chatbot for reporting

WP4 turns the training programme and materials developed under WP3 into digital resources that remain available to students, teachers, university staff and any person interested in the prevention of sexual and gender-based violence in higher education. It provides the tools used during the pilot activities of WP5 and the main results to be maintained after the end of the funding period.

Coordinated by **Femxa**, with **INFALIA** leading the development of the chatbot and contributions from all partners, WP4 combines instructional design and technological development. Its objectives are to create an e-learning platform hosting the PREV-HED MOOC, to virtualise the training materials and implement the MOOC in all partner languages, and to create a chatbot that helps students identify situations of violence and receive early guidance on how to report them. In line with the project application, this report presents the work in four sections.

1. T4.1 - Creation of the e-Learning Platform

This section presents the Moodle-based e-learning platform that hosts the PREV-HED MOOC. The platform manual describes registration and access, the main page and navigation menu, the structure of the courses, technical support and the data protection and security framework.

D4.1: Moodle platform manual.

2. T4.2 - Virtualisation of the Training Materials

This section documents the conversion of the WP3 training materials into SCORM packages, following instructional design principles for e-learning, so that they can be integrated into the platform.

R4.2: SCORM packages of the MOOC in all project languages.

3. T4.3 - Implementation of the MOOC in All Project Languages

This section describes the integration of the SCORM packages into the platform, the structure of the MOOC, its main features and the technical support provided to partner universities during the pilots.

R4.3: MOOC available in English, French, Spanish, Greek, Romanian, Portuguese and German.

4. T4.4 - Creation of the Chatbot for the Identification and Reporting of Cases

This section presents the web-based chatbot integrated into the project website, designed to provide anonymous information and early guidance to students and staff of the partner universities.

D4.4: Web-based chatbot for the identification and reporting of cases.

Written deliverable reports are included in full in their corresponding sections. Digital outputs are documented in their sections with their technical features, screenshots and data on registered users. The Annex lists all digital outputs with their deliverable numbers, links to consult and download them, screenshots of their structure and main features, access details for evaluators, the technical description of the SCORM packages, the content structure of the modules, aggregated data on registered users and a glossary of technical terms.

WP4 outputs build on the **training materials developed under WP3** and were used in the **pilot activities and evaluations conducted under WP5**.

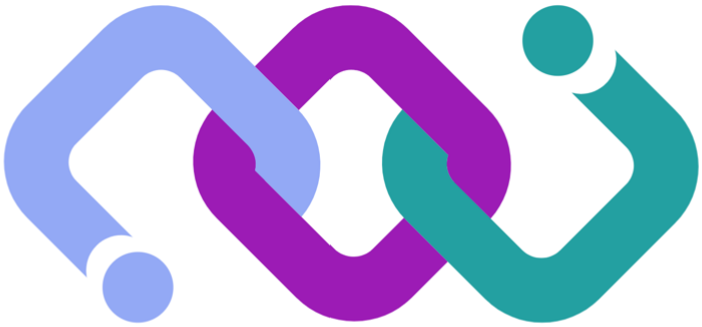
Part I

D4.1 Moodle Platform Manual

Creation of the e-learning platform

This section presents the platform manual prepared by Femxa and audited by Les Militants des Savoirs (MDS). The PREV-HED platform is a Moodle environment that hosts the MOOC in the seven languages of the partnership and is designed to run with minimal supervision for at least five years after the end of the project.

The manual guides users from registration to the completion of the course. It explains how to access the platform, choose the course language, navigate the home page and the main menu, follow the modules and track progress, request technical support, and it sets out the legal and security framework applied to the processing of personal data.



D4.1. Moodle platform manual

Funded by
the European Union

PREVHED has received funding from the European Union's ERASMUS+ program - Higher Education Cooperation Partnerships, under grant agreement 2023-1-FR01-KA220-HED-000152633

The European Commission's support for the production of this publication does not constitute an endorsement of its contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

CC BY NC SA

Change control

Document properties

Result no.		R4.1- Moodle platform manual	
Project result No.	D4.1	**Work package title**	Training platform for experts and chatbot for reporting
Author(s)		Almudena González Costas	
Contributor(s)		None	
Auditor		Les Militants des Savoirs (MDS)	
Name		Dima Hanna	
Date		02/06/2026	
Diffusion level		Public	

Index

INTRODUCTION 3

ACCESS TO THE PLATFORM 3

MAIN PAGE 4

NAVIGATING A COURSE 5

TECHNICAL SUPPORT 6

Introduction

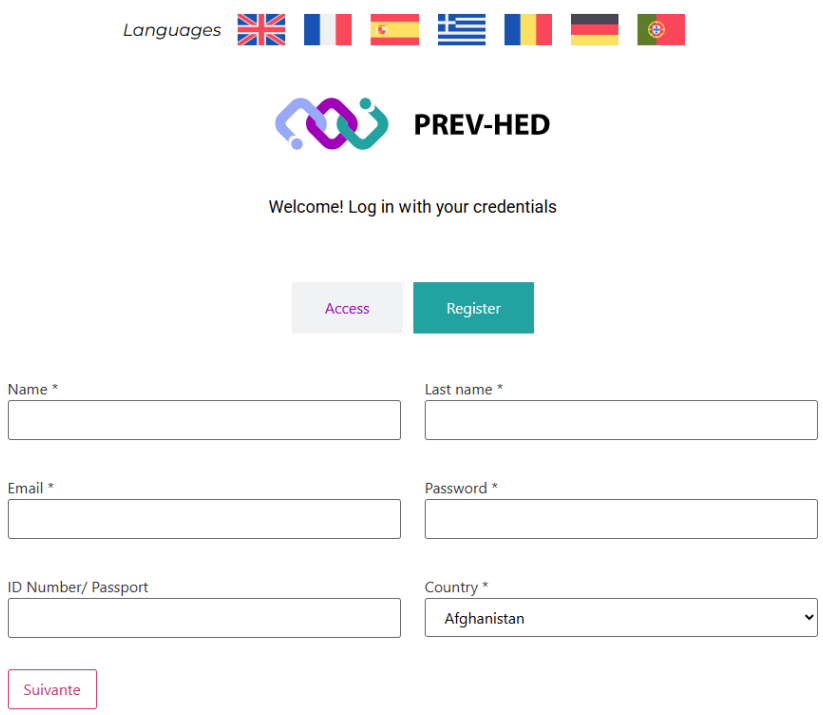
Your learning guide: learn about the platform's tools and resources.

Welcome to your virtual learning environment. In this guide, you will find everything you need to feel comfortable using the platform, learn about its key features, and take advantage of all the resources available to you.

Access to the platform

First steps:

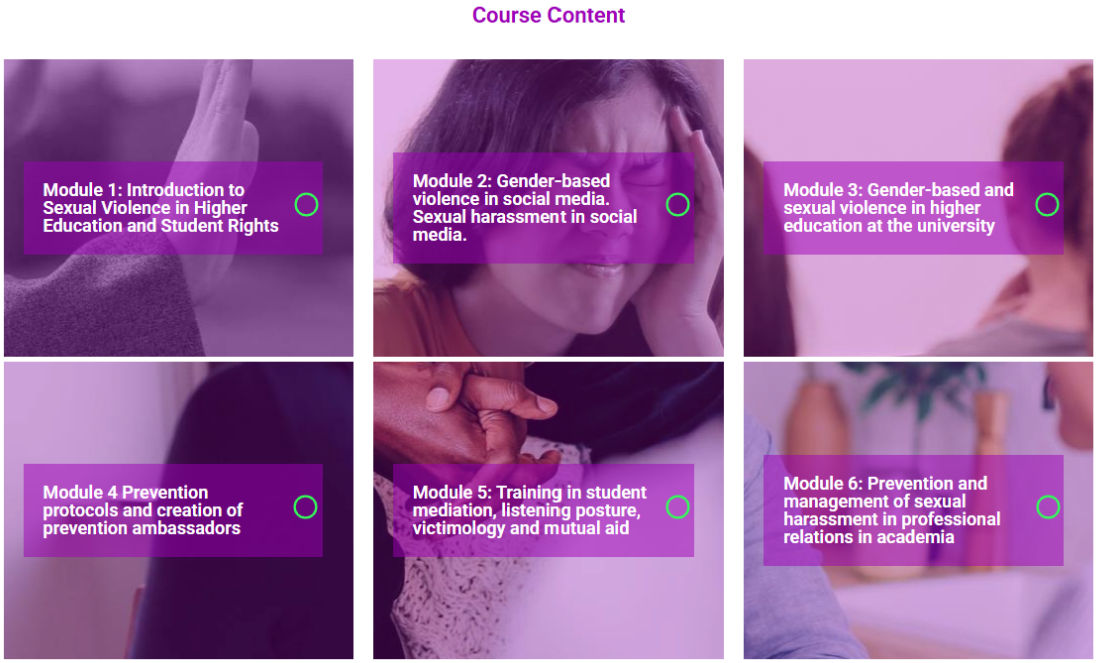
1. Access the platform via this link: https://prev-hed.espacioelearning.com/es/login/
2. Complete the registration form with all mandatory and optional information.
3. The ID field is not mandatory but students willing to have that information included in their certificate of completion, must include that information while registering.
4. Click on "Register".
5. Once the registration process is completed, participants on the online course can use their credentials to access the course and the contents any time they want to.



Main page

When you log in to the platform, you will see the home screen with:

- Your most recent courses.
- A search engine to filter courses by status: **active** or **completed**.
- The available courses for your profile.



On the home page, you will find the languages in which the course is available. You can choose the language in which you prefer to take the course. It is important to note that you must complete all modules and tests in the same language in order to complete the course and receive the certificate of completion.

If you complete each module in different languages, you will not receive the certificate.

Navigation menu:

At the top of the platform you will find the main menu, from which you can easily access the following sections:

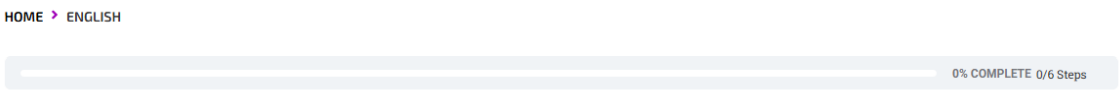
- **Home**: welcome page with an overview of your training activity.
- **My academy**: view your active, in-progress, or completed courses. From here you can track your progress, access activities, and review statistics for each course.
- **My profile**:
  Manage your personal information and access key features:
  - **Profile details**: update your first name, last name, email address, and password.
  - **Technical support**: create and track tickets to report any issues or request help.
  - **My groups**: check the training groups you belong to within the platform.
- **Help**: find support resources and frequently asked questions. From this section, you can access guides, video tutorials, and other supporting materials.

Navigating a course

When you click on one of your courses, you will access its specific area. This section consists of several key elements:

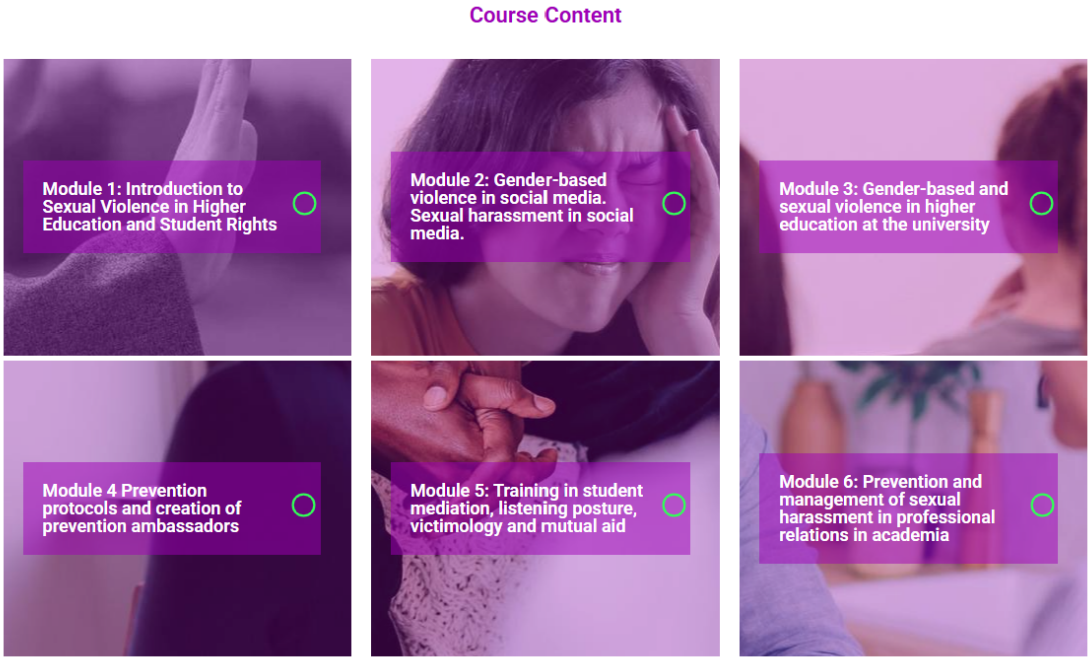
Progress bar:

Located at the top of the course. It visually shows your total progress within the content.



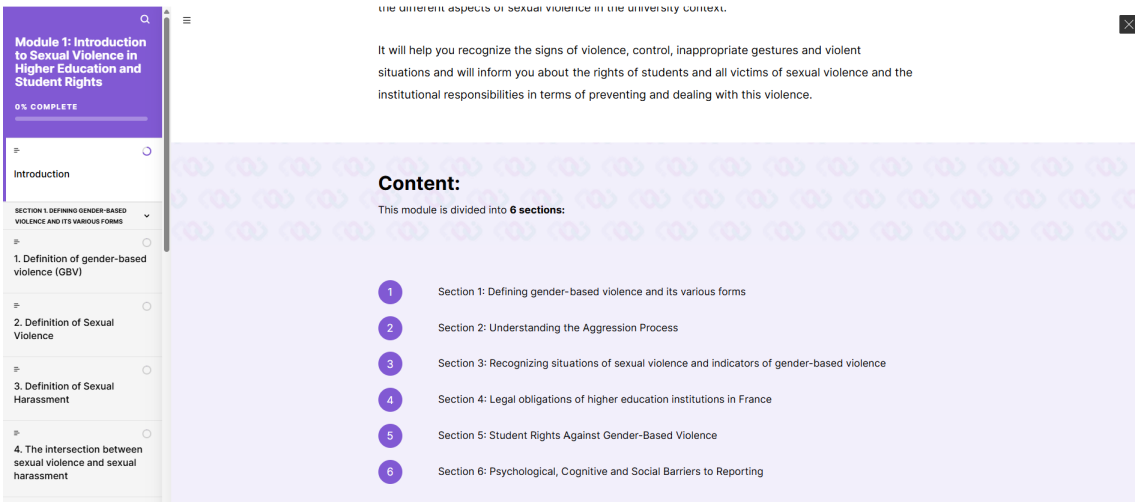
Description:

Just below the progress bar. Here you will find an explanation of the contents, learning objectives, and other relevant information. In this section you can also find the number of modules that compose each course and your advance on modules, the ones that are completed are marked with a green circle on the right.



Content:

The content inside each training module is organized in different sections. On the left side, you have access to lessons, quizzes, and other materials organized into blocks. Everything you need to progress through the course is centralized here. This clickable menu allows you to move freely between the different sections. Even though the module is thought to be done following the order of the sections and you must complete all the content, it is also possible to move freely among sections if you want to review past content.



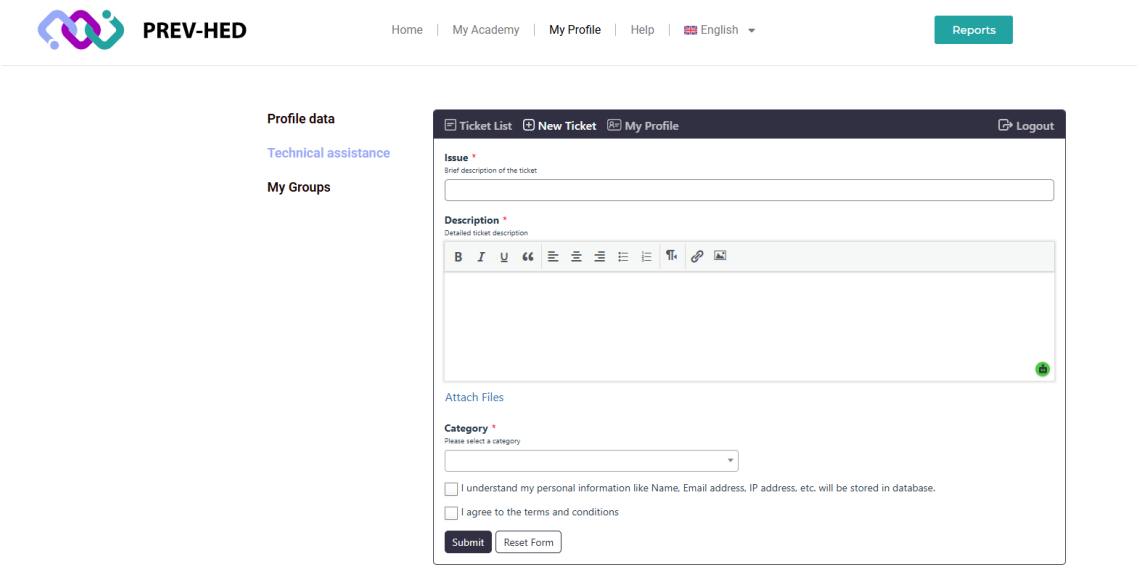
Technical support

In case of needing technical support you can get in touch with the platform administrator by phone or email:

📞 (+34) 900 812 345

📧 soporte@espacioelearning.com

Students, can request technical assistance through the e-learning platform by opening a reporting ticket, at My profile sector. Once the IT team receives the ticket with the issue, it has 24hours to solve it.



Data protection and security policy

Therefore, the legal and regulatory framework in which Femxa deploys the training platform is a follows:

- Royal Decree 311/2022, of May 3, which regulates the National Security Scheme.
- Regulation (EU) 2016/679 of the European Parliament and of the Council of 27 April 2016 on the protection of natural persons with regard to the processing of personal data and on the free movement of such data (GDPR).
- CORRIGENDUM 8088/18, of 19 April, on the correction of errors in different translations of the GDPR.
- Organic Law 3/2018, of December 5, on the Protection of Personal Data and the guarantee of digital rights.
- Law 34/2002, of July 11, on information society services and electronic commerce (LSSI).

- Law 39/2015, of October 1, on the Common Administrative Procedure of Public Administrations.
- Law 40/2015, of October 1, on the Legal Regime of the Public Sector.
- Royal Legislative Decree 1/1996, of April 12, approving the consolidated text of the Intellectual Property Law, regulating, clarifying and harmonizing the current legal provisions on the matter.
- Royal Decree-Law 2/2018, of April 13, which modifies the consolidated text of the Intellectual Property Law, approved by Royal Legislative Decree 1/1996, of April 12, and which incorporates into Spanish law Directive 2014/26/EU of the European Parliament and of the Council, of February 26, 2014, and Directive (EU) 2017/1564 of the European Parliament and of the Council, of September 13, 2017.
- Law 6/2020, of November 11, regulating certain aspects of electronic trust services.
- Royal Decree-Law 12/2018, of September 7, on the security of networks and information systems.
- REGULATION (EU) 910/2014 OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 23 July 2014 on electronic identification and trust services for electronic transactions in the internal market (European eIDAS Regulation).
- Order PCI/487/2019, of April 26, which publishes the National Cybersecurity Strategy 2019 (ENCS 2019).
- Law 9/2014, of May 9, on Telecommunications.
- Resolution of October 7, 2016, of the State Secretariat for Public Administrations, approving the Technical Security Instruction for the Security State Report.
- Resolution of October 13, 2016, of the State Secretariat for Public Administrations, approving the Technical Security Instruction (ITS) in accordance with the National Security Scheme.
- Resolution of March 27, 2018, of the State Secretariat for Public Administration, approving the Technical Instruction on Security Auditing of Information Systems Security.
- Resolution of April 13, 2018, of the State Secretariat for Public Administration, approving the Technical Security Instruction for Notification of Security Incidents.

Femxa also has ISO 27001:2022 INFORMATION SECURITY and has created a MANAGEMENT MANUAL, according to the requirements of the ISO. In this line, the company performs internal audits at yearly intervals to ensure that all procedures and systems are audited and comply with ISO standards.

Part II

R4.2 SCORM Packages of the MOOC

Virtualisation of the training materials

Under Task 4.2, Femxa converted the training materials developed under WP3 (D3.3 and D3.4) into SCORM packages ready to be implemented on the e-learning platform. The theoretical content of each module was adapted to the online format following instructional design principles and combined with images, animations, videos, interactive elements, practical activities, external resources and assessment activities.

Each package corresponds to one training module in one language. The SCORM standard allows the platform to record the completion of each module and to issue the certificate of completion. It also allows the packages to be reused by other institutions in any SCORM-compliant learning management system.

The packages were delivered in M26 and updated in M36 to integrate the recommendations from the validation of the training materials and the pilot activities; the English versions of the six modules were last published on 27 August 2026. The SCORM packages are digital outputs and are not reproduced in this document. They can be downloaded from the link provided in Annex 2.

Table 1. SCORM packages of the PREV-HED MOOC

Module	Languages	SCORM version	Last published (EN)
Module 1: Introduction to Sexual Violence in Higher Education and Student Rights	EN, FR, ES, EL, RO, PT, DE	SCORM 2004 (2nd Edition)	27/08/2026
Module 2: Gender-based Violence in Social Media. Sexual Harassment in Social Media	EN, FR, ES, EL, RO, PT, DE	SCORM 2004 (2nd Edition)	27/08/2026
Module 3: Gender-based and Sexual Violence in Higher Education	EN, FR, ES, EL, RO, PT, DE	SCORM 2004 (2nd Edition)	27/08/2026
Module 4: Prevention Protocols and Creation of Prevention Ambassadors	EN, FR, ES, EL, RO, PT, DE	SCORM 2004 (2nd Edition)	27/08/2026
Module 5: Training in Student Mediation, Listening Posture, Victimology and Mutual Aid	EN, FR, ES, EL, RO, PT, DE	SCORM 2004 (2nd Edition)	27/08/2026
Module 6: Prevention and Management of Sexual Harassment in Professional Relations in Academia	EN, FR, ES, EL, RO, PT, DE	SCORM 2004 (2nd Edition)	27/08/2026

Authoring and technical approach

The six modules were authored with Articulate Rise 360, a web-based authoring tool that produces responsive HTML5 courses, and exported as SCORM 2004 (2nd Edition) packages with the same settings. Each package is a compressed ZIP file containing a single shareable content object (SCO), the course manifest, a communication layer with the learning management system and the course content with all its media. The technical description below is based on the analysis of the English packages of the six modules.

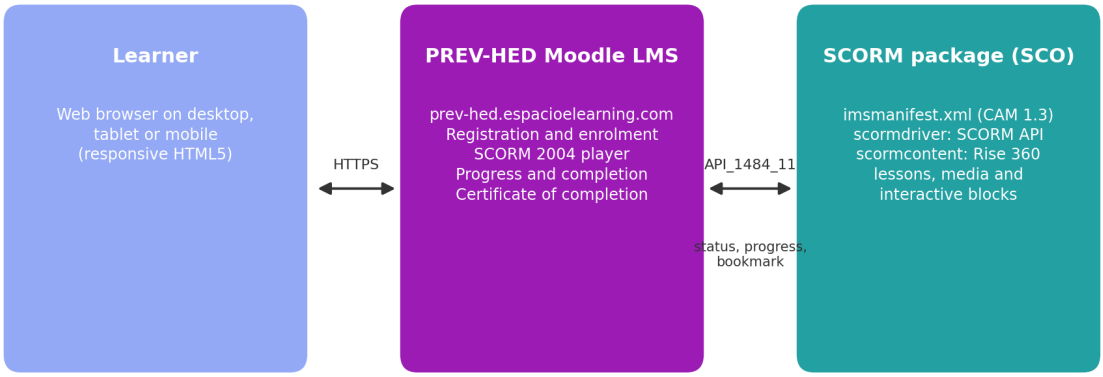


Figure 1. Technical architecture of the PREV-HED MOOC

Table 2. Common technical specification of the SCORM packages

Feature	Value
Standard	SCORM 2004, 2nd Edition (ADL SCORM, CAM 1.3)
Authoring tool	Articulate Rise 360 (responsive HTML5)
Package structure	One organisation with one SCO per module (launch file scormdriver/indexAPI.html)
Tracking	Tracked by the LMS; completion and success status set by the content
Completion rule	Module 1: all lessons viewed (100%). Modules 2–6: final evaluation passed
Final evaluation (Modules 2–6)	Multiple-choice quiz; pass mark 50%; up to 3 attempts; correct answers shown after submission
Status reported to the LMS	Passed / incomplete
Resume	Learner position saved and restored between sessions (bookmarking)
Navigation	Free navigation between lessons (choice and flow enabled); sidebar menu
Learner tools	Lesson count and search within the module
Delivery	Content loads only inside the LMS; no external hosting required
Visual identity	PREV-HED colours (accent purple #805AD5), Inter typeface, PREV-HED logo

Table 3. Technical figures of each SCORM package (English)

Module	Size (ZIP)	Files	Media assets	Lessons	Words	Quiz questions
M1 – Introduction and student rights	67 MB	136	56	15	5,493	–
M2 – GBV in social media	78 MB	155	75	12	6,190	10
M3 – GBV in higher education	61 MB	146	66	7	5,216	16
M4 – Prevention protocols and ambassadors	287 MB	151	71	9	5,333	9
M5 – Mediation, listening, victimology	32 MB	103	23	6	884	5
M6 – Harassment in professional relations	56 MB	152	72	8	9,365	14
Total	**582 MB**	**843**	**363**	**57**	**32,481**	**54**

Module 4 is the largest package because it embeds two videos in MP4 format (a code of conduct video and a video on the role of witnesses) and a downloadable PDF document. In the other modules, media consist of images (JPG, PNG and SVG) and animated GIFs; Module 1 also links to videos on external platforms.

Package structure

The internal structure of every package follows the SCORM content packaging model:

- **imsmanifest.xml:** the manifest describing the organisation of the module, the SCO and all the files it uses, with its sequencing rules;
- **metadata.xml and schema files (XSD):** the metadata of the package and the schemas used to validate the manifest;
- **scormdriver/:** the communication layer that finds the SCORM 2004 API of the LMS and exchanges completion, score and bookmarking data;
- **scormcontent/:** the course itself: the HTML entry page, the course data, the JavaScript libraries of the player and the assets folder with all images, animations and videos.

Content of the six modules

Table 4. Content blocks of each module (English)

Module	Content blocks	Text	Images	Interactive	Quotes and lists	Video
M1 – Introduction and student rights	190	87	26	18	21	–
M2 – GBV in social media	122	59	17	14	13	–
M3 – GBV in higher education	137	62	22	23	7	–
M4 – Prevention protocols and ambassadors	155	73	26	17	12	3
M5 – Mediation, listening, victimology	45	19	8	7	3	–
M6 – Harassment in professional relations	179	96	40	20	9	–

Module 1: Introduction to Sexual Violence in Higher Education and Student Rights. Module 1 introduces the concepts of gender-based violence, sexual violence and sexual harassment, the aggression process, indicators of violence, the legal obligations of universities, student rights, the barriers to reporting and how to respond to and help victims. It includes reflection questions, a sorting activity, timelines with case law, flashcards and a knowledge check, and closes with resources and videos.

Module 2: Gender-based Violence in Social Media. Sexual Harassment in Social Media. Module 2 addresses gender-based violence on social media: definitions, cyber dating violence, cyber sexual harassment, risks and warning signs, prevention, the legal framework and the consequences in higher education. It ends with a practical activity, a final evaluation of 10 questions and a bibliography.

Module 3: Gender-based and Sexual Violence in Higher Education. Module 3 focuses on gender-based and sexual violence at university: definitions, typologies of sexual harassment, warning signs and means of detection, and means of repair and support. It combines accordions, tabs, flashcards, a matching activity and a labelled graphic, and ends with a final evaluation of 16 questions.

Module 4: Prevention Protocols and Creation of Prevention Ambassadors. Module 4 covers gender-based violence prevention, the role of prevention ambassadors, reporting mechanisms and victim support. It includes two embedded videos, timelines, labelled graphics, a sorting activity, a practical activity, a final evaluation of 9 questions and a bibliography with extra materials.

Module 5: Training in Student Mediation, Listening Posture, Victimology and Mutual Aid. Module 5 introduces student mediation, active listening, victimology and mutual aid and peer support, through accordions, tabs and flashcards, and ends with a final evaluation of 5 questions. It is the shortest module.

Module 6: Prevention and Management of Sexual Harassment in Professional Relations in Academia. Module 6 deals with the ethical rules of the teacher–student relationship, sexual harassment between colleagues and the legal frameworks, with process blocks, timelines, flashcards and labelled graphics. It ends with a practical activity, a final evaluation of 14 questions and a bibliography. It is the module with the most content.

Annex 6 lists the lessons of each module with the number of blocks and interactive activities.

Interactive and pedagogical features

The interactive blocks require learners to act on the content rather than read it passively, in line with the recommendations from the validation of the training materials (WP5):

- **Reflection questions** with checklists, asking learners what comes to mind before the theory is presented;
- **Accordions and tabs** that organise definitions, consequences and legal frameworks in short units;
- **Flashcards** that contrast concepts, such as seduction and violence;
- **Sorting and matching activities** in which learners classify situations or match concepts;
- **Timelines and process blocks** that present case law, procedures and forms of violence step by step;
- **Labelled graphics** illustrating relationships between concepts;
- **Practical activities** applying the content to real situations in higher education (Modules 2, 4 and 6);
- **Knowledge checks and final evaluations** with immediate feedback;
- **Videos and external resources**: embedded videos, awareness campaigns, public information services and bibliographies.

Screenshots of the modules

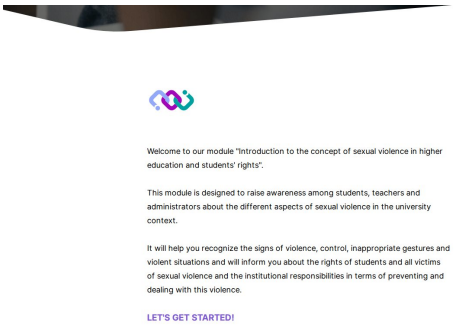


Figure 2. Module 1 – description on the cover page

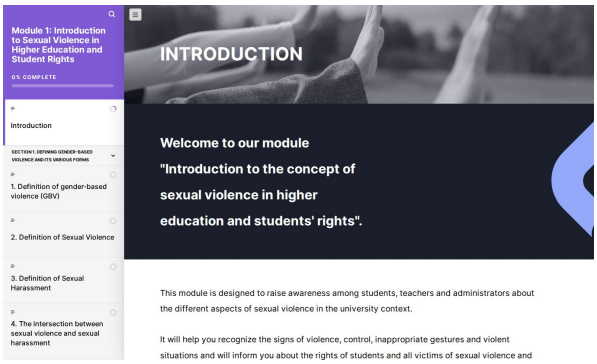


Figure 3. Module 1 – introduction lesson with sidebar menu

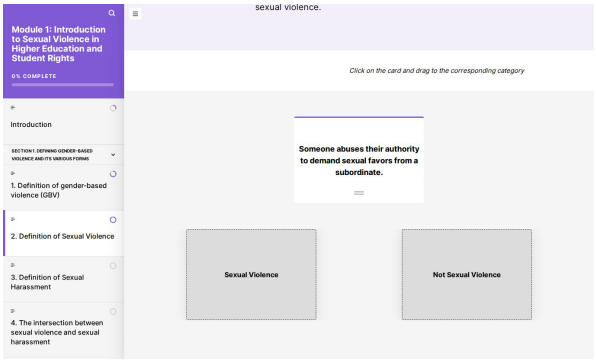


Figure 4. Module 1 – sorting activity

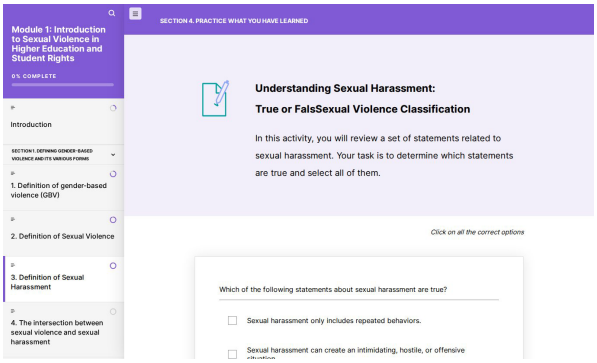


Figure 5. Module 1 – knowledge check

Figure 6. Module 2 – cover page

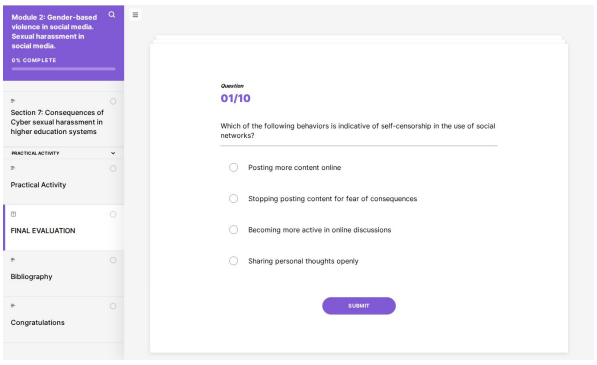


Figure 7. Module 2 – final evaluation

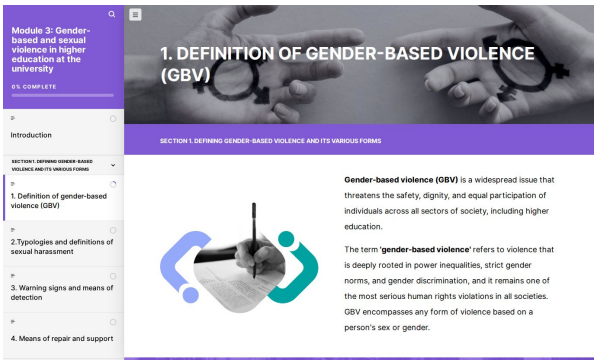


Figure 8. Module 3 – lesson on the definition of GBV

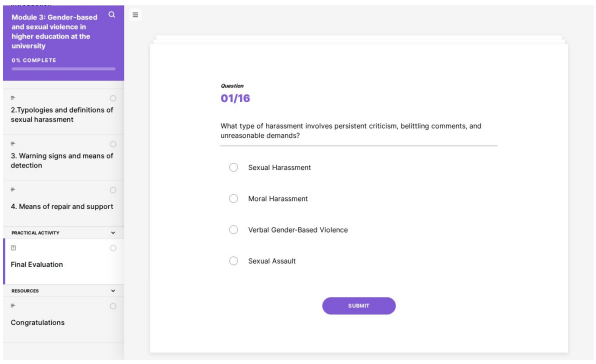


Figure 9. Module 3 – final evaluation

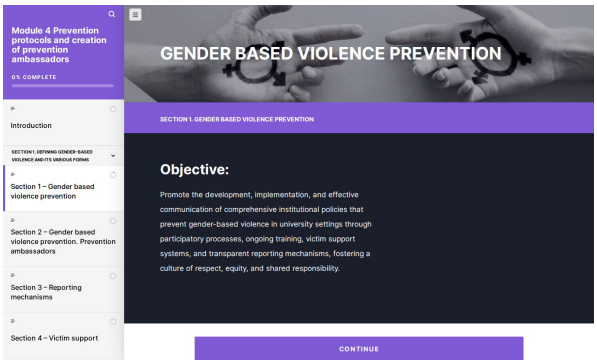


Figure 10. Module 4 – section on GBV prevention

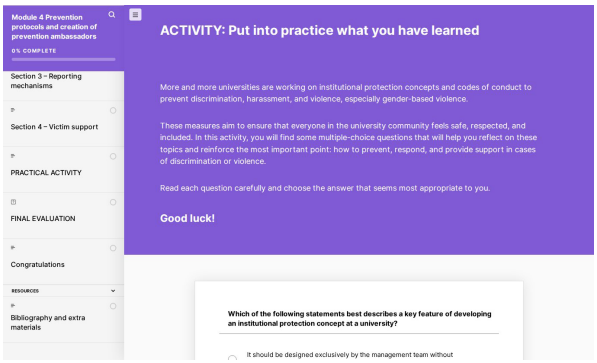


Figure 11. Module 4 – practical activity

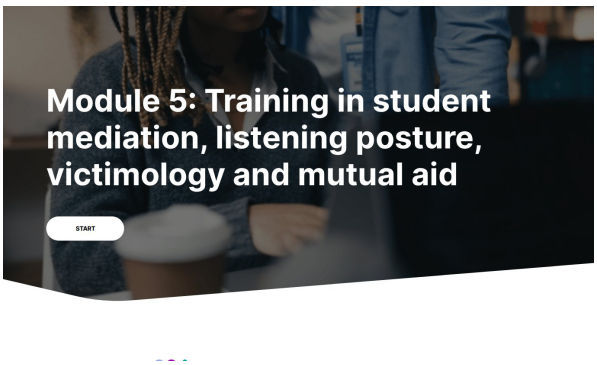


Figure 12. Module 5 – cover page

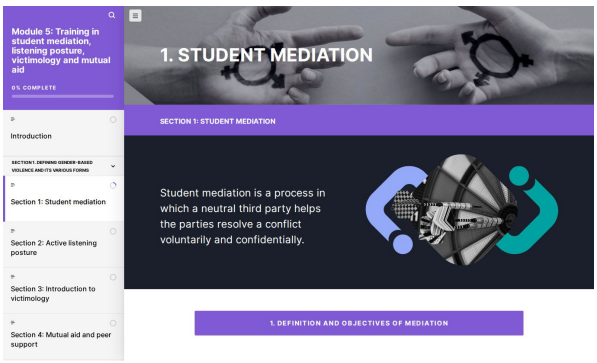


Figure 13. Module 5 – student mediation

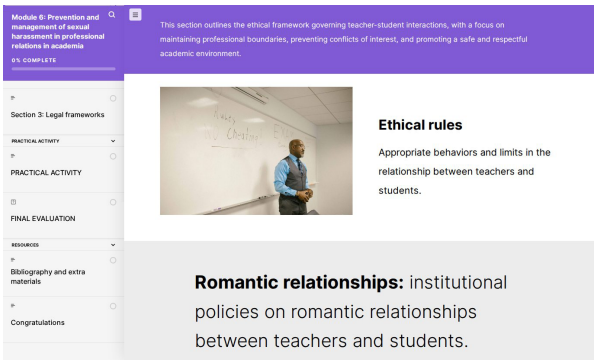


Figure 14. Module 6 – ethical rules of the teacher–student relationship

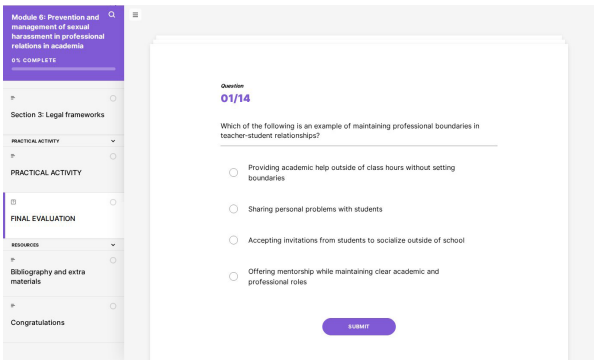


Figure 15. Module 6 – final evaluation

Figure 16. Responsive display on a mobile phone

Format: SCORM 2004 packages (digital). Dissemination level: open.

Part III

R4.3 MOOC in All Project Languages

Implementation of the MOOC on the e-learning platform

Under Task 4.3, Femxa integrated the SCORM packages into the PREV-HED platform (https://prev-hed.espacioelearning.com/) and configured the MOOC in English, French, Spanish, Greek, Romanian, Portuguese and German. The course is open to registration to any person interested in the topic, and any higher education or VET institution can enrol its teachers, staff and students, which facilitates the replication of the pilots and the long-term exploitation of the project results.

Course structure

The MOOC follows the six-module training programme defined in WP3:

- Module 1: Introduction to Sexual Violence in Higher Education and Student Rights
- Module 2: Gender-based Violence in Social Media. Sexual Harassment in Social Media
- Module 3: Gender-based and Sexual Violence in Higher Education
- Module 4: Prevention Protocols and Creation of Prevention Ambassadors
- Module 5: Training in Student Mediation, Listening Posture, Victimology and Mutual Aid
- Module 6: Prevention and Management of Sexual Harassment in Professional Relations in Academia

Each module is organised in lessons combining theoretical content, case studies, practical activities and self-assessment. The application form estimates a duration of about five hours per module, for a total of 25 hours in the version for students and 30 hours in the version for teachers, managers and other staff.

Technical features of the platform

Table 5. Technical features of the PREV-HED e-learning platform

Feature	Description
Learning management system	Moodle, hosted and maintained by Femxa
Address	https://prev-hed.espacioelearning.com/
Content standard	SCORM 2004 player with completion and bookmarking

Feature	Description
Languages	Course and interface in English, French, Spanish, Greek, Romanian, Portuguese and German
Access	Open self-registration with name, email, password, country and optional ID number
Organisation of learners	Learner groups for each institution or pilot
Learner area	Home, My academy, My profile and Help
Certification	Certificate of completion when all modules and tests are completed in the same language
Support	Ticketing system in the user profile; response within 24 hours; phone and email support
Devices	Responsive interface for desktop, tablet and mobile browsers
Security and data protection	GDPR and Spanish data protection law; Femxa certified to ISO 27001:2022 (see D4.1)
Sustainability	Maintained by Femxa for at least five years after the end of the project

Registered users

According to the export of the platform's group management (group 1571), 208 users are registered in the MOOC. The figures below are aggregated; no personal data of the users is included in this document.

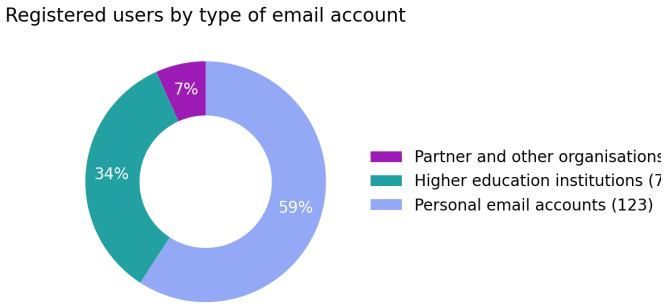


Figure 17. Registered users by type of email account

71 users registered with the email address of a higher education institution, 14 with that of another organisation and 123 with a personal account, which is common among students. Users come from the partner universities (RAU, P.PORTO, FH Salzburg and URJC) and from institutions outside the partnership, such as CESI in France, CERTH in Greece, the Universidad Complutense de Madrid, Hochschule Campus Wien, the University of Cyprus and UNIMINUTO in Colombia.

Technical support during the pilots

During the national pilots (M29–M35), Femxa provided technical support to the partner universities, including the configuration of the courses and learner groups and assistance to participants through the ticketing system.

Format: online course (digital). Dissemination level: open.

Part IV

D4.4 Chatbot for the Identification and Reporting of Cases

Creation of the chatbot

Under Task 4.4, INFALIA led the design and implementation of the PREVHED Assistant, a web-based chatbot providing information and initial orientation on sexual harassment, discrimination, and sexual and gender-based violence in higher education. The assistant primarily addresses students and also supports university staff seeking information about support services and reporting options.

The public chatbot is available at https://chat.prevhed.eu/, using the AnythingLLM application and backend hosted at https://embed.prevhed.eu/. It helps users recognise potentially harmful situations, understand possible next steps, and identify appropriate institutional or local services. It provides guidance on reporting options without accepting or submitting formal reports.

The D4.4 report prepared by INFALIA is presented below.

D4.4 Web-based Chatbot for the Identification and Reporting of Cases

INFALIA

1. Introduction

The PREVHED Assistant is a multilingual AI chatbot developed within the PREVHED project to support information provision and initial orientation on sexual harassment, discrimination, and sexual and gender-based violence in higher education.

The assistant offers students and staff a conversational entry point for discussing concerns, understanding available options and finding appropriate support. It complements the project's educational resources and institutional support services. The public interface is available at https://chat.prevhed.eu/ without registration.

2. Purpose and Scope

The PREVHED Assistant was developed to address a critical gap in higher education: the barriers students face when seeking help in cases of sexual harassment. These barriers include:

- Fear of judgment or stigma
- Uncertainty about what constitutes harassment
- Lack of knowledge about available support services
- Difficulty navigating institutional procedures
- Language and accessibility challenges

The chatbot responds to these barriers by offering:

- Immediate, confidential orientation – available 24/7
- Clear, actionable guidance on first steps and reporting options
- Multilingual access – in the languages of the project's HEI partners
- Referral pathways to campus counselors, reporting offices, and local support services

The tool is designed to function as part of a multi-entry support ecosystem, complementing – not replacing – physical Purple Points, Contact Points, and institutional equality offices.

3. Target Audience

The PREVHED Assistant serves multiple audiences within the higher education community. For **students**, it helps identify harassment, understand their options, and access support privately – offering a confidential first point of contact that reduces the fear of judgment and provides clear, actionable guidance. For **staff**, it provides guidance on supporting students and understanding institutional procedures, enabling them to respond appropriately and direct individuals to the right services. For **HEI administrators**, it offers a scalable, multilingual tool to enhance campus support infrastructure, extending the reach of existing services without replacing them and ensuring that support is available across diverse student populations and international cohorts.

4. Key Features and Functionalities

Case Identification

The assistant helps users understand whether an experience may involve sexual harassment, discrimination or other forms of sexual and gender-based violence. It uses supportive, non-judgmental language to explain relevant concepts and possible next steps.

First-Step Guidance

Provides actionable instructions on immediate steps, including:

- Documentation of incidents
- Evidence preservation
- Understanding reporting options
- Accessing psychological first aid

Referral System

Direct links to:

- Campus counselors and psychological services
- Reporting offices and equality offices
- Local and national support services
- Emergency contacts (e.g., 112, 24/7 crisis hotlines)

Multilingual Support

The assistant is configured to respond in the language used by the user, enabling multilingual interaction within the same conversational interface.

Agent capabilities

The underlying platform includes enabled agent tools for generating charts, retrieving content from specified web pages, and viewing and summarising documents. These tools operate through the agent workflow, which is separate from ordinary chat interaction.

5. Technical Architecture

The PREVHED Assistant uses AnythingLLM to manage the conversational interface, workspace configuration, document processing and retrieval-augmented generation. The current language model is Google Gemma 4 26B A4B IT.

The document-processing pipeline divides reference text into chunks, converts these chunks into vector representations using the built-in AnythingLLM embedding provider, and stores them in LanceDB. During response generation, relevant passages are retrieved and supplied to the language model alongside the user's question and recent conversational context.

Core Inference Engine (LLM)

Specification	Detail
Model	Google Gemma 4 26B A4B IT
Parameters	26 billion
Capabilities	Superior reasoning for complex harassment scenarios; empathetic response generation; interpretation of vague queries; visualization code generation; summarization of legal and university documents
Context Window	Large context window for extensive document analysis without losing conversational thread

Orchestration & Memory Layer

Specification	Detail
Framework	AnythingLLM
Role	Manages RAG pipeline, document ingestion, and vector database connections
Memory Type	Long-Term Memory – retains context across the conversation (and potentially across sessions when configured)

Vector Database

Specification	Detail
Database	LanceDB, hosted on our AnythingLLM instance
Architecture	Serverless, on-disk vector storage
Advantage	Massive scalability of the PREVHED knowledge base without exhausting system RAM; fast retrieval even as the document library grows

RAG & Data Processing Pipeline

Step 1: Ingestion & Chunking Strategies

Parameter	Setting	Reason
Tech Chunk Size	1000	Creates large, coherent blocks of text (~3–4 paragraphs). Crucial for complex harassment policies where context must not be cut short.
Overlap	20	Minimal overlap to ensure distinct data boundaries while maintaining sentence continuity at the edges.

Step 2: Embedding

Specification	Detail
Model	all-MiniLM-L6-v2
Function	Converts 1000-character chunks into 384-dimensional vector representations
Performance	Chosen for speed and high accuracy in semantic clustering – ensures the bot identifies the concept of a question (e.g., "unwanted touching") even if the user uses different words than the policy document

Step 3: Retrieval & Generation

Stage	Description
User Query	Student asks, "I received inappropriate texts, is this harassment?"
Vector Search	System queries LanceDB using the all-MiniLM-L6-v2 embedder

Retrieval	Top matching chunks (e.g., Rules on Digital Harassment) are retrieved
Synthesis	Gemma 4 combines the retrieved policy with its empathetic instruction set to generate a supportive answer
Action	If data is requested (e.g., "Show me statistics on reporting"), Gemma 4 generates the code to render a chart

Frontend & Deployment Stack

Component	Specification
User Interface	AnythingLLM Custom Interface (React/Tailwind based) or Custom Embedded Chat Bubble
Backend Orchestrator	AnythingLLM (Node.js/Python)
Deployment	Docker containerized for easy deployment on university servers
Security	Role-Based Access Control (RBAC); fully local execution capability (no data sent to external APIs if hosted on-premises); SSL/TLS encryption

6. Design Principles and Ethical Framework

The PREVHED Assistant was designed around trauma-informed principles, with an emphasis on respectful language, user autonomy and sensitivity to disclosures of harassment or violence. Its conversational instructions emphasise a supportive, non-judgmental tone, responses in the user's language, and attention to the user's country when identifying relevant resources.

The public interface includes a disclaimer explaining the assistant's scope and limits. The assistant provides information and orientation; it is not a reporting mechanism, counselling service, therapy service or source of legal advice. It complements existing institutional services and human support.

Users can access the public widget without registration. Messages are processed through AnythingLLM and the configured inference provider to generate responses. Referrals provide information about relevant services and contact points without initiating contact or submitting a report on the user's behalf.

7. User Journey and Interaction Flow

7.1 Example Scenario – Student Seeking Guidance

- **Access:** Student visits chat.prevhed.eu
- **Disclaimer:** User is presented with clear information about what the assistant is and is not
- **Query:** Student describes their experience (e.g., "I received inappropriate texts from a classmate")
- **Identification:** Assistant helps the student determine whether the experience falls under harassment
- **Guidance:** Assistant provides first-step guidance (documentation, evidence preservation, reporting options)
- **Referral:** Assistant offers direct links to campus counselors, reporting offices, and support services
- **Escalation (if needed):** If the user expresses acute distress or risk, the assistant provides emergency contacts (112, crisis hotlines) and encourages human contact

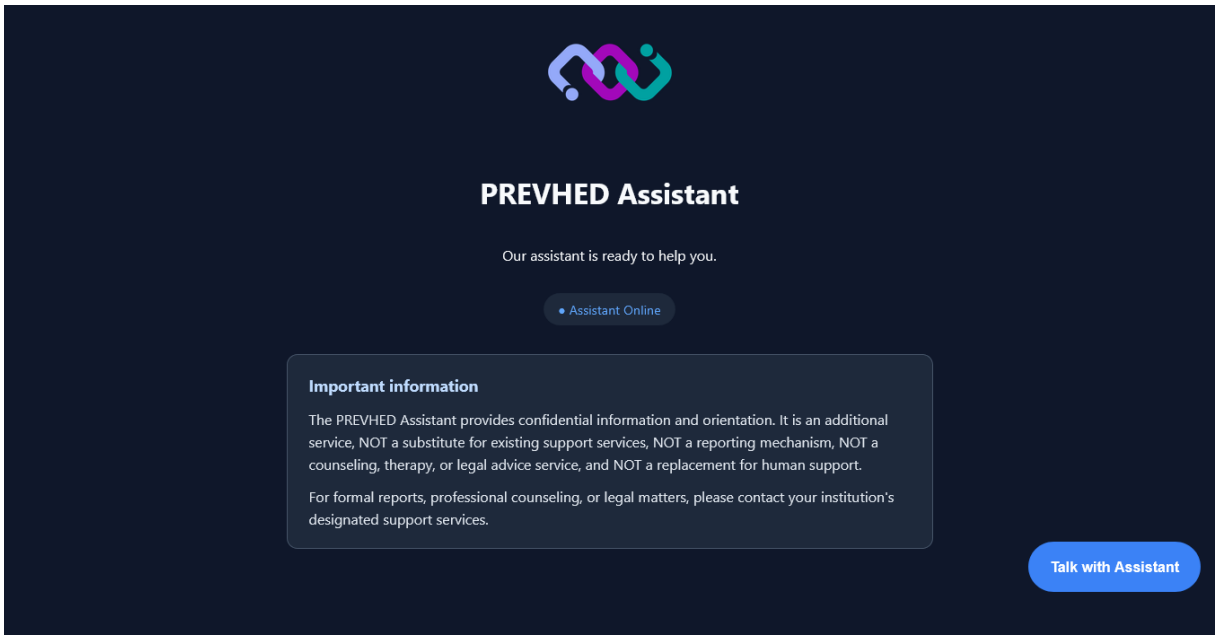
7.2 Example Scenario – Staff Seeking Policy Information

A staff member accesses the chatbot and asks about an institutional policy, such as the handling of digital harassment. The assistant uses relevant reference material available through the document-retrieval pipeline, together with its conversational instructions, to explain the topic and identify possible next steps.

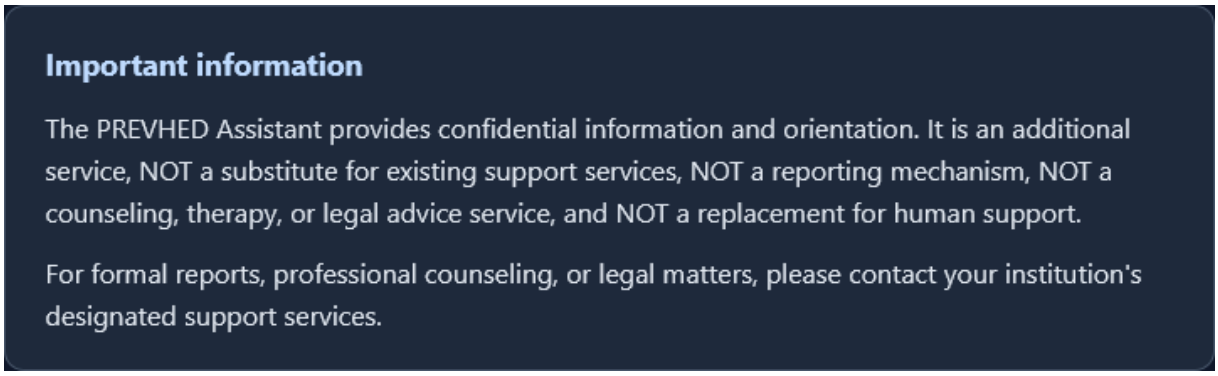
The response provides initial orientation and directs the staff member to the relevant institutional office or official policy source for further information. Website retrieval is also available through the separate agent workflow.

8. Screenshots and Visual Documentation

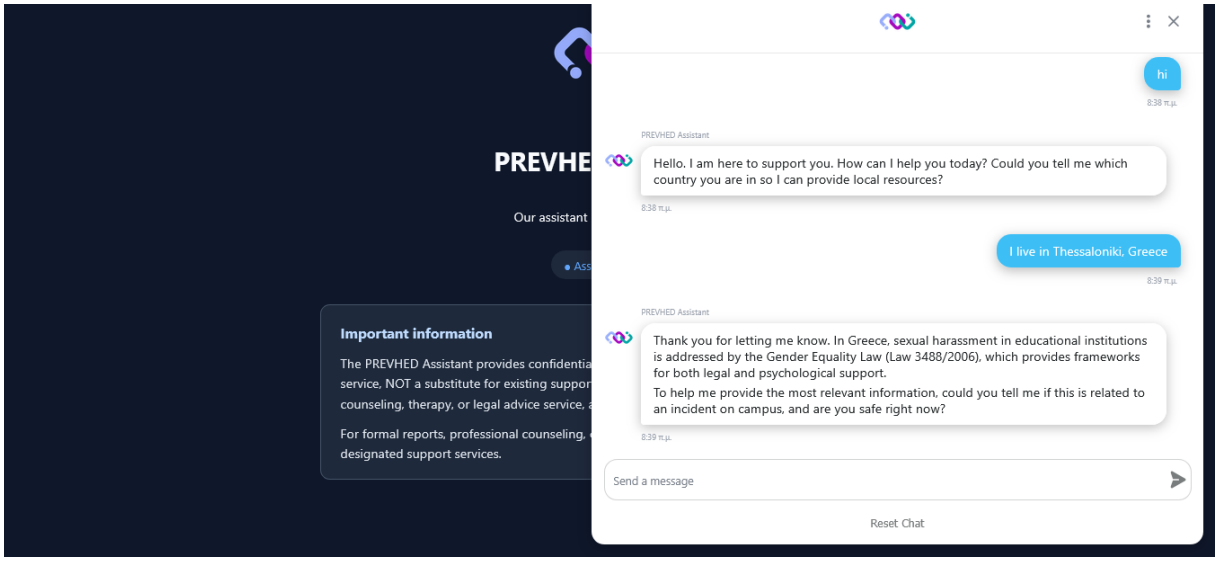
8.1 Main Landing Page



8.2 Disclaimer and Important Information



8.3 Initial Interaction – Welcome Message



8.4 Case Identification Flow

I am not sure if something happened to me is harassment or not

8:39 π.μ.

PREVHED Assistant

It is very common to feel uncertain about whether an experience qualifies as harassment. Please know that you don't need to have all the answers right away.

In many European legal frameworks, harassment does not always require a pattern of repeated behavior; a single serious incident can be considered harassment. It can include verbal actions, such as sexual jokes or comments, as well as non-verbal actions, like staring or suggestive gestures.

If you feel comfortable, would you like to describe what happened, or would you prefer I provide more specific examples of what constitutes harassment?

8:39 π.μ.

yes, indeed, I was forced to kiss a classmate

8:40 π.μ.

PREVHED Assistant

I hear you, and it is brave of you to speak up.

What you are describing—being forced into physical contact of a sexual nature—is very serious. Under European legal standards, non-consensual physical contact can be classified as sexual harassment or, more severely, sexual assault, which is a criminal offense.

Are you in a safe place right now? When you are ready, I can help you find local support services in Greece or discuss how you might address this with your university.

8:40 π.μ.

8.5 Referral and Support Services

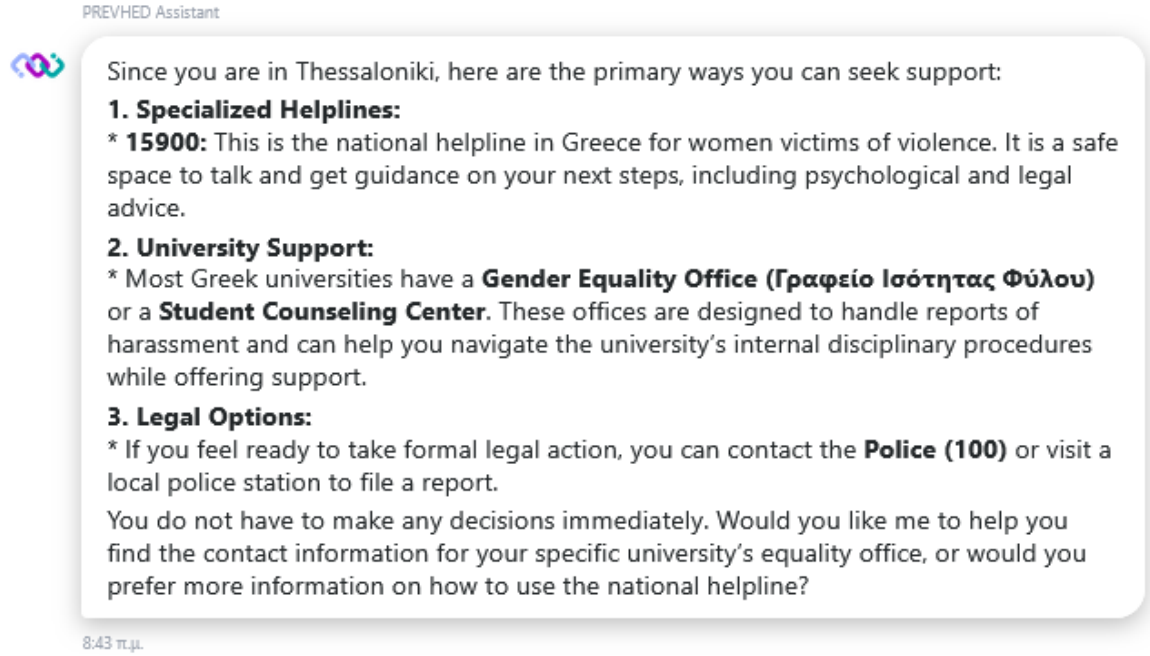
yes, I am at home right now

8:42 π.μ.

PREVHED Assistant

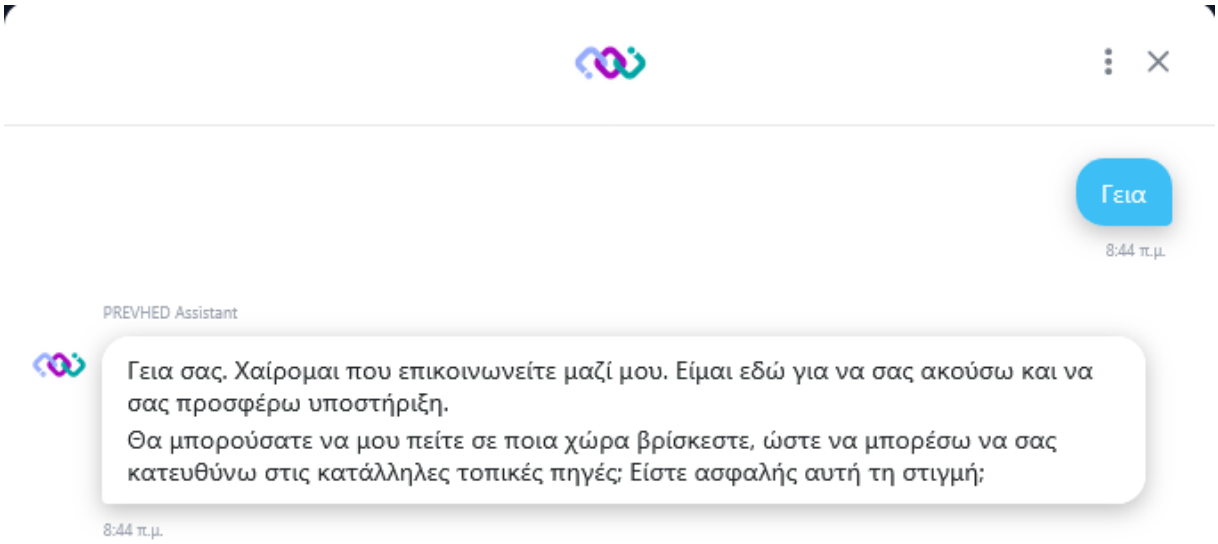
I am glad to hear you are in a safe place.

Since you are in Thessaloniki, you have a few different ways to seek help, depending on what you feel

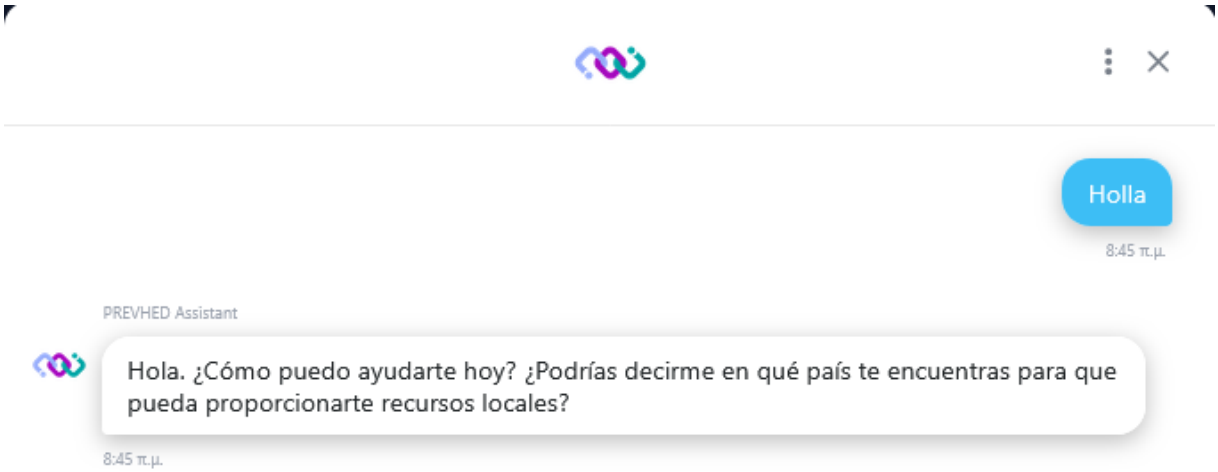


8.6 Multilingual Interface

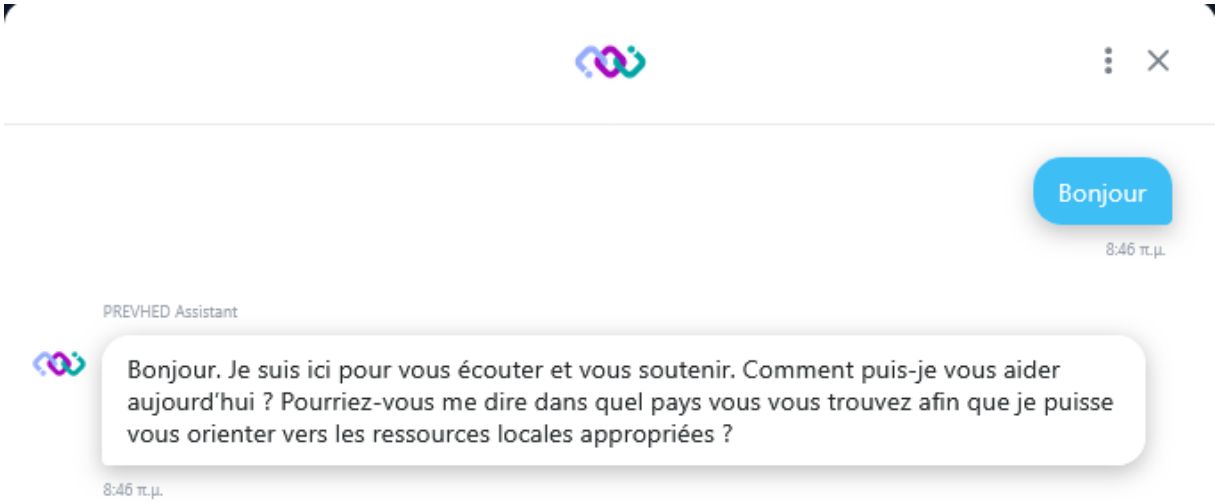
Example of Greek



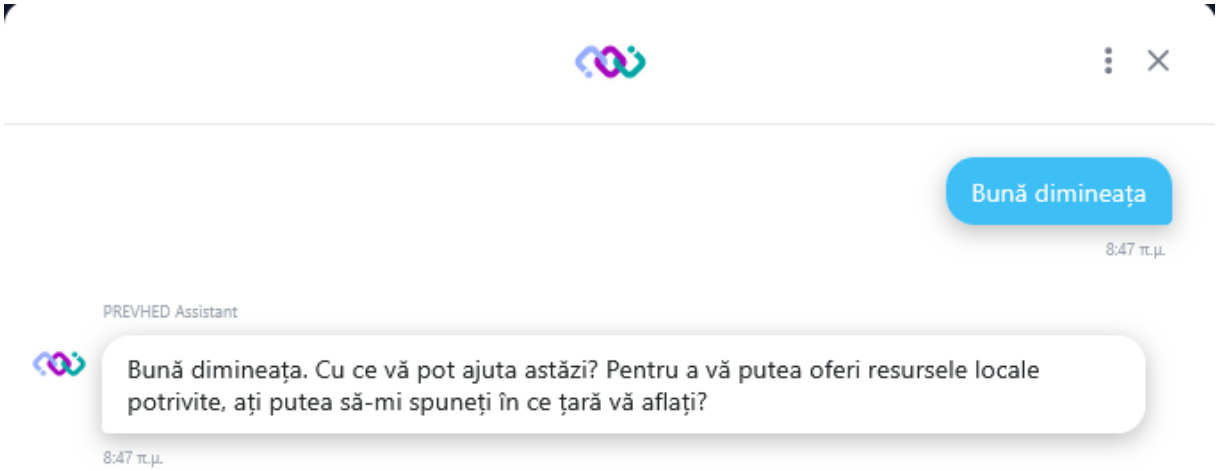
Spanish



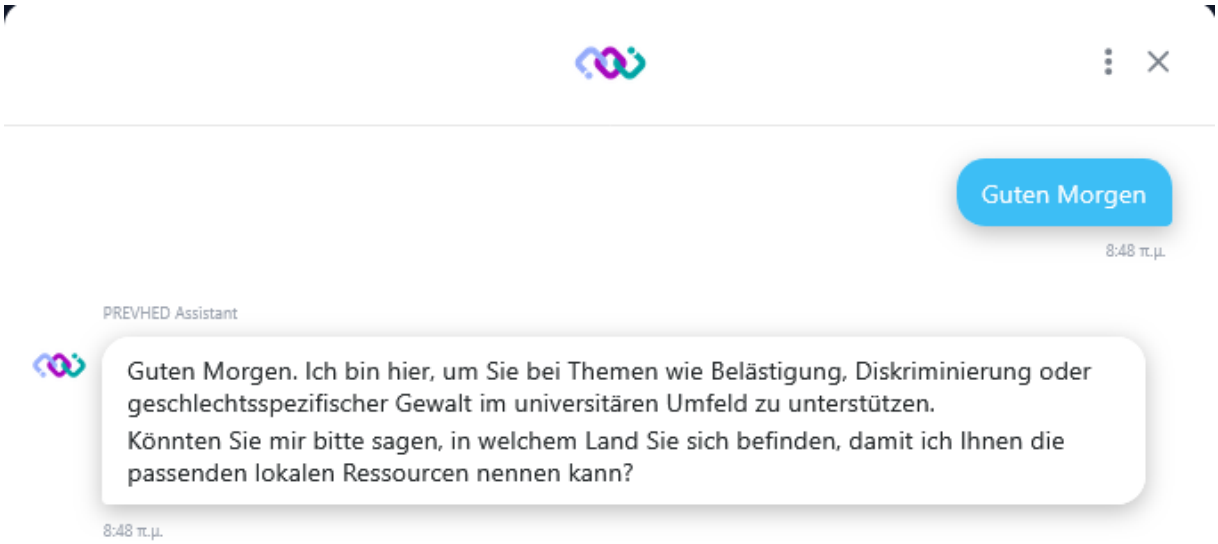
French



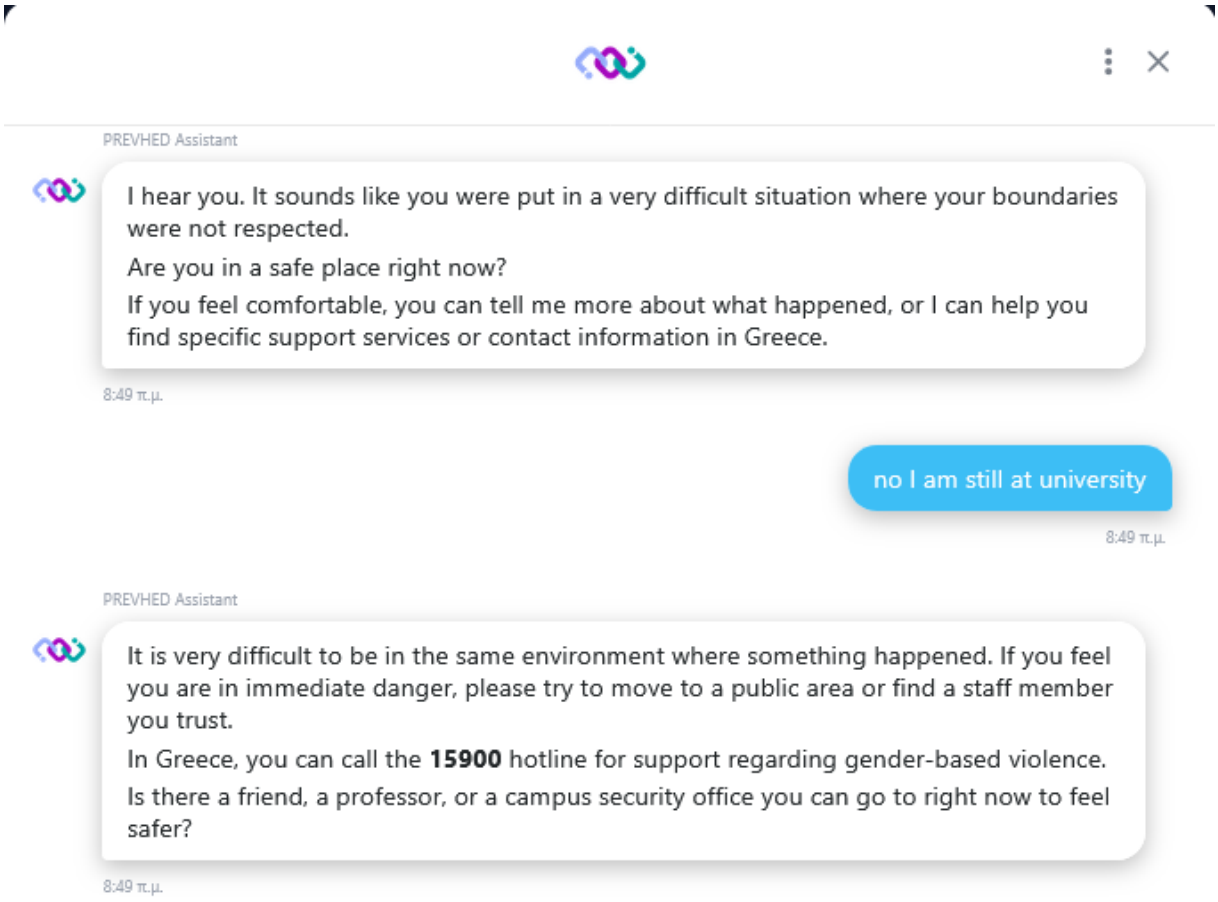
Romanian



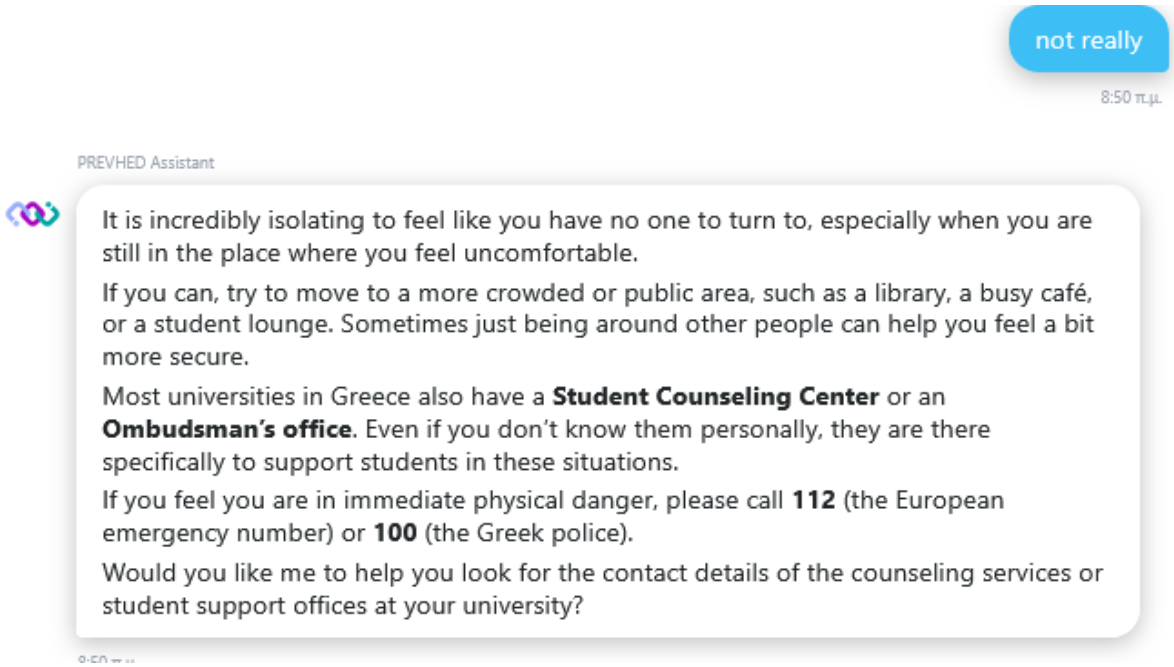
German



8.7 Safe Fallback Message



8.8 Emergency Protocol



9. Evaluation Framework

The PREVHED Assistant has been evaluated through a **multi-layered process** that combines structured quality dimensions with real-world feedback from partners, the project coordinator, and the wider public. The evaluation moves beyond simple traffic metrics, such as total conversation volume. For a first-contact orientation gateway, what matters is whether users understand the guidance provided, locate appropriate campus services, and clearly perceive their available options following interaction.

The assessment was carried out at two complementary levels: an **internal evaluation** conducted by the project partners and the coordinator, and an **external evaluation** based on a structured user questionnaire distributed to the public through the project's conference and dissemination events.

9.1 Internal Evaluation (Partners and Coordinator)

The internal evaluation was carried out by all project partners and the coordinator, who reviewed the chatbot's functionality, content accuracy, and alignment with institutional procedures. The aspects assessed at this level were:

- **System accessibility** – whether the assistant is easy to locate and launch, and operates reliably across all target languages.
- **User comprehension** – whether users understand the information, terminology, and recommended procedural steps.

- **Orientation accuracy** – whether the suggested institutional resources and referrals match the concerns expressed.
- **User agency and control** – whether the interface allows users to pause, exit, or change pathways without friction.
- **Perceived trust and safety** – whether users understand system boundaries and feel treated with dignity and without judgment.
- **Human referral connectivity** – whether users can transition smoothly from the chatbot to a human contact point.
- **Information currency** – whether contact details, operating hours, policies, and external resources are up to date.
- **Continuous improvement** – whether recurring bottlenecks and thematic queries lead to documented refinements.

9.2 External Evaluation (User Questionnaire)

The external evaluation was based on a structured online questionnaire, completed by users who interacted with the live pilot at https://chat.prevhed.eu/ and by attendees at the project's conference and dissemination events. The questionnaire assessed the following aspects:

- **Relevance and clarity** – whether the chatbot's answers were relevant to the questions asked, and whether the explanations were clear, well-organised, and easy to understand.
- **Ethical and normative correctness** – whether responses respected legal and regulatory frameworks, the principles of prevention and protection of people, and were free from sexist, stigmatizing, or guilt-inducing biases.
- **Empathy and tone** – whether the chatbot adopted a respectful, non-judgmental tone and made users feel confident and emotionally supported when discussing sensitive topics.
- **Practicality and usefulness** – whether the advice provided was useful and actionable, and whether concrete examples, steps, or specific resources were offered.
- **Personalisation and audience awareness** – whether the chatbot adapted its language sufficiently to the user's role (e.g., student, teacher, professional).
- **Scientific accuracy, depth, and consistency** – whether answers were sufficiently detailed, supported by explicit scientific or legal references where needed, and consistent with one another.
- **Overall satisfaction** – an overall rating of user satisfaction with the chatbot.

9.3 Summary of Feedback

The internal review by partners and the coordinator was overall positive. The assistant was found to respond accurately and empathetically, its knowledge base was well grounded in the PREVHED modules, and the referral pathways to support services were clear and functional. Partners highlighted the multilingual capability and the privacy-first design as particular strengths, and noted that the tool integrates well with the broader multi-entry support ecosystem. Constructive feedback focused on refining the clarity of certain responses, ensuring that contact details and institutional referrals remain current, and further strengthening the visibility of the disclaimer so that users clearly understand the assistant's scope and limits. These points have been taken into account and are being addressed through ongoing refinements.

The external evaluation through the questionnaire and public dissemination events was also encouraging. Participants appreciated the ease of access, the non-judgmental tone, and the availability of guidance at any time. Feedback captured through the questionnaire provided valuable insight into how well the assistant meets user needs across the assessed dimensions, while also surfacing suggestions for improvement, such as refinements to navigation flow and interest in additional language coverage. These have been recorded for future development.

Together, the internal and external evaluations provide a rounded picture of how the assistant performs in real conditions. All feedback, including the ongoing user questionnaire, feeds directly into the continuous improvement dimension – ensuring that recurring navigation bottlenecks and recurring thematic queries lead to documented refinements in system pathways, content, and campus referral information.

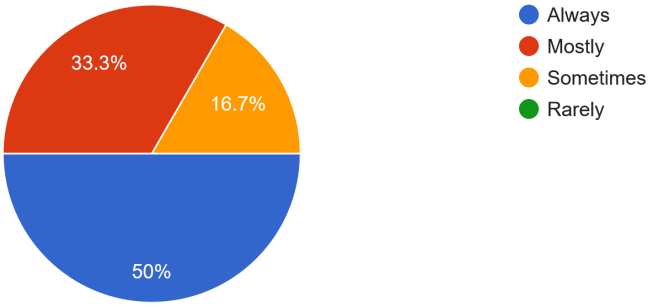
Online questionnaire: https://docs.google.com/forms/d/e/1FAIpQLScixN0j9kbPaffaYJ7-zvqy0JIeQpJyhbisWtuClUfBkVEVFw/viewform

Results of the online evaluation

Relevance & Clarity

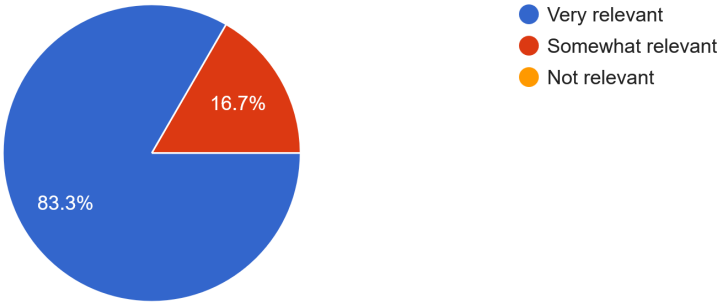
Were the chatbot's answers relevant to your questions?

6 responses



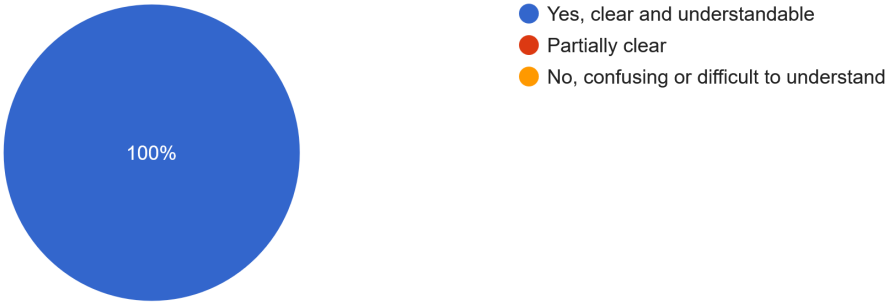
How do you evaluate the total relevance of responses?

6 responses



Were the explanations clear, well-organised, and easy to understand?

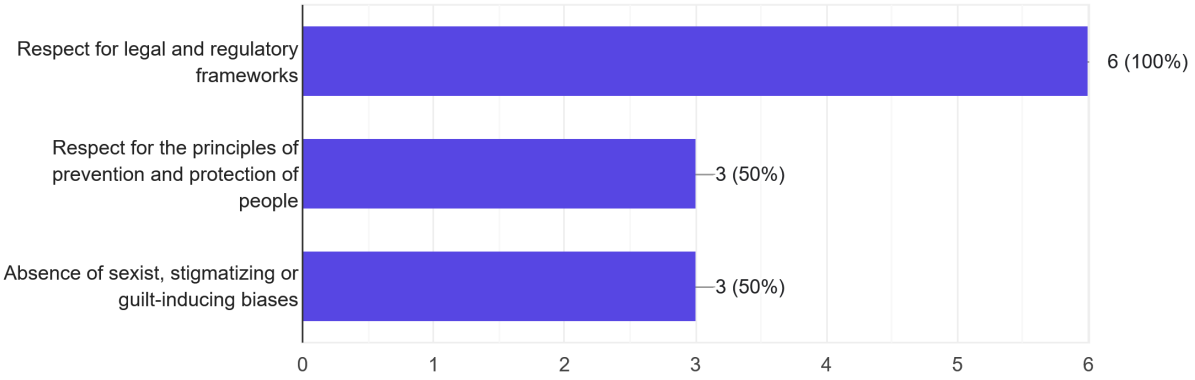
6 responses



Ethical & Normative Correctness

Do the chatbot respect the ethical or compliance criteria when producing its responses? (you can give more than one answers)

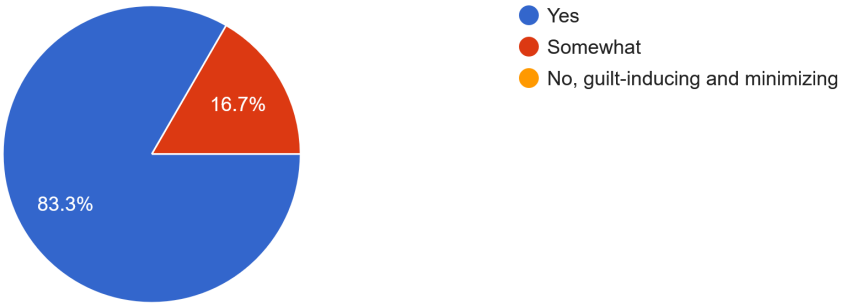
6 responses



Empathy & Tone

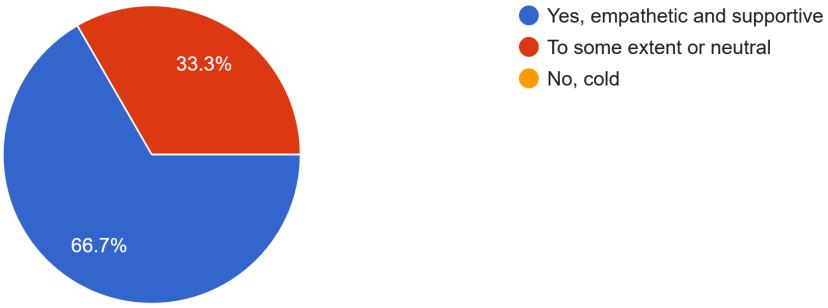
Did the chatbot adopt a respectful, non-judgmental tone?

6 responses



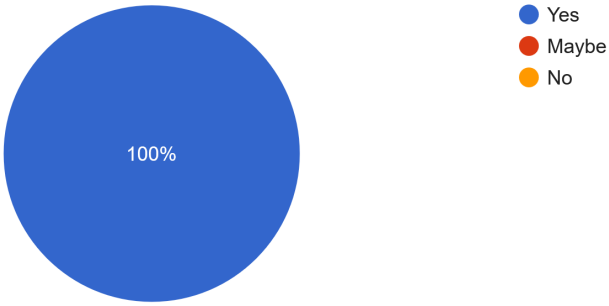
Did the chatbot make you feel confident and emotionally supported when discussing sensitive topics?

6 responses



Did the chatbot make you feel confident and emotionally supported when discussing sensitive topics?

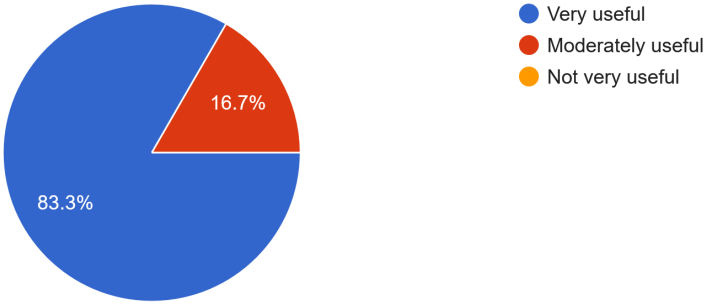
6 responses



Practicality & Usefulness

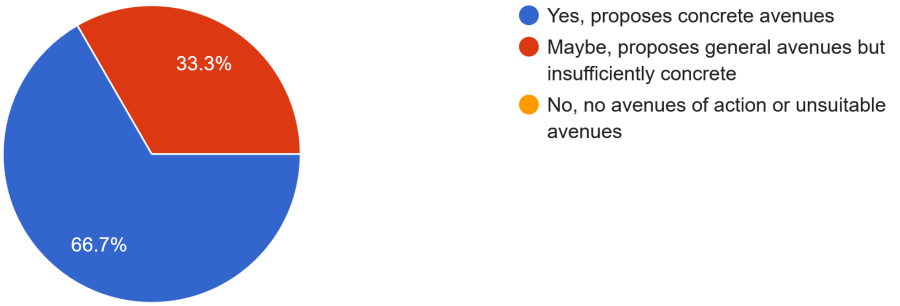
Was the advice provided useful and actionable?

6 responses



Would you have liked more concrete examples, steps, or specific resources to consult?

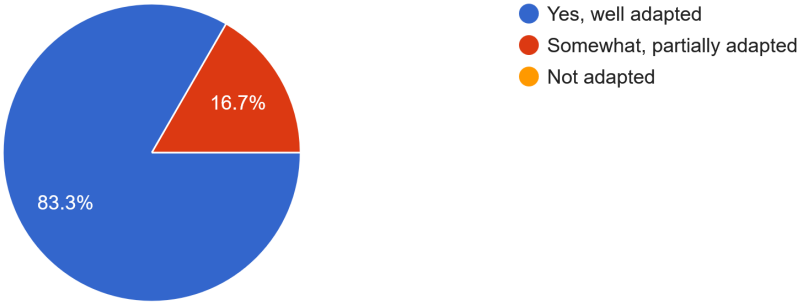
6 responses



Personalisation & Audience Awareness

Did the chatbot adapt its language sufficiently to your role (e.g., student, teacher, professional)?

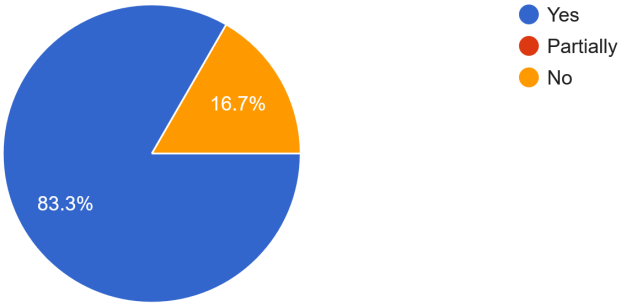
6 responses

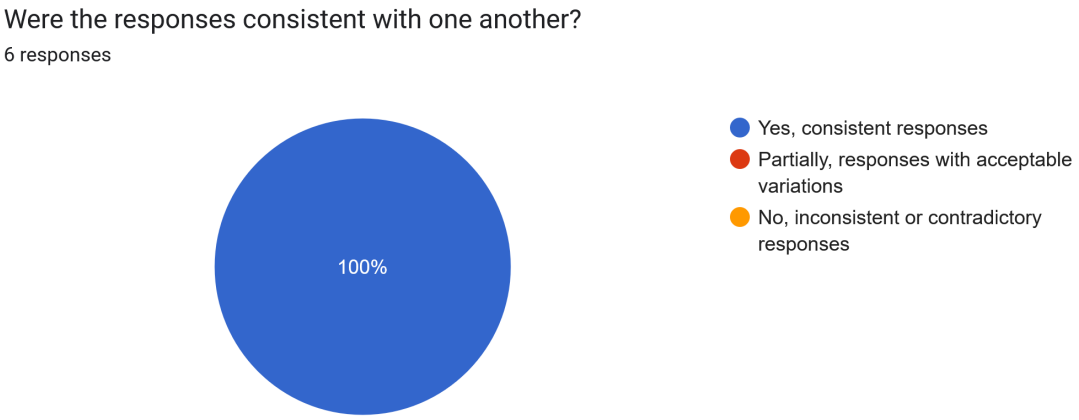


Scientific Accuracy, Depth and Consistency

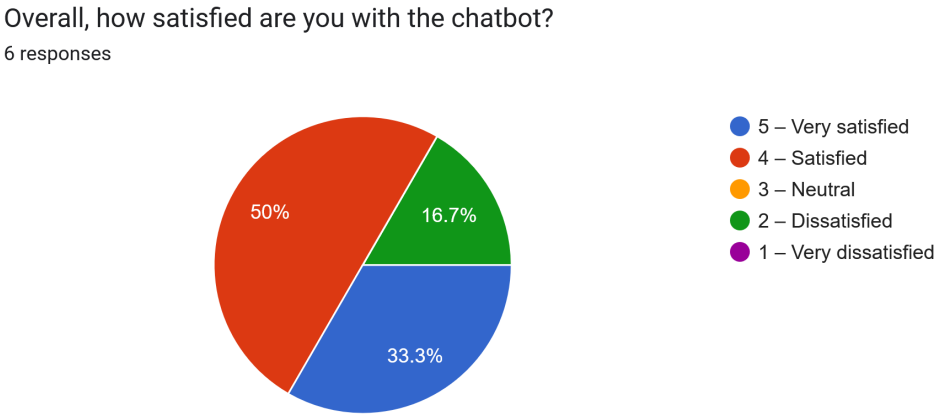
Were the answers sufficiently detailed and supported by explicit scientific or legal references when needed?

6 responses





Overall Satisfaction



11. Conclusion

The PREVHED Assistant provides an additional route to information and initial orientation on sexual harassment, discrimination and sexual and gender-based violence in higher education. It helps students and staff understand possible next steps and identify appropriate support services and reporting channels.

The current implementation combines AnythingLLM, Google Gemma 4 26B A4B IT, and a LanceDB-based document-retrieval system.

By combining advanced AI infrastructure with trauma-informed design principles, the assistant offers:

- Immediate, confidential access to information and orientation
- Clear pathways to human support and formal reporting
- Multilingual, accessible guidance for diverse student populations
- Strict privacy protections and explicit functional boundaries

The tool is currently in live pilot at https://chat.prevhed.eu/, and feedback is being collected through a user questionnaire to inform continuous improvement.

ANNEX

Digital outputs of WP4

Annex 1 – List of digital outputs and corresponding deliverables

Digital output	Deliverable / result	Task	Lead partner	Format	Dissemination level
PREV-HED e-learning platform (Moodle)	D4.1 (manual)	T4.1	Femxa	Web platform	Public
SCORM packages of the six modules in seven languages	R4.2	T4.2	Femxa	SCORM 2004 packages (ZIP)	Open
PREV-HED MOOC in seven languages	R4.3	T4.3	Femxa	Online course	Open
Web-based chatbot	D4.4	T4.4	INFALIA	Web application	Public

Annex 2 – Links to the online resources and downloads

Resource	Link	Access
E-learning platform (registration and login)	https://prev-hed.espacioelearning.com/	Open registration
PREV-HED MOOC	https://prev-hed.espacioelearning.com/	Registered users
SCORM packages (download)	https://drive.google.com/drive/folders/1-rr2cwk6pH0tFFWofVyXLoVT5ts5BpTx?usp=sharing	Under request
Chatbot	https://chat.prevhed.eu/	Public
Project website	https://prevhed.eu/	Public

Annex 3 – Screenshots of the digital outputs

E-learning platform

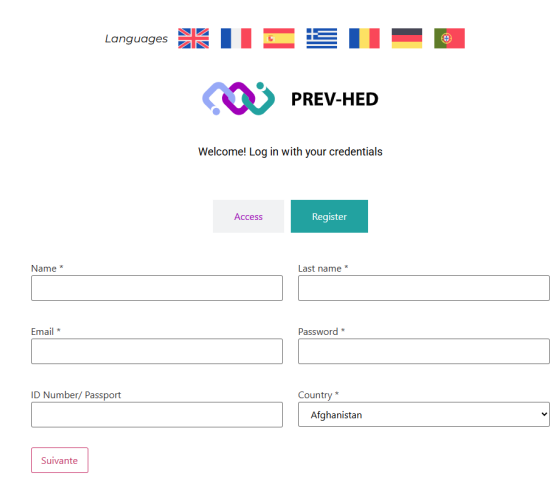


Figure 19. Login and registration page with the seven course languages

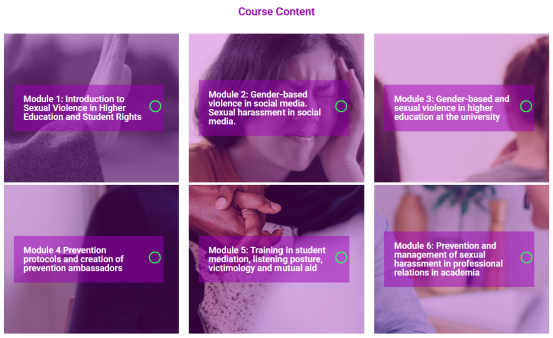


Figure 20. Course page showing the six training modules

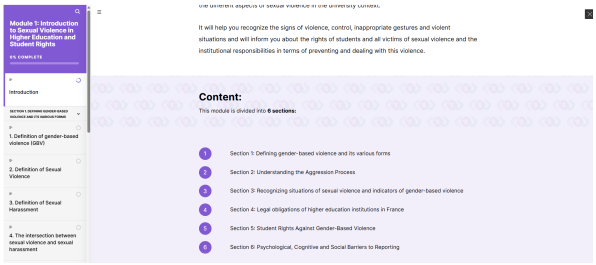


Figure 21. Module structure and section menu

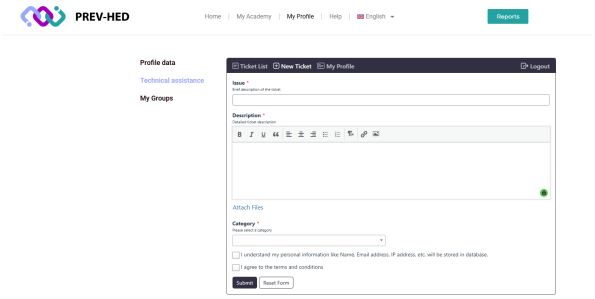


Figure 22. Technical support: opening a ticket

Figure 23. Certificate of completion

SCORM content: interactive blocks of Module 1

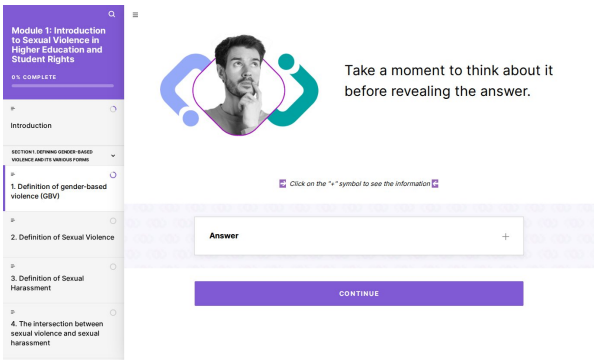


Figure 24. Accordion with reflection question

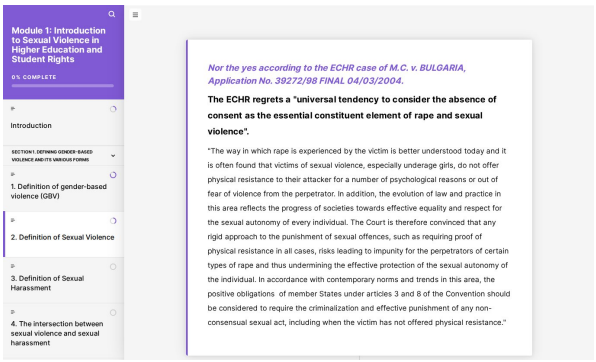


Figure 25. Timeline: case law of the European Court of Human Rights

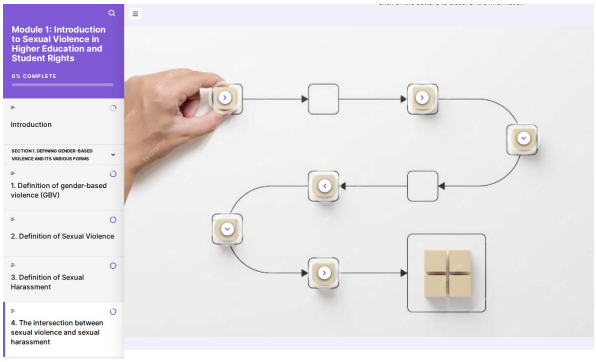


Figure 26. Labelled graphic

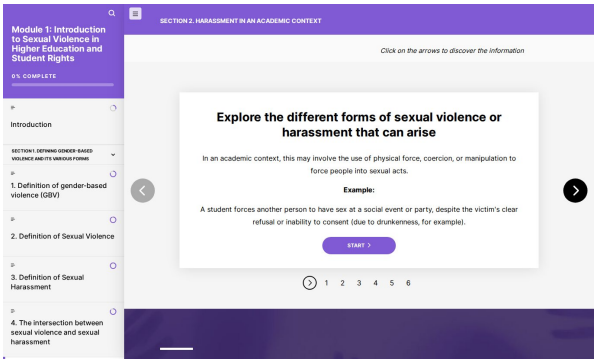


Figure 27. Process block

Chatbot

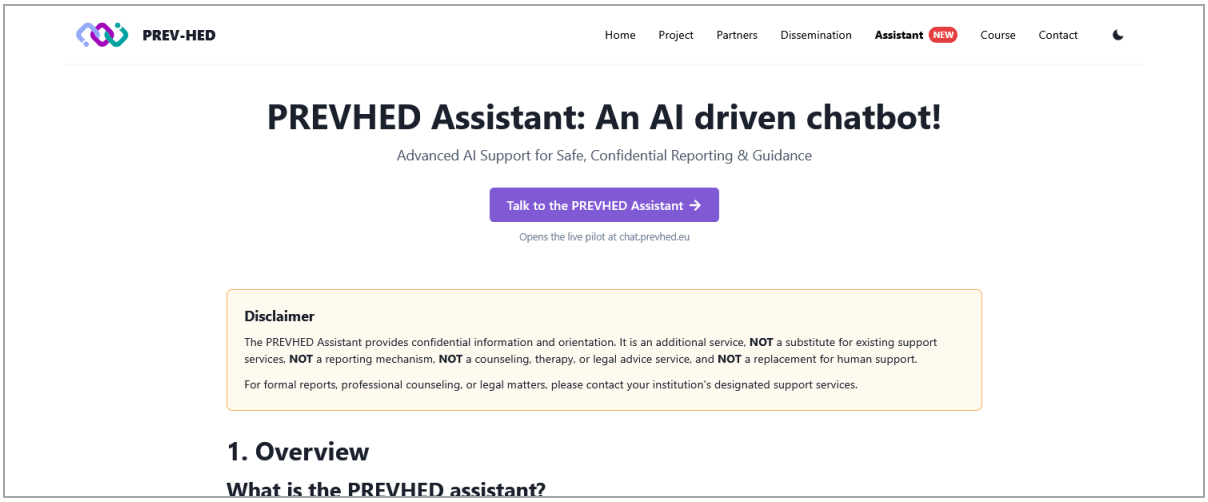


Figure 28. Chatbot on the project website

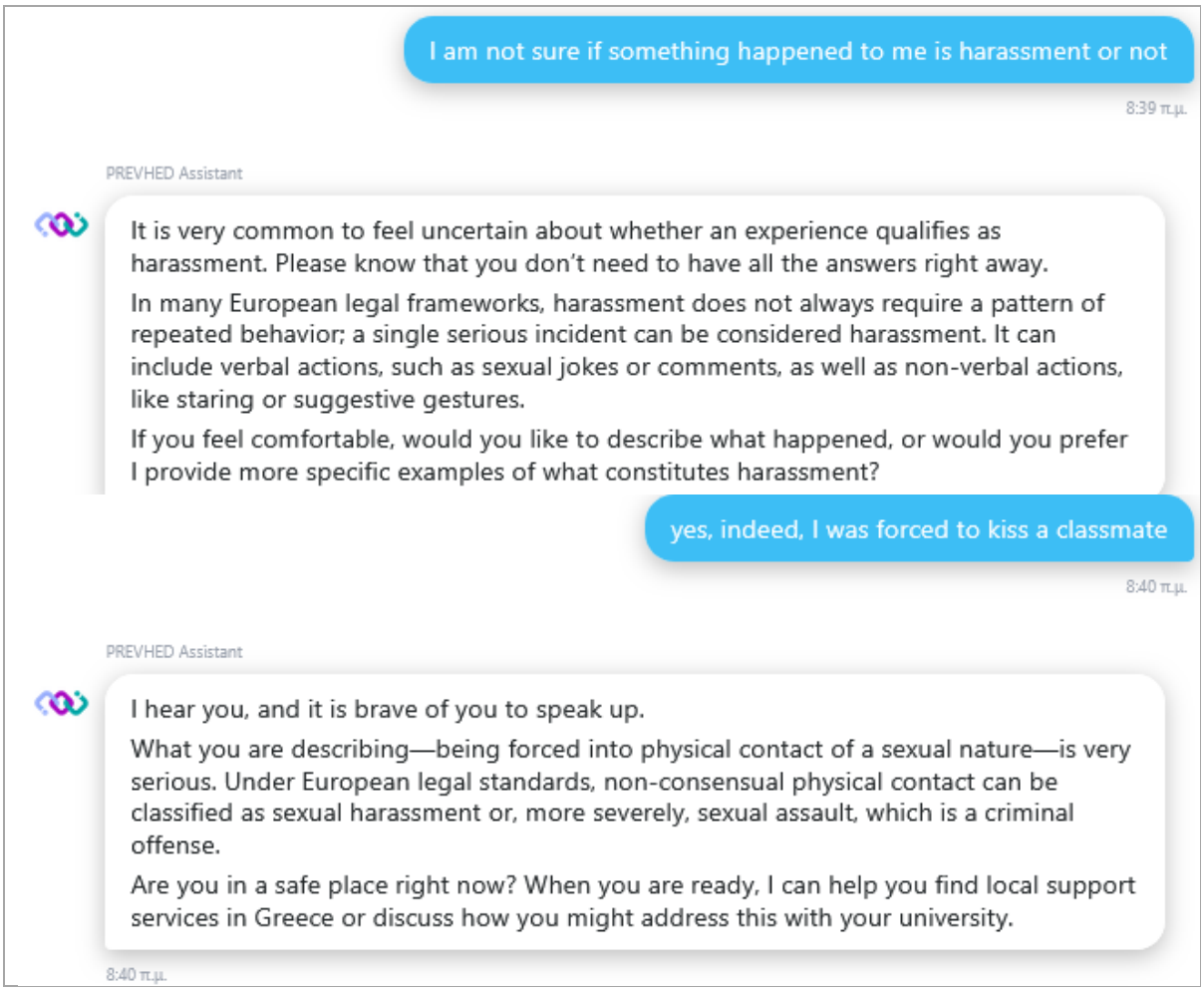


Figure 29. Example of a conversation with the chatbot

Annex 4 – Access for evaluators

E-learning platform and MOOC

Item	Details
Platform address	https://prev-hed.espacioelearning.com/
Evaluator account – username	supervisor
Evaluator account – password	bUfe%bCH9NeAa*k9v52OwZY@
Access rights	Trainer

The platform is also open to registration. To create a personal account:

1. Open the platform address and select “Register”.
2. Complete the registration form. The ID field is optional and only needed if it should appear on the certificate of completion.
3. Confirm the registration and log in with the email address and password chosen.
4. Select the course language on the home page and open the course.

SCORM packages

The packages can be imported into any learning management system that supports SCORM 2004 (for example Moodle, Canvas, Blackboard or Docebo) by uploading the ZIP file as a SCORM activity, without unzipping it. Because the content is set to load only inside an LMS, opening the files directly in a browser does not display the course.

Chatbot

Item	Details
Address	https://prevhed.eu/assistant
Access	https://chat.prevhed.eu/

Technical support

Contact	Details
Platform administrator (Femxa)	Phone: (+34) 900 812 345 Email: soporte@espacioelearning.com
Chatbot (INFALIA)	Phone: (+30) 2310 365 180 Email: info@infalia.com

Annex 5 – Technical description of the SCORM manifest

The manifests (imsmanifest.xml) of the six packages share the same structure. The table shows the values of the Module 1 package; in the other modules only the titles and the list of files change.

Manifest element	Value in the Module 1 package
schema / schemaversion	ADL SCORM / CAM 1.3 (SCORM 2004)
organization	One organisation (default) titled “Module 1: Introduction to Sexual Violence in Higher Education and Student Rights”
item	One visible item linked to the resource of the SCO
adlcp:dataFromLMS	Defined, so that the LMS can pass launch data to the content
imsss:deliveryControls	tracked = true; completionSetByContent = true; objectiveSetByContent = true
imsss:controlMode	choice = true; flow = true (free navigation)
resource	Type webcontent; adlcp:scormType = sco; launch file scormdriver/indexAPI.html
files	All player libraries, communication files, course data and media assets listed in the resource
metadata	IEEE LOM metadata in metadata.xml (language, version, status final, format text/html)

Annex 6 – Content structure of the modules (English)

Module 1: Introduction to Sexual Violence in Higher Education and Student Rights

No.	Lesson	Blocks / questions	Interactive
1	Introduction	10	–
	SECTION 1. Defining gender-based violence and its various forms		
2	1. Definition of gender-based violence (GBV)	18	1
3	2. Definition of Sexual Violence	34	4
4	3. Definition of Sexual Harassment	25	3
5	4. The intersection between sexual violence and sexual harassment	6	1
6	5. Forms of sexual violence or harassment	11	1
	RESOURCES		
7	Tools and videos	5	1
	NEXT SECTIONS		
8	Section 2. Understanding the Aggression Process	17	2
9	Section 3: Recognizing situations of sexual violence and indicators of gender-based violence	16	1
10	Section 4: Legal obligations of higher education institutions in France	7	1
11	Section 5: Student Rights Against Gender-Based Violence	8	–
12	Section 6: Psychological, Cognitive and Social Barriers to Reporting	9	1

No.	Lesson	Blocks / questions	Interactive
13	Section 7. Application of theoretical knowledge to real-world situations	9	1
14	Section 8. Learning to Respond and Help Victims	13	1
	Congratulations		
15	Congratulations	2	–

Module 2: Gender-based Violence in Social Media. Sexual Harassment in Social Media

No.	Lesson	Blocks / questions	Interactive
1	Introduction	10	–
2	Section 1: Definition of gender-based violence in social media. Sexual harassment in social media	22	3
3	Section 2: Cyberdating violence	13	2
4	Section 3: Cyber sexual harassment and Cyber harassment media	22	3
5	Section 4: Risks and signs of sexual harassment in social media	6	1
6	Section 5: Prevention	10	2
7	Section 6: Normative	8	1
8	Section 7: Consequences of Cyber sexual harassment in higher education systems	19	2
	Practical Activity		
9	Practical Activity	6	–
10	FINAL EVALUATION (quiz)	10 questions	–
11	Bibliography	5	–
12	Congratulations	1	–

Module 3: Gender-based and Sexual Violence in Higher Education

No.	Lesson	Blocks / questions	Interactive
1	Introduction	7	–
	SECTION 1. Defining gender-based violence and its various forms		
2	1. Definition of gender-based violence (GBV)	21	5
3	2.Typologies and definitions of sexual harassment	30	5
4	3. Warning signs and means of detection	37	7
5	4. Means of repair and support	41	6
	Practical Activity		
6	Final Evaluation (quiz)	16 questions	–
	RESOURCES		
7	Congratulations	1	–

Module 4: Prevention Protocols and Creation of Prevention Ambassadors

No.	Lesson	Blocks / questions	Interactive
1	Introduction	8	–
	SECTION 1. Defining gender-based violence and its various forms		
2	Section 1 – Gender based violence prevention	49	6
3	Section 2 – Gender based violence prevention. Prevention ambassadors	26	4
4	Section 3 – Reporting mechanisms	35	5
5	Section 4 – Victim support	24	2
6	PRACTICAL ACTIVITY	7	–
7	FINAL EVALUATION (quiz)	9 questions	–
8	Congratulations	1	–
	RESOURCES		
9	Bibliography and extra materials	5	–

Module 5: Training in Student Mediation, Listening Posture, Victimology and Mutual Aid

No.	Lesson	Blocks / questions	Interactive
1	Introduction	7	–
	SECTION 1. Defining gender-based violence and its various forms		
2	Section 1: Student mediation	17	2
3	Section 2: Active listening posture	7	2
4	Section 3: Introduction to victimology	7	1
5	Section 4: Mutual aid and peer support	7	2
6	FINAL EVALUATION (quiz)	5 questions	–

Module 6: Prevention and Management of Sexual Harassment in Professional Relations in Academia

No.	Lesson	Blocks / questions	Interactive
1	Introduction	8	–
2	Section 1: Ethical rules of the teacher-student relationship	55	7
3	Section 2: Sexual harassment between colleagues	66	8
4	Section 3: Legal frameworks	36	5
	Practical Activity		
5	PRACTICAL ACTIVITY	9	–
6	FINAL EVALUATION (quiz)	14 questions	–
	RESOURCES		
7	Bibliography and extra materials	4	–

No.	Lesson	Blocks / questions	Interactive
8	Congratulations	1	–

Annex 7 – Registered users of the MOOC (aggregated data)

Source: export of the group management of the PREV-HED platform (group 1571), 208 registered users. Only aggregated figures are presented.

Indicator	Users	Share
Registered users	208	100%
Email of a higher education institution	71	34%
Email of another organisation	14	7%
Personal email account	123	59%

Annex 8 – Glossary of technical terms

Term	Meaning
LMS	Learning management system: the platform that hosts courses, registers learners and records their progress (Moodle in PREV-HED).
MOOC	Massive open online course: an online course open to anyone who registers.
SCORM	Sharable Content Object Reference Model: a set of standards that allows e-learning content to work in any compatible LMS.
SCO	Sharable content object: the unit of content launched by the LMS and able to communicate with it.
Manifest	The imsmanifest.xml file that describes the structure, resources and sequencing rules of a SCORM package.
Bookmarking	Saving the learner's position so that the course resumes where it was left.
Responsive design	Layout that adapts automatically to the size of the screen (desktop, tablet or mobile).