Report of research exploring first-year undergraduates' awareness, confidence to intervene, and intervention behaviours with regard to sexual and domestic abuse on campus and evaluation of an optional 2 hour bystander programme.

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Context to the research.

From 2010 national research clarified that sexual and domestic abuse was an issue for university students (e.g. National Union of Students 2011 'Hidden Marks' and 2012 'That's what she said'). **Me too, Time's Up and Everyday sexism project** demonstrated that this is a societal issue with universities being a microcosm of this. More recently, the student fronted campaign Revolt Sexual Assault (2018: 1) conducted a national survey finding: 'Of the **4,500 students from 153 different institutions** who took part in this survey, **62%** have experienced sexual violence at UK universities.'

UWE has been at the forefront in confronting this societal issue. In 2014 researchers from UWE developed an 8 hour bystander programme (Fenton et al., 2014) and conducted 'a review of evidence for bystander intervention to prevent sexual and domestic violence in universities' (Fenton et al., 2016) which was commissioned by Public Health England. Since then UWE has been continuing this work having won two Office for Students bids to create an inclusive campus and to improve reporting and supporting mechanisms. Through these funds UWE has launched the Speak Up campaign, which aims: 'to create an inclusive campus where diversity is celebrated, antisocial attitudes and behaviours are challenged and any type of harassment, assault and discrimination aren't acceptable.' To deliver a successful campaign following the whole-university approach, UWE Bristol has created strong partnerships with the Students' Union at UWE, students from across campuses, UWE professional and academic services and local charities: Bristol Zero Tolerance, Somerset and Avon Rape and Sexual Abuse Support, and Stand Against Racism and Inequality. This report acknowledges their help and support throughout development of all materials which have in part led to this ongoing research.

The research reported here is an extension of this work but is not funded by any external bodies. The research on which this report is based has been conducted by Dr Helen Bovill and supported by UWE. This research consists of two surveys sent out to first year incoming undergraduates in September 2018 and then again in February 2019. It also consists of a pilot evaluation of a 2 hour bystander programme developed by Bovill et al., (2018).

Introduction.

Research exploring first-year undergraduates' awareness, confidence to intervene, and intervention behaviours with regard to sexual and domestic abuse on campus.

Surveys were sent to all <u>first year</u> undergraduates exploring their awareness of sexual abuse and domestic abuse on campus/confidence to intervene/actual intervention behaviours and opportunities for intervention.

Research conducted September 2018-February 2019.

Helen Bovill constructed and sent an electronic survey, via Qualtrics platform, to all **first** year undergraduates approximately >n=7000 beginning of term one (September 2018) and then again at the beginning of term two (February 2019). The two surveys are **not** test-retest match samples on the same population. They are potentially separate populations that answered survey one and survey two. Some students may have answered both surveys, this was not tested for in this report.

They offer **two snapshot points** of measurement of first year undergraduate survey respondents' **awareness of sexual abuse and domestic abuse on campus/confidence to intervene/actual intervention behaviours and opportunities, including measures of missed opportunities** (i.e. when intervention could have occurred, but did not). The surveys used evidence-based scales to measure this (Prevention Innovations Research Centre, 2015). Sexual abuse and domestic abuse is hereafter referred to as SA and DA [i] in this report of the research except where using the words of others.

N=781 complete and partial responses to survey one from first year undergraduates.

N=823 complete and partial responses to survey two from first year undergraduates.

Total complete and partial responses N=1604, representing a 22.9% response rate.

Ethics.

Relevant ethical approval sought and granted from UWE Research Ethics Committee: Ref. no. UREC18.08.01. Further permission sought and granted from Professor Jane Harrington (Deputy Vice Chancellor and Provost, UWE) prior to commencing research.

External bodies did not fund this research. The author of this report declares no known conflict of interest.

No participant declaring as under 18 was eligible to take part in any survey; if they declared as such, they were directed to the end of the survey. Support services were available here if accessing this survey had triggered any issues for them. All surveys had information sheets and consent forms at the beginning of the survey. This detailed information regarding respondent rights and withdrawal processes. Survey respondents ticked that they had read and understood this information. They also ticked agree/disagree to take part in the survey. The survey supplied contact details of the Principal Investigator (Helen Bovill). Each survey provided support service information within and beyond the university.

Copies of all surveys in appendix A/B/C exported from Qualtrics platform in a word format.

Participant demographic information for survey one and two.

Survey one. N=781 partial and complete responses. Administered by Bovill in September 2018.

Table 1. Participant demographic information.

AGE	18 years 29.82%	19 years 23.57%	20 years 14.29%	21 years 7.5% 2	22+ years 24.82%	
Gender	Female 65.54%	Male 33.04%	Trans Female 0%	Trans Male 0.54%	Gender non-conforming 0.71%	Prefer not to say 0.18%
Sexual orientation	Bisexual 13.04%	Gay Woman 1.96%	Gay Man 1.79%)	Heterosexual 76.79%	Other 1.96	Prefer not to say 4.46%
Student status	Full-time 98.21%	Part-time 1.79%	Home 78.21%	In EU 10.71%	Outside EU 11.07%	

Survey two. N=823 partial and complete responses. Administered by Bovill in February 2019.

Table 2. Participant demographic information.

AGE	18 years 18.95%	19 years 29.17%	20 years 18.15%)	21 years 11.42%	22+ years 22.18%	
Gender	Female 68.25%	Male 30.59%	Trans Female 0%	Trans Male 0.14%	Gender non-conforming 0.71%	Prefer not to say 0.29%
Sexual orientation	Bisexual 12.55%	Gay Woman 1.30%	Gay Man 1.44%	Heterosexual 80.88%	Other 1.73%	Prefer not to say 2.6%
Student status	Full-time 98.7%	Part-time 1.39%	Home 84.27%	In EU 8.95%	Outside EU 6.78%	

Data also collected for both surveys on nationality, first language, religion or belief, relationship status, living arrangements.

Awareness of SA and DA on campus.

Graph 1. Survey one. Survey respondents' awareness of SA and DA on campus.

1strongly disagree   2 disagree   3 neither disagree/agree   4 agree   5 strongly agree

Q17 – Please read each of the following statements and indicate how much you agre...
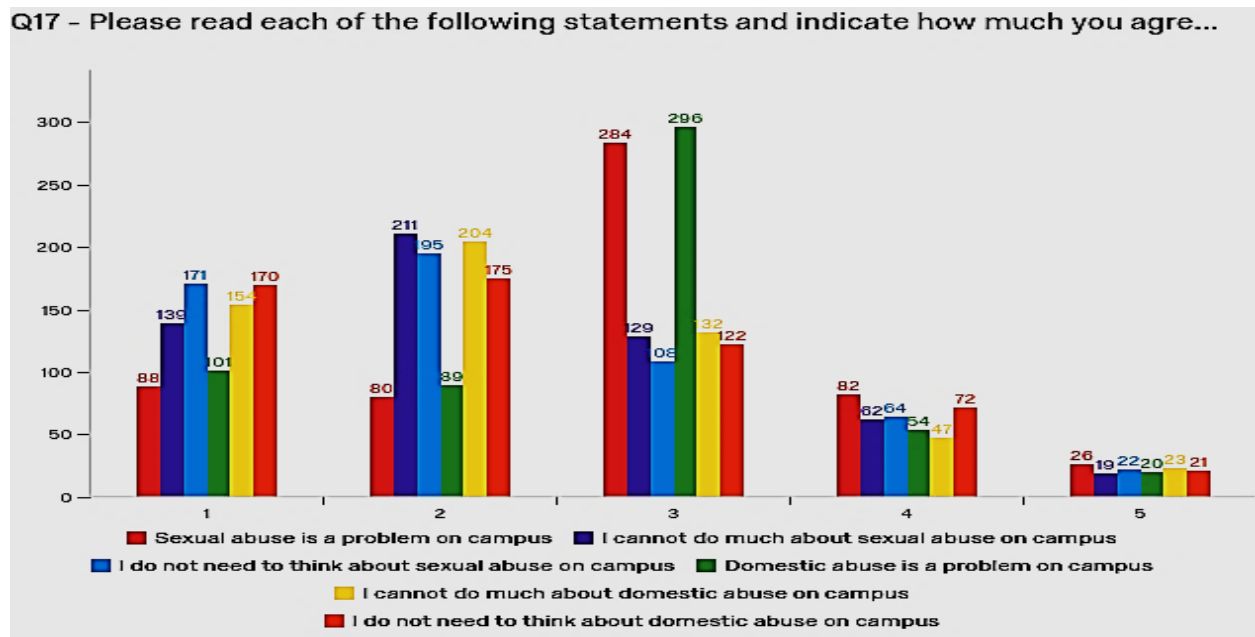
Graph 2. Survey two. Survey respondents' awareness of SA and DA on campus.

1strongly disagree   2 disagree   3 neither disagree/agree   4 agree   5 strongly agree

Q20 – Please read each of the following statements and indicate how much you agre...
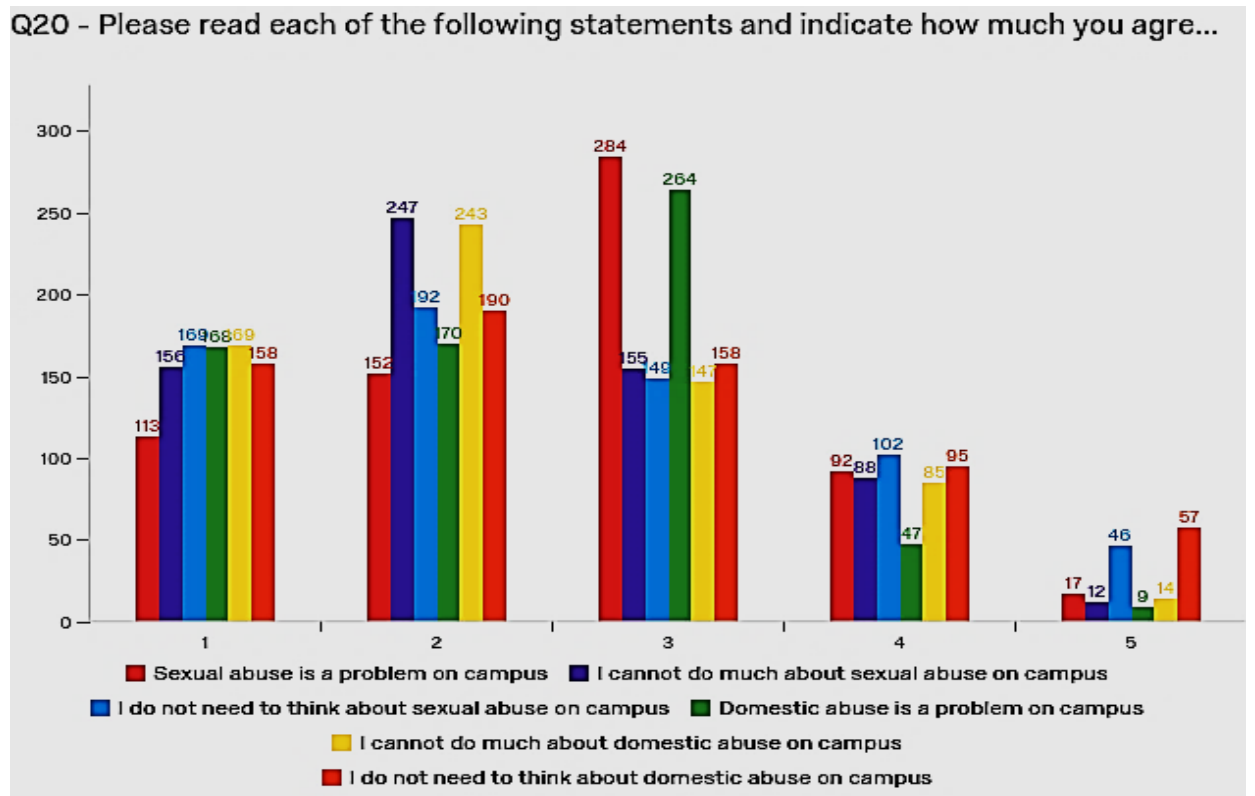
Headlines: There are changes between surveys, but **a broadly similar pattern emerges**, with some further movement to disagree/strongly disagree regarding SA and DA as a problem on campus. This

is consistent with low awareness of SA and DA as a problem on campus. Overall students respond with a lower awareness that SA and DA is a problem on campus and that university is a significant site for this. However, in contrast respondents demonstrate some agreement regarding the need to think about SA and DA on campus. Equally, respondents demonstrate some agreement that they can do something about SA and DA on campus. Low awareness of SA and DA may relate to issues around rape myths/rape permissive cultures/lad culture/normalisation discourses. Research that backs this up is (for example):

- Prevalence of SA and DA on campus, (Fisher et al., 2000; Krebs et al., 2016; Krebs et al., 2009, National Union of Students (NUS) 2010, 2013; Revolt Sexual Assault, 2018).
- Universities as a significant site for the prevalence of SA and DA (e.g. DeGue, 2014; Fisher et al., 2000; NUS, 2011, 2013; Powell, 2011; Revolt Sexual Assault, 2018).
- Rape culture and rape myths may contribute to a lack of awareness and lead students to minimise or deny that SA has taken place either in regard to themselves or others (Aranowitz et al., 2012; Belknap, 2010; Burnett et al., 2009; Cleere and Lynn, 2013; Miller et al., 2010; Schwartz et al., 2017).
- Myths surrounding what constitutes DA may similarly contribute to minimising or denying that DA has taken place (Bagwell-Gray et al., 2015).
- Burn (2017: 56) similarly found there was a lack of understanding of what constitutes SA and attributed this to 'normalization of abuse and rape myths'.
- Phipps and Young (2015, 13) draw attention to the wider context of neo-liberalism, which they state, 'provides an environment in which' sexual violence 'can both flourish and be normalised'.
- Women and Equalities Report for House of Commons (2016, 15) notes normalisation of sexual harassment and sexual violence in schools such that young people are accepting these 'behaviours and learning social norms that are carried through to adult life'.

Initial analysis of data from survey two by Bovill and White (in review), is suggesting that active intervention strategies, i.e. those which have some sort of two-way interaction between programme material/facilitator and student, is more effective in raising awareness of SA and DA than no intervention or passive intervention.[ii]
Arguments considered in this paper by Bovill and White (in review) are:

- The ignorance barrier is a strong obstacle to effective intervention against SA and DA on campus (Banyard, 2008; Banyard and Moynihan, 2011; Berkowitz, 2009, 2010, 2013; Burn, 2009, 2017; Kanya and Cale 2018; McMahon, 2010).
- Many young people may not view SA and DA as a problem on campus, because they do not recognise it as SA or DA. This may be due to cultural acceptance of rape myths, lad culture and normalisation discourses they experience before entering university, perpetuated once there. It may have an overall impact on their awareness of SA and DA and subsequently impact upon positive actions.
- Noticing is the first step in Latané and Darley's (1969, 1970) situational model of helping, identifying a situation as appropriate for intervention is the second. This model 'is the bedrock of bystander intervention theory…People fail to intervene not because of apathy or indifference…but because a series of hurdles must be overcome before action is taken' (Burn, 2017: 3).
- The Red Zone is recognised as the first weeks and days of a students' journey where they are particularly vulnerable to SA and DA and where much violence occurs (Althouse, 2013; Emmalyn, 2018; Funnel & Hush, 2018; Kimble et al., 2008; Maclellan, 2018).
- If incoming first year undergraduate students are subject to an ignorance barrier regarding SA and DA awareness, they may fall at the first hurdles of bystander intervention, which is to notice a situation and to identify it as in need of intervention (Bovill and White, in review).

Confidence to intervene.

Table 3: Survey respondents' percentage confidence to intervene: SA.

Please read each of the following behaviours and indicate how confident you are that you COULD do them. Rate your degree of confidence by recording a percentage from 0 can't do, quite uncertain, moderately certain, to 100 very certain.

Survey one.   **Survey two.**

#	Field	Mean		#	Field	Mean
1	Get help and resources for a friend who tells me they have been assaulted or raped	76.56		1	Get help and resources for a friend who tells me they have been assaulted or raped	74.17
2	Do something to help a very drunk person who is being brought upstairs to a bedroom by a group of people at a party	74.66		2	Do something to help a very drunk person who is being brought upstairs to a bedroom by a group of people at a party	73.77
3	Do something if I see a woman surrounded by a group of men at a party who looks very uncomfortable	73.66		3	Do something if I see a woman surrounded by a group of men at a party who looks very uncomfortable	72.29
4	Do something if I see a man surrounded by a group of women at a party who looks very uncomfortable	67.76		4	Do something if I see a man surrounded by a group of women at a party who looks very uncomfortable	66.13
5	Speak up to someone who is making excuses or forcing someone to have sex with them	79.21		5	Speak up to someone who is making excuses or forcing someone to have sex with them	78.31

Table 4: Survey respondents' percentage confidence to intervene: DA.

Please read each of the following behaviours and indicate how confident you are that you COULD do them. Rate your degree of confidence by recording a percentage from 0 can't do, quite uncertain, moderately certain, to 100 very certain.

Survey one.   **Survey two.**

#	Field	Mean		#	Field	Mean
1	Talk to a friend who I suspect is in an abusive relationship	77.21		1	Talk to a friend who I suspect is in an abusive relationship	76.49
2	Get help if I hear of an abusive relationship in my accommodation	70.26		2	Get help if I hear of an abusive relationship in my accommodation	69.21
3	Speak up to someone who is making excuses for using physical force in a relationship	75.01		3	Speak up to someone who is making excuses for using physical force in a relationship	75.47
4	Speak up to someone who is calling their partner names or swearing at them	70.63		4	Speak up to someone who is calling their partner names or swearing at them	68.20

Headlines: There are changes between surveys, with a slightly lower level of confidence demonstrated in surveys two, but a **broadly similar pattern between surveys is observed.** Confidence to intervene is relatively high overall. **Initial analysis is suggesting that confidence is a mediating factor between awareness and positive actions. i.e. awareness + confidence = increased**

positive action. (Bovill and White, in review). With regard to confidence to intervene and SA, the question where confidence is lower in relation to other questions is question 4 in table 3 (page 11):

Do something if I see a man surrounded by a group of women at a party who looks very uncomfortable.

This is an additional question to the evidence based scales (Prevention Innovations Research Centre, 2015), inserted by the Principal Researcher and author of this report, Helen Bovill. This was in response to previous focus group research conducted by Bovill, which suggested that some male students were also reporting issues with SA that they found problematic to negotiate within boundaries of traditional masculinity discourses. Some female students also reported problematic negotiations in this arena also, where views around male sexuality was obscured by masculinity discourses (Bovill, et al. (in construction)).

With regard to confidence to intervene and DA in table 4, lower confidence is demonstrated for two questions:

Get help if I hear of an abusive relationship in my accommodation

Speak up to someone who is calling their partner names or swearing at them.

This is consistent with other findings of this research explored in relation to actual intervention behaviours (pages 9-11).

Intervention behaviours.

Graph 3: Survey respondents' list of questions for intervention behaviours.

**Survey one*:* Please read the list below and indicate Y (for yes) or N (for no) for all the items indicating behaviours you have actually engaged in IN THE LAST 6 MONTHS. If you have not been in a situation like that in the past 6 months, indicate "no opportunity"
**Survey two:** Please read the list below and indicate Y (for yes) or N (for no) for all the items indicating behaviours you have actually engaged in IN THE LAST 2 MONTHS. If you have not been in a situation like that in the past 2 months, indicate "no opportunity"

N.B. Survey one administered in September 2018 asked about the last 6 months aiming to gauge behaviour before entering university. Survey two administered in February 2019 asked only about the last 2 months as this survey aimed to gauge behaviour once at university. This was done to help manage responses as respondents may otherwise have confused responses in survey two to have thought back to before coming to university.

■	I talked with a friend about sexual and/or domestic violence/abuse (1)
■	I talked with a friend about what makes a relationship abusive and what warning signs might be (2)
■	I let a friend I suspect had been sexually assaulted know that I was available for help and support (3)
■	I supported a friend who wanted to report sexual assault or domestic violence/abuse that happened to them (4)
■	I saw a friend taking a very intoxicated person up to their room, I said something and asked what the friend was doing (5)
■	I confronted a friend who made excuses for abusive behaviour by others (6)
■	I expressed disagreement with a friend who said having sex with someone who is passed out or very drunk is okay (7)
■	I saw a friend grabbing or pushing their partner, and I said something to them about it (8)
■	I heard a friend insulting their partner, and I said something to them about it (9)
■	I heard a friend talking about forcing someone to have sex with them, and I spoke up against it (10)
■	I heard a friend talking about using physical force with their partner, and I spoke up against it (11)
■	I walked a friend home from a party when they had too much to drink (12)
■	I went with a friend to talk with someone about an unwanted sexual experience or domestic violence/abuse (13)
■	I called 999 or authorities when a friend needed help because of being hurt sexually or physically (14)
■	I made sure a friend didn't leave a drunk friend behind at a party (15)
■	I called a support centre or community resource for help when a friend said they experienced sexual or domestic abuse (16)
■	When I heard a friend was accused of sexual abuse or domestic abuse, I came forward with what I knew rather than keeping silent (17)

Graph 4. Survey respondents' intervention behaviours. Numbers who <u>did</u> intervene.

Survey one.	Survey two.
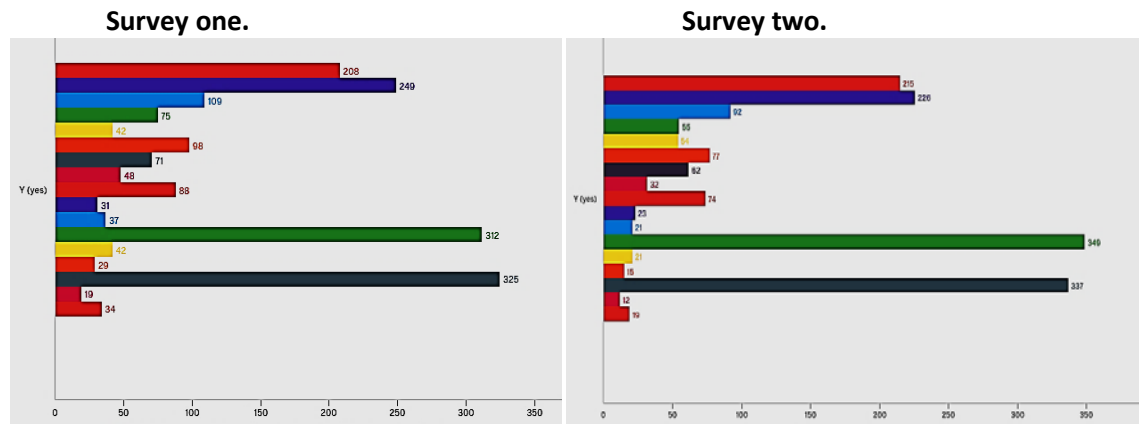
Graph 5. Survey respondents' intervention behaviours. Numbers who <u>did not</u> intervene.

Survey one.	Survey two.
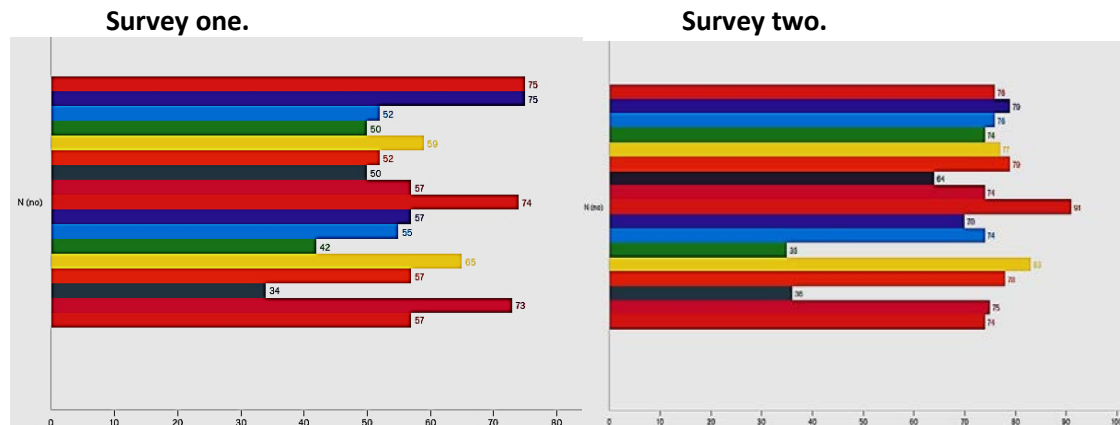
Graph 6. Survey respondents' intervention behaviours. Numbers who had <u>no opportunities</u> to intervene.

Survey one.	Survey two.
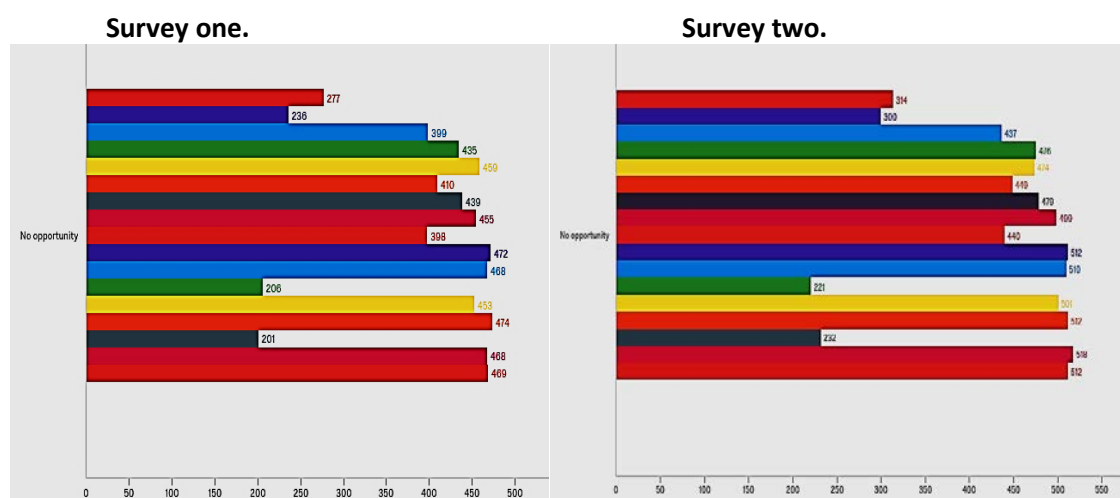
Headlines: The **highest intervention** behaviours were:

I walked a friend home from a party when they had too much to drink

I made sure a friend didn't leave a drunk friend behind at a party.

This again is consistent with research on helping friends and research where less direct intervention or intervention which is socially sanctioned occurs, e.g. (Bennett and Banyard, 2014; Moschella and Banyard, 2018). However, in both surveys, **there are a number of missed opportunities**; i.e. intervention could have occurred, but it did not. This seems to centre around talking about SA and DA , and around more direct or higher risk intervention behaviours. For example, higher incidences of no intervention were reported across both surveys accumulatively for:

I talked with a friend about sexual and/or domestic violence/abuse

I talked with a friend about what makes a relationship abusive and what warning signs might be

I heard a friend insulting their partner, and I said something to them about it

I went with a friend to talk with someone about an unwanted sexual experience or domestic violence/abuse

I called a support centre or community resource for help when a friend said they experienced sexual or domestic abuse.

Again, this is consistent with some of the lower levels of confidence displayed in table 4 (page 7) in relation to getting help for someone when SA or DA occurs, or speaking up when witnessing it. It is also consistent with other research such as (Bennett and Banyard, 2014; Moschella and Banyard, 2018). Initial analysis of this data seems to suggest **that awareness + confidence = increased positive action. Active intervention strategies appear to raise awareness more than when compared to no intervention and passive intervention** (Bovill and White, in review).

Further results survey two regarding exposure to bystander programme or aspects of UWE SpeakUp campaign.

There is no comparison data to survey one as only survey two asked these questions, as survey two was administered after first year students had been at university for > 4 months, thus they might have experienced bystander intervention or aspects of the UWE SpeakUp campaign. For further details of the bystander materials developed for this campaign please go to Office for Students where the materials are stored for institutions to adapt. If these materials are used or cited, please reference:
Bovill, H., (or Mackay, F.) McCartan, K., Waller, R., Miguel Lazaro, A., Carrie, S. and Smith, T. (2018) *SpeakUp.* Bristol. UWE. In collaboration with UWE students, UWE Student Union, Uwe staff and external stakeholders; Bristol Zero Tolerance, Somerset and Avon Rape and Sexual Abuse Support, and Stand Against Racism and Inequality.

Graph 7. Number of survey respondents who have taken part in the 2 hour bystander programme.
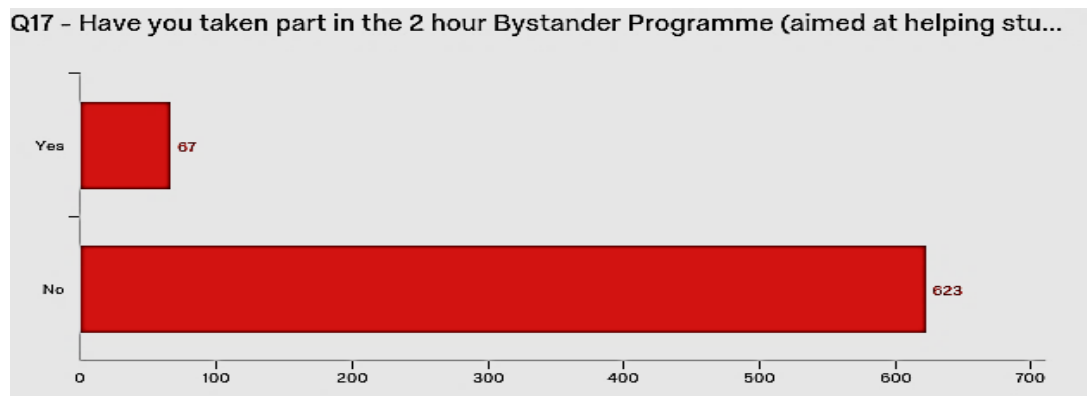
Graph 8. Number of survey respondents who have taken part in any other events related to the bystander programme.
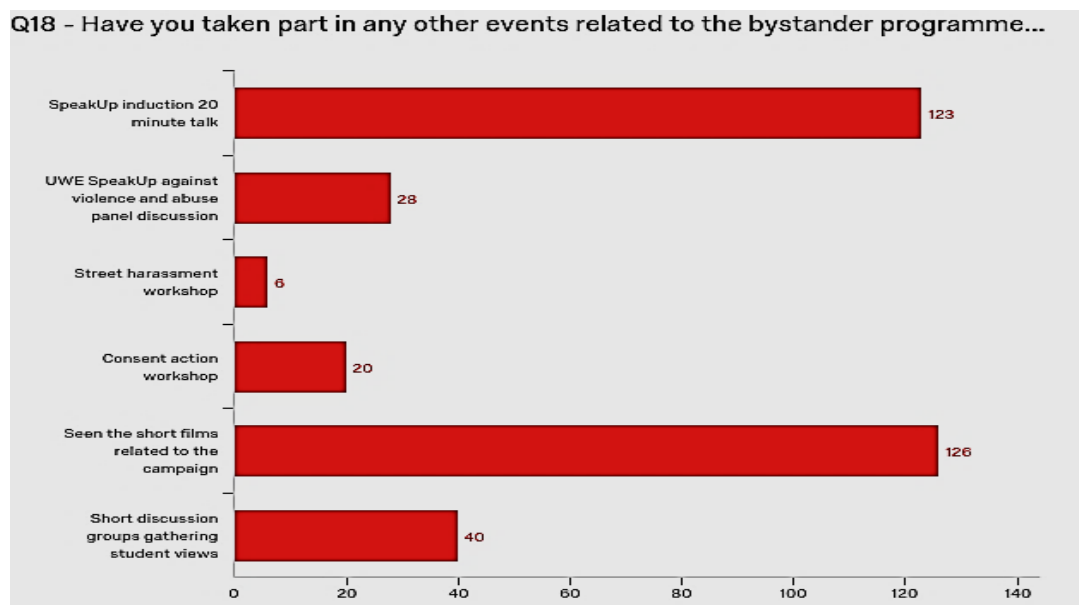
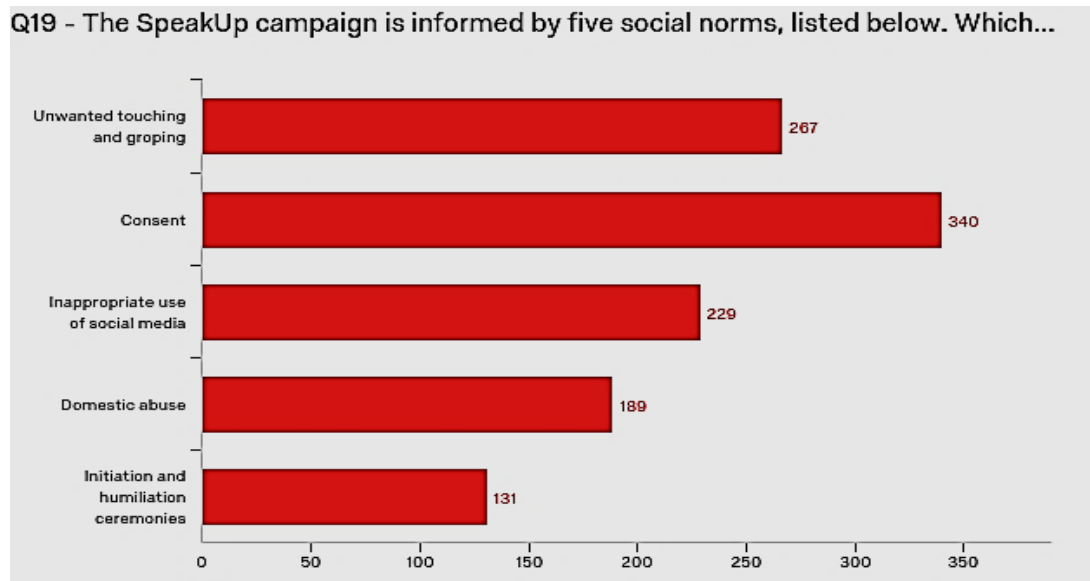**Graph 9. Survey respondents' awareness of social norms informing the UWE SpeakUp campaign.**

Which social norms have you seen or heard about? Please list all that apply.

Q19 - The SpeakUp campaign is informed by five social norms, listed below. Which...

Unwanted touching and groping	267
Consent	340
Inappropriate use of social media	229
Domestic abuse	189
Initiation and humiliation ceremonies	131

Headlines: There is **familiarity with aspects of The SpeakUp campaign** by a reasonable percentage of survey respondents. Particularly the films seem to be familiar, as do the five social norms related to them.

As discussed on page 6 of this report, a first publication from these surveys related to awareness of SA and DA on campus is in review (Bovill and White, in review). This paper is using findings from the research reported in this report to allocate students into three intervention groups. Group 1 is **active intervention (AI)** represented by those who took part in bystander or workshops. Group 2 is **passive intervention (PI)** represented by those who took part in, or responded to recognition of other aspects of the SpeakUp campaign. Group 3 is **no intervention (NI)** represented by those survey respondents who did not take part in and respond to recognition of either

bystander/workshops/other aspects of SpeakUp campaign. **Early analysis suggests that the AI group has higher awareness of SA and DA on campus than the PI or NI group. Additionally, when paired with higher confidence, more positive bystander actions occur.**

Introduction.

Report of research/evaluation of 2 hour bystander programme 2018-19.

Report of survey evaluation administered to all first year undergraduates who optionally took part in the pilot of the 2 hour bystander programme between September 2018 and February 2019.

N=130 first year students from ACE and HAS faculties at UWE optionally took part in the 2 hour bystander programme, delivered by trained academic staff. As this programme was optional, students self-selected to take part. This 2 hour programme is an adaptation of the original 8 hour intervention (Fenton et al., 2014), and has been developed by Bovill et al., (2018).

For further details of the bystander materials developed for this campaign please go to Office for Students where the materials are stored for institutions to adapt. Please reference:
Bovill, H., (or Mackay, F.) McCartan, K., Waller, R., Miguel Lazaro, A., Carrie, S. and Smith, T. (2018) *SpeakUp.* Bristol. UWE. In collaboration with UWE students, UWE Student Union, Uwe staff and external stakeholders; Bristol Zero Tolerance, Somerset and Avon Rape and Sexual Abuse Support, and Stand Against Racism and Inequality.

Evaluation surveys were adapted from Fenton et al., (2016). N=86 students completed evaluation responses to survey three. This represents a 66.2% response rate of all students who optionally took part in the 2 hour bystander programme. The survey was administered electronically via the Qualtrics platform. This helped to ensure students were not coerced into participating in the survey, as the facilitators of the programme could not identify who did or did not complete the survey. Students were able to complete the survey directly after delivery of the programme or at a later stage if they chose to do so. They were also free to not complete the survey.

Ethics.

Relevant ethical approval sought and granted from UWE Research Ethics Committee: Ref. no. UREC18.08.01. Further permission sought and granted from Professor Jane Harrington (Deputy Vice Chancellor and Provost, UWE) prior to commencing research.

External bodies did not fund this research. The author of this report declares no known conflict of interest.

No participant declaring as under 18 was eligible to take part in any survey; if they declared as such, they were directed to the end of the survey. Support services were available here if accessing this survey had triggered any issues for them. All surveys had information sheets and consent forms at the beginning of the survey. This detailed information regarding respondent rights and withdrawal processes. Survey respondents ticked that they had read and understood this information. They also ticked agree/disagree to take part in the survey. The survey supplied contact details of the Principal Investigator (Helen Bovill). Each survey provided support service information within and beyond the university.

Copies of all surveys in appendix A/B/C exported from Qualtrics platform in a word format.

Participant demographic information for survey three.

Table 5. Participant demographic information.

AGE	18 years 39.33%	19 years 24.72%	20 years 14.61%	21 years 5.82%	22+ years 15.73%	
Gender	Female 87.64%	Male 11.24%	Trans Female 0%	Trans Male 0%	Gender non-conforming 0%	Prefer not to say 1.12%
Sexual orientation	Bisexual 10.11%	Gay Woman 0%	Gay Man 0%	Heterosexual 84.27%	Other 3.37%	Prefer not to say 2.25%
Student status	Full-time 98.88%	Part-time 1.12%	Home 88.76%	In EU 7.87%	Outside EU 3.37%	

Data also collected on nationality, first language, religion or belief, relationship status, living arrangement.

Results from evaluation survey: the 2 hour bystander programme met its objectives.

Graph 10. Survey respondents' who agree/disagree the 2 hour bystander programme met its objectives.

Please read each of the following statements and indicate how much you agree or disagree with each one using the following scale. (Click on the dot and slide the scale).
I feel that the 2 hour Bystander Programme met its objectives of assisting me to:
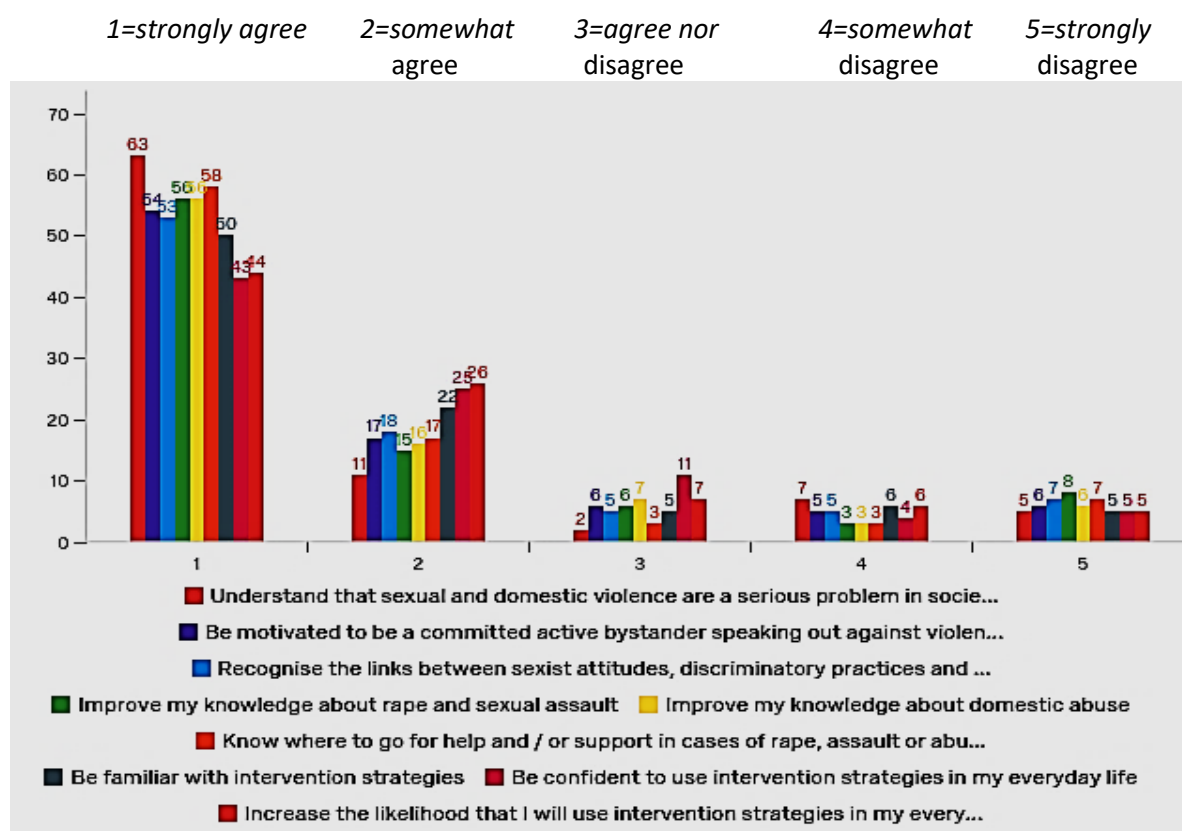
Headlines: A high percentage of survey respondents strongly agree/somewhat agree that bystander met its objectives. This further suggests that the **active intervention programme is effective in**

15

raising awareness, **which is suggested by survey one and two** as a high number of respondents strongly agree/somewhat agree that the 2 hour bystander programme met its objectives in helping them to:

Understand that sexual and domestic violence are a serious problem in society

Improve my knowledge about rape and sexual assault

Improve my knowledge about domestic abuse.

It also further suggests that the **active intervention programme is effective in raising confidence, which is suggested by survey one and two** as a high number of respondents strongly agree/somewhat agree that the 2 hour bystander programme met its objectives in helping them to:

Be confident to use intervention strategies in my everyday life.

It also further suggests that the **active intervention programme is effective in increasing the likelihood of positive actions, which is suggested by survey one and two** as a high number of respondents strongly agree/somewhat agree that the 2 hour bystander programme met its objectives in helping them to:
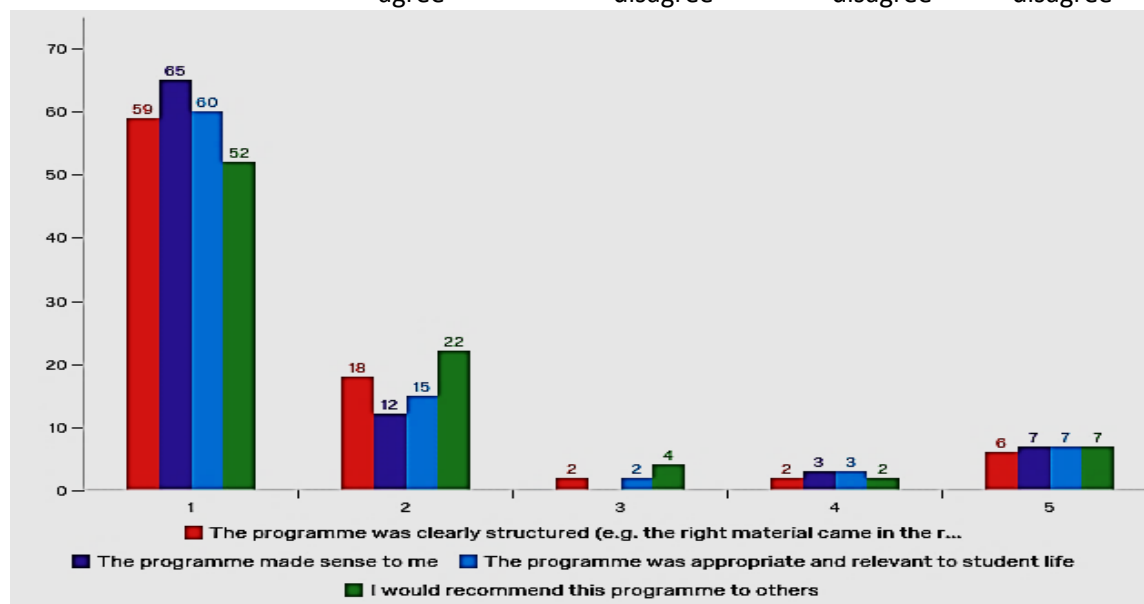
Be motivated to be a committed active bystander speaking out against violence

Know where to go for help and/or support in cases of rape, assault or abuse

Be familiar with intervention strategies

Increase the likelihood that I will use intervention strategies in my everyday life.

Results from evaluation survey: the 2 hour bystander programme was clearly structured/relevant/would recommend to others.

Graph 11. Number of survey respondents who agree/disagree the 2 hour bystander programme was clearly structured/relevant/would recommend to others.

Please read each of the following statements and indicate how much you agree or disagree with each one using the following scale. (Click on the dot and slide the scale).

| 1=strongly agree | 2=somewhat agree | 3=agree nor disagree | 4=somewhat disagree | 5=strongly disagree |

The programme was clearly structured (e.g. the right material came in the r...
The programme made sense to me **The programme was appropriate and relevant to student life**
**I would recommend this programme to others**

Headlines: A high percentage of survey respondents strongly agree/somewhat agree that the programme was well structured, made sense, was relevant, and they would recommend to others.

Results from evaluation survey: the length of the 2 hour bystander programme was about right.

Graph 12. Number of survey respondents who agree/disagree the length of the 2 hour bystander programme was about right.

Please read each of the following statements and indicate how much you agree or disagree with each one using the following scale. (Click on the dot and slide the scale).

1=strongly agree	*2=somewhat agree*	*3=agree nor disagree*	*4=somewhat disagree*	*5=strongly disagree*

Q19_1 – The length of the programme was about right
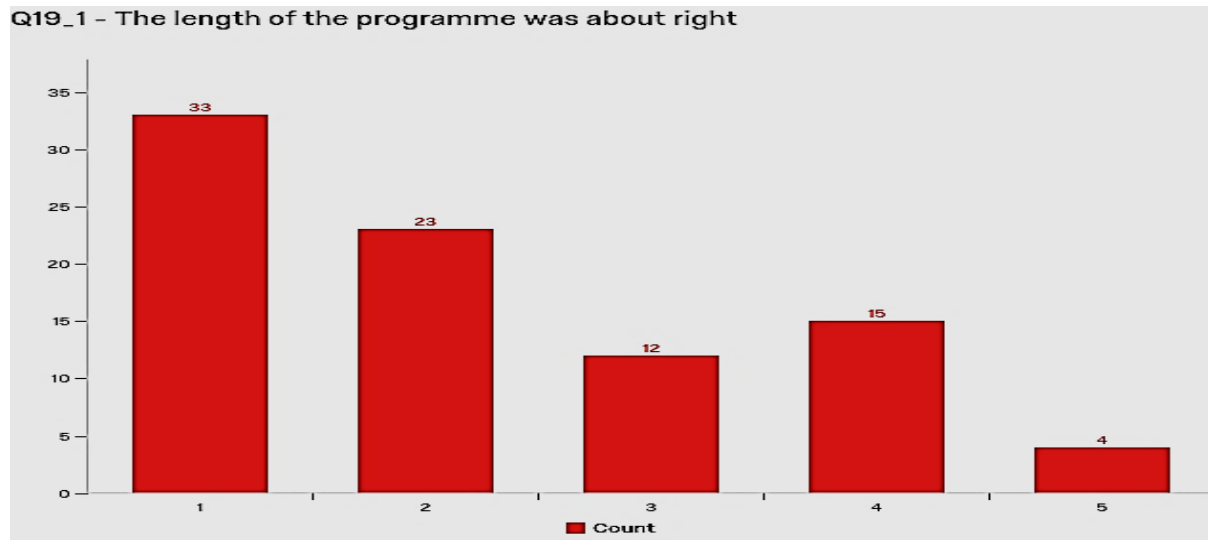
Some of the qualitative feedback regarding this question.

"It was very informative, even the things that we already knew was just put very simply and easy to understand. Did give more insight into the different perspectives and options to seek help within the university. Very good - worthwhile and perfect amount of time. Was very clear that you didn't have to disclose but was safe to do so if you wanted to without judgement."

"A bit longer would have allowed time to cover everything in greater depth."

"It felt more could have been covered with more time but I am also aware people have small attention spans."

"The length was perfect and engaging throughout. Very interesting and helpful."

"I think any more than 2 hours would've been too much but it would've been good to have had a break as it was quite intense."

Headlines: Overall survey respondents found the programme a good length but there is a significant proportion, who did not think so. Some respondents felt it was too long, others too short, and others that it needed breaking in to separate session. More understanding needed of this.

Results from evaluation survey: the content of the 2 hour bystander programme was pitched at the right level of seriousness.

Graph 13. Number of survey respondents who agree/disagree the content of the 2 hour bystander programme was pitched at the right level of seriousness.

Please read each of the following statements and indicate how much you agree or disagree with each one using the following scale. (Click on the dot and slide the scale).

1=strongly agree	*2=somewhat agree*	*3=agree nor disagree*	*4=somewhat disagree*	*5=strongly disagree*

Q23_1 – The content of the programme was pitched at the right level of seriousness...
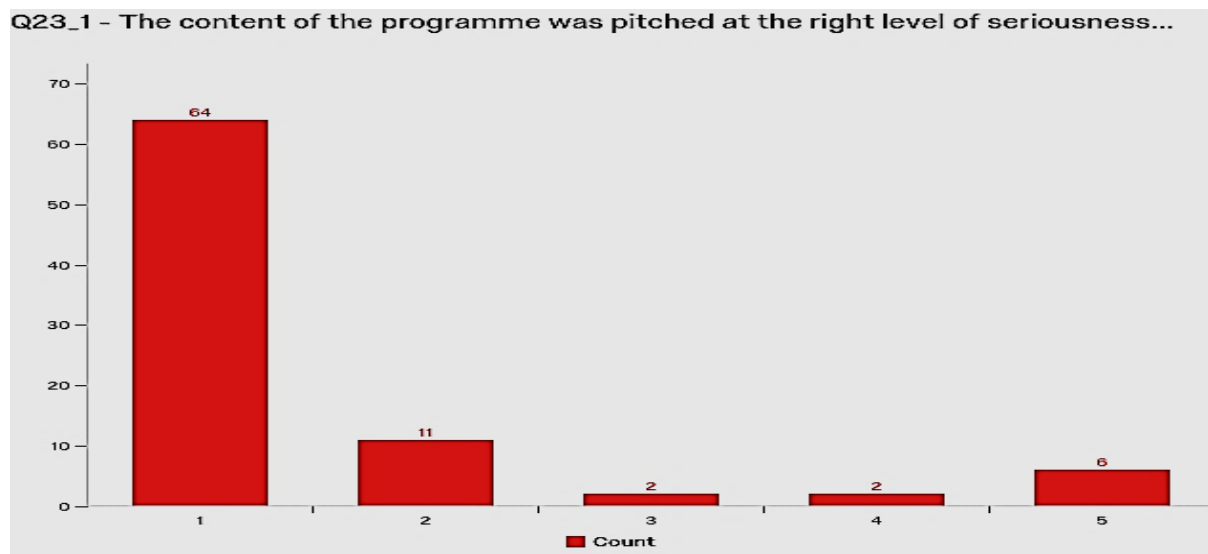
Some of the qualitative feedback regarding this question.

"It showed what is important and what we need to be aware of for the future."

"Everyone acted very mature during this session and shared stories with each other making sure we respected what others said."

"I get easily triggered & was very pleased that the video was not too upsetting. It managed to do what it needed without being too disturbing."

"Was engaging at the same time as being serious."

"We were made to feel very comfortable; it was kept light yet still very serious."

Headlines: Survey respondents indicate that overall the pitch of the programme is well judged, being both engaging but also getting a serious subject across. It does need to be noted however that six respondents did not feel the pitch of the programme was correct. More information is needed to understand if this was too serious (potentially triggering) or too light-hearted. One comment above is reassuring with reference to the potential for the programme not to be triggering.

Results from evaluation survey: the 2 hour bystander programme was relevant and based in student experience.

Graph 14. Number of survey respondents who agree/disagree the 2 hour bystander programme was relevant and based in student experience.

Please read each of the following statements and indicate how much you agree or disagree with each one using the following scale. (Click on the dot and slide the scale).

1=strongly agree	*2=somewhat agree*	*3=agree nor disagree*	*4=somewhat disagree*	*5=strongly disagree*

Q25_1 – The content of the programme was relevant (i.e. it was based in student exp...
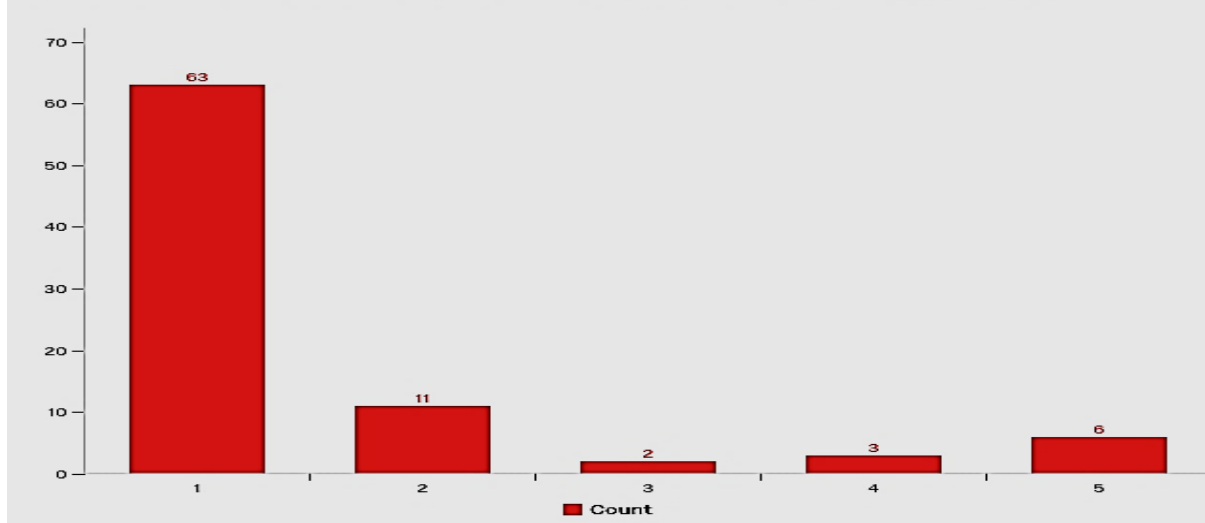
Some of the qualitative feedback regarding this question.

"Relevant to life situations, helped with remembering things on a night out and who to go to for help."

"Had a variety of content to suit everyone."

"Very relevant in year 1 of uni at my age as it is our first experiences of clubbing."

"The course was very relevant as it not only shows you what you could do if you see someone in that position but also shows you what you should receive should you be in the situation."

Headlines: Similar to above, survey respondents indicate that overall the programme is relevant, with nights out a feature. Six respondents strongly disagree that it was relevant and it would be useful to know more about this.

Results from evaluation survey: the content of the 2 hour bystander programme was inclusive.

Graph 15. Number of survey respondents who agree/disagree the content of the 2 hour bystander programme was inclusive.

Please read each of the following statements and indicate how much you agree or disagree with each one using the following scale. (Click on the dot and slide the scale).

1=strongly agree	2=somewhat agree	3=agree nor disagree	4=somewhat disagree	5=strongly disagree

Q27_1 – The content of the programme was inclusive (i.e. it represented people from...
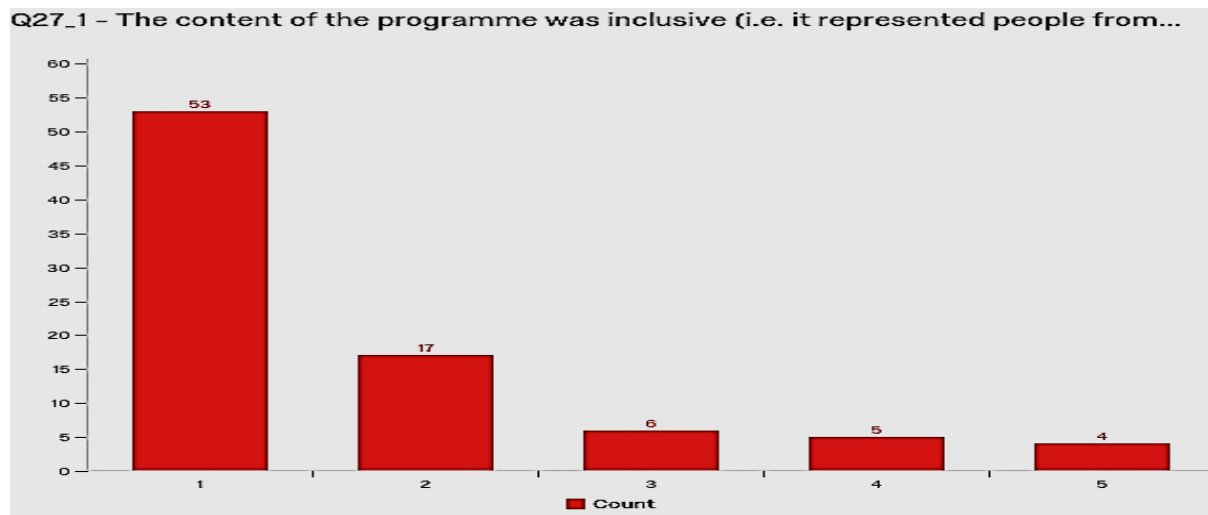
Some of the qualitative feedback regarding this question.

"Good because it shows that it can happen to anyone."

"It was made clear from the start that all the situations can happen to anyone or any race or sexuality."

"Quite inclusive."

"There weren't that many non heterosexual perspectives."

"Represented all types of people."

Headlines: Still a positive response, however a slightly more mixed response here with a proportion of survey respondents not feeling it was inclusive, for example the comment regarding integration of more non-heterosexual perspectives. The programme did attempt this, but more work might be needed here as it might on positively representing different cultural perspectives.

Recommendations from the three surveys.

1. **Development of action plans with a whole university approach**, which centralises student voice.
2. **Regular and systematic data collection on SA and DA on campus**, which feeds into reviews of action plans.
3. **Work with stakeholders,** including students, student activists and those who have experienced SA or DA as advocated by Bovill et al. (in review).
4. **Low awareness of SA and DA should be acknowledged and challenged early** on and throughout the student journey.
5. **More research to understand reasons for point 4**. Reasons were not tested in these surveys, but prior research is suggestive that this is potentially related to what students have learnt prior to coming to university through rape myths, rape permissive cultures, lad cultures, normalisation discourses, perpetuated once at university.
6. **More research to understand ramifications of point 4**. Ramifications were not tested in these surveys, but prior research is suggestive that students may be less likely to report or intervene with regard to SA and DA either for themselves or for others, if their awareness of SA and DA is low. Additionally when intervention does not occur because of low awareness, this may further contribute to pluralistic ignorance (no one is taking action so others must think this is normal behaviour, so I will not intervene either) and false consensus (no one is taking action on this behaviour, so my behaviour must be acceptable).
7. **Prior to and at induction low awareness of SA and DA needs to be acknowledged and challenged** this might begin to ameliorate some of the impacts of what is being referred to in some research as the Red Zone.
8. **Universities working with schools and colleges** prior to students coming to university to challenge low awareness of SA and DA and ameliorate impacts of Red Zone (as in point 7).
9. **Acknowledgement of the Red Zone** within intervention programmes. Though there is also a potential issue with acknowledging certain time periods as 'more dangerous' than others, so this needs more research.
10. **Active intervention is needed as it appears to be more effective** at challenging low awareness of SA and DA than passive or no intervention. This does not necessarily mean that all students must physically attend bystander programmes, but increasing the numbers that do may have a 'ripple effect'.
11. **Active intervention built into other modes of delivery,** for example through online interventions, which cause students to stop, pause, think and reconsider responses and potential actions and reactions. More research is needed here.
12. **Active intervention to target key influential students** who have the potential to impact on other students.
13. **Active intervention to target key influential student groups** who have the potential to impact on other students.
14. **Active intervention to target key groups where** SA and DA is known to be potentially more prevalent.
15. **More research on what constitutes effective active intervention** is necessary.
16. **Passive intervention is better than no intervention** and so information dissemination before and at induction, should be part of a plan of action, as it is able to target large numbers of students potentially.
17. **No intervention is not an option** if universities are serious about tackling this challenge.
18. **Intervention across a range of mediums** needs to occur **throughout the student journey.** This was not tested in these surveys but prior research is suggestive that one off doses of intervention do not work.

19. **Students need more opportunities to talk about SA and DA**. This could form part of curriculum activities. There were a number of missed opportunities to intervene reported (i.e. intervention could have occurred but did not). In particular around talking to friends about SA and DA and about what makes a relationship abusive. This is in line with low awareness of SA and DA outlined in the points above.
20. **Length of the 2 hour bystander programme needs further research**. Overall, the 2 hour bystander programme was well reviewed by those students who experienced it, though optimum length of the programme is still unclear.
21. **The inclusivity of the 2 hour programme needs further research**. How can programmes be more inclusive to those from diverse backgrounds? For example, how can it be more appealing to the spectrum of sexuality? How can cultural differences be embedded more inclusively? How can the spectrum of genders be encouraged to work together to see this as everyone's issue? These are all areas in need of further research.

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Notes[i] The evidence-based scales, which this current study is based upon, used the terms Sexual abuse and intimate partner abuse. The research is aware of the range of terms used to encompass this arena, such as sexual violence, gender based violence, dating abuse e.t.c. The research adopts the terms sexual abuse (SA) and adapts intimate partner abuse using the term domestic abuse (DA) instead as it is the term used in the university social norms campaign which this research is based upon. Therefore, the research uses the terms SA and DA throughout this Report, except where using the words or terms of others.

[ii] The social norms campaign adopted in this university setting consisted of: a 2 hour bystander programme, short 20 minute induction talks, panel discussions, street harassment workshops, consent action workshops, short 30 second animation films (developed and related to the social norms of unwanted touching and groping, consent, inappropriate use of social media, domestic abuse, initiation and humiliation ceremonies), and finally short discussions. We have defined the following as Active Interventions (AI) as they included two-way interactive interventions: 2-hour bystander programme, street harassment workshop, consent action workshop. We have defined the following as Passive Interventions (PI) as they included one-way, short transmission interventions: short 20-minute induction talk, panel discussion, short 30-second animation films, short discussions.

Appendix A

Survey one

Q1 Students who fill in this questionnaire can opt in to be placed into a randomized draw to receive a £25 Amazon voucher. If you want to be placed in this draw please supply an email address. This does not impact on your anonymity as the data and selection for the prize will be separate.

Do you want to be placed in this draw?

○ Yes (1)

○ No (2)

Q2 Please insert your email for the prize draw

Q3   Why am I being asked to fill this questionnaire in?

This is the first of two questionnaires to help us understand what first year undergraduate students at UWE think about certain aspects of student life. The second questionnaire will be sent out next year to anonymously compare change over time, we would really appreciate you filling that one out also when we send it to you.

In this, and the other questionnaire next year, you will be asked about your views/experiences on some aspects of student culture that may be familiar or unfamiliar to you, as well as being asked about difficult and sometimes upsetting situations including, for example, violence or sexual coercion. We're asking these questions to help UWE respond appropriately to problems or issues that students may have.

Your participation in this research is a valuable contribution to this important project – thank you. The anonymous data from this research may be archived and used in future research projects.

There are two important things to remember about this questionnaire:

1. These questions are being asked of hundreds of students – this means your responses are anonymous. Your data will be stored using a 'unique code' that you will create.

2. If at any time the questionnaire raises issues for you that you need to discuss with someone supportive, please don't hesitate to contact the Principal Investigator for this research Dr Helen Bovill helen2.bovill@uwe.ac.uk who will be able to answer any questions you have and signpost you to any help, advice or support that you would find useful. Alternatively you can access UWE support (details at end of survey).

It should not take longer than 10 minutes to complete the questionnaire.

Ethics and informed consent

You may decline to participate in this research or withdraw your consent - meaning that your data will be deleted – up to one month after completion of this survey. You can do this by contacting

Helen Bovill   helen2.bovill@uwe.ac.uk with your unique code. You do not have to give a reason for withdrawing your data. Withdrawing your data will not affect your studies at UWE in anyway

Have you read and do you understand the above information?

  ◯ Agree (1)

  ◯ Disagree (if you indicate disagree you will be taken to the end of the survey) (2)

Q4 Do you agree to take part in this research?

  ◯ Agree (1)

  ◯ Disagree (If you indicate disagree you will be taken to the end of the survey) (2)

Q5 Please give your age in years.

  ◯ under 18 (If you are under 18 you cannot be included in the study and so you will be taken to the end of the survey. (1)

  ◯ 18 (2)

  ◯ 19 (3)

  ◯ 20 (4)

  ◯ 21 (5)

  ◯ 22+ (6)

Q6 Please provide the following information to give you a "unique identifier" code so your answers are anonymous. -Day of the month that you were born (2 digits, from 01 to 31) -First two letters of

your first name -The major subject you are studying at university (e.g. early childhood/education/primary/criminology)

Please put the entire code into the box below. This will help us in case you wish to withdraw your data.

Q7 To which gender identity do you most identify?

○ Female (1)

○ Male (2)

○ Transgender female (3)

○ Transgender male (4)

○ Gender variant/non-conforming (5)

○ Prefer not to say (6)

Q8 To which sexual orientation do you most identify?

○ Bisexual (1)

○ Gay woman/lesbian (2)

○ Gay man (3)

○ Heterosexual (4)

○ Other (5)

○ Prefer not to say (6)

Q9 Are you a full-time or part-time student?

○ Full-time (1)

○ Part-time (2)

Q10 What is your student status?

○ Home student (UK) (1)

○ Student from within the EU (2)

○ Student from outside the EU (3)

Q11 Please state your nationality

Q12 Is English your first language?

○ Yes (1)

○ No (2)

Q13 Please state your first language.

Q14 What is your religion or belief?

○ No Religion (includes Humanist, Atheist or Agnostic) (1)

○ Christian (includes Church of England, Catholic, Protestant and all other Christian denominations) (2)

○ Buddhist (3)

○ Hindu (4)

○ Jewish (5)

○ Muslim (6)

○ Sikh (7)

○ Other (8)

○ Prefer not to say (9)

Q15 What is your current relationship status?

○ Single (1)

○ In a relationship (2)

○ Engaged (3)

○ Married/Civil Partnership (4)

○ Prefer not to say (5)

Q16 What are your current living arrangements as a student?

○ Live off campus (with parents) (1)

○ Live off campus (with partner) (2)

○ Live off campus (by myself) (3)

○ Live off campus (shared house - residents the same sex) (4)

○ Live off campus (shared house - residents mixed sex) (5)

○ Live on campus (shared house - residents the same sex) (6)

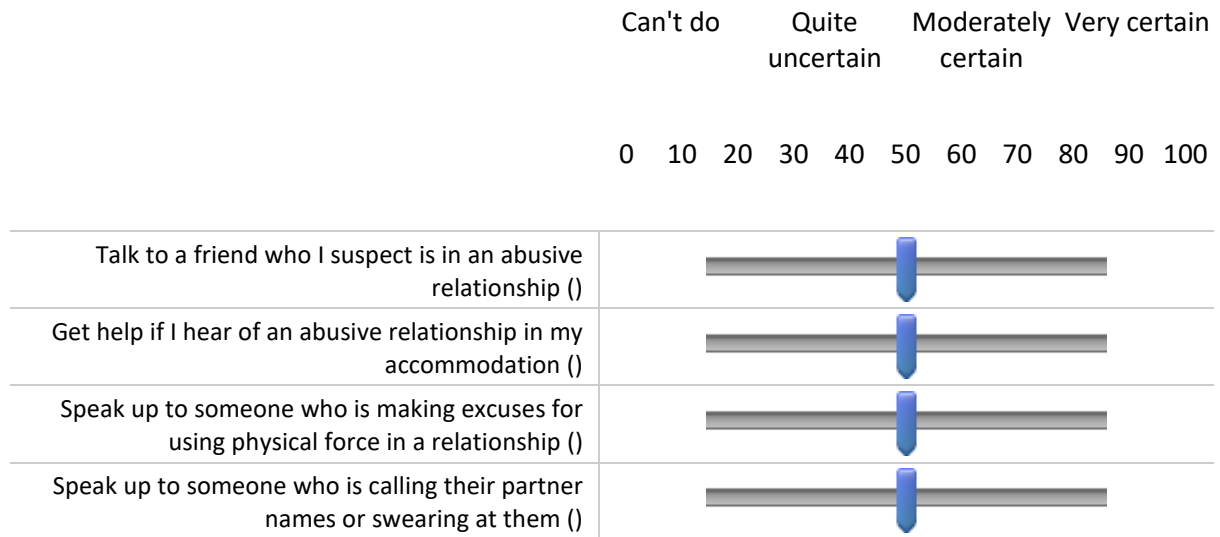○ Live on campus (shared house - residents mixed sex) (7)

Q17 Please read each of the following statements and indicate how much you agree or disagree with each one using the following scale. (Click on each dot and slide the scale).

	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
	1	2	3	4	5
Sexual abuse is a problem on campus ()			●		
I cannot do much about sexual abuse on campus ()			●		
I do not need to think about sexual abuse on campus ()			●		
Domestic abuse is a problem on campus ()			●		
I cannot do much about domestic abuse on campus ()			●		
I do not need to think about domestic abuse on campus ()			●		

Q18 Please read each of the following behaviours and indicate how confident you are that you COULD do them. Rate your degree of confidence by recording a percentage from 0 to 100 using the scale given below. (Click on each dot and slide the scale)

	Can't do		Quite uncertain			Moderately certain			Very certain		
	0	10	20	30	40	50	60	70	80	90	100
Get help and resources for a friend who tells me they have been assaulted or raped ()						●					
Do something to help a very drunk person who is being brought upstairs to a bedroom by a group of people at a party ()						●					
Do something if I see a woman surrounded by a group of men at a party who looks very uncomfortable ()						●					
Do something if I see a man surrounded by a group of women at a party who looks very uncomfortable ()						●					
Speak up to someone who is making excuses or forcing someone to have sex with them ()						●					

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Q19 Please read each of the following behaviours and indicate how confident you are that you COULD do them. Rate your degree of confidence by recording a percentage from 0 to 100 using the scale given below. (Click on each dot and slide the scale).

	Can't do	Quite uncertain	Moderately certain	Very certain

0   10   20   30   40   50   60   70   80   90   100

Talk to a friend who I suspect is in an abusive relationship ()	
Get help if I hear of an abusive relationship in my accommodation ()	
Speak up to someone who is making excuses for using physical force in a relationship ()	
Speak up to someone who is calling their partner names or swearing at them ()	

Q20 Please read the list below and indicate Y (for yes) or N (for no) for all the items indicating behaviours you have actually engaged in IN THE LAST 6 MONTHS. If you have not been in a situation like that in the past 6 months, indicate "no opportunity"

	Y (yes) (1)	N (no) (2)	No opportunity (3)
I talked with a friend about sexual and/or domestic violence/abuse (1)	○	○	○
I talked with a friend about what makes a relationship abusive and what warning signs might be (2)	○	○	○
I let a friend I suspect had been sexually assaulted know that I was available for help and support (3)	○	○	○
I supported a friend who wanted to report sexual assault or domestic violence/abuse that happened to them (4)	○	○	○
I saw a friend taking a very intoxicated person up to their room, I said something and asked what the friend was doing (5)	○	○	○
I confronted a friend who made excuses for abusive behaviour by others (6)	○	○	○
I expressed disagreement with a friend who said having sex with someone who is passed out or very drunk is okay (7)	○	○	○
I saw a friend grabbing or pushing their partner, and I said something to them about it (8)	○	○	○
I heard a friend insulting their partner, and I said something to them about it (9)	○	○	○
I heard a friend talking about forcing someone to have sex with them, and I spoke up against it (10)	○	○	○

I heard a friend talking about using physical force with their partner, and I spoke up against it (11)	○	○	○
I walked a friend home from a party when they had too much to drink (12)	○	○	○
I went with a friend to talk with someone (community resource, police, crisis centre, etc.) about an unwanted sexual experience or domestic violence/abuse (13)	○	○	○
I called 999 or authorities when a friend needed help because of being hurt sexually or physically (14)	○	○	○
I made sure a friend didn't leave a drunk friend behind at a party (15)	○	○	○
I called a support centre or community resource for help when a friend said they experienced sexual or domestic violence/abuse (16)	○	○	○
When I heard that a friend was accused of sexual abuse or domestic violence/abuse, I came forward with what I knew rather than keeping silent (17)	○	○	○

End of Block: Introduction

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Appendix B

Survey two

Q1 Students who fill in this questionnaire can opt in to be placed into a randomized draw to receive a £25 Amazon voucher. If you want to be placed in this draw please supply an email address. Please note, YOU MUST COMPLETE THE QUESTIONNAIRE IN FULL, TO BE ENTERED INTO THE DRAW. This does not impact on your anonymity as the data and selection for the prize will be separate.

Do you want to be placed in this draw?

○ Yes (1)

○ No (2)

Q2 Please insert your email for the prize draw

_____

Q3   Why am I being asked to fill this questionnaire in?

This is a second questionnaire to help us understand what first year undergraduate students at UWE think about certain aspects of student life. PLEASE FILL IN THIS QUESTIONNAIRE, EVEN IF YOU DID NOT FILL IN THE FIRST ONE, WE STILL WANT TO KNOW WHAT YOU THINK.

You will be asked about your views/experiences on some aspects of student culture, as well as being asked about difficult and sometimes upsetting situations including, for example, violence or sexual coercion. We're asking these questions to help UWE respond appropriately to problems or issues that students may have.

The anonymous data from this research may be archived and used in future research projects.

There are two important things to remember about this questionnaire:

1. These questions are being asked of hundreds of students – this means your responses are anonymous.Your data will be stored using a 'unique code' that you will create.

2. If at any time the questionnaire raises issues for you that you need to discuss with someone supportive, please don't hesitate to contact Dr Helen Bovill helen2.bovill@uwe.ac.uk who will answer questions you have or signpost you to help, advice or support. Alternatively you can access UWE support (details at the end of this survey).

It should not take longer than 10 minutes to complete the questionnaire.

Ethics and informed consent

You may decline to participate in this research or withdraw your consent - meaning that your data will be deleted – up to one month after completion of this survey. You can do this by contacting Helen Bovill   helen2.bovill@uwe.ac.uk with your unique code. You do not have to give a reason for withdrawing your data. Withdrawing your data will not affect your studies at UWE in anyway

Have you read and do you understand the above information?

  ○ Agree (1)

  ○ Disagree (if you indicate disagree you will be taken to the end of the survey) (2)

Q4 Do you agree to take part in this research?

  ○ Agree (1)

  ○ Disagree (If you indicate disagree you will be taken to the end of the survey) (2)

Q5 Please give your age in years.

  ○ under 18 (If you are under 18 you cannot be included in the study and so you will be taken to the end of the survey. (1)

  ○ 18 (2)

  ○ 19 (3)

  ○ 20 (4)

  ○ 21 (5)

  ○ 22+ (6)

Q6 Please provide the following information to give you a "unique identifier" code so your answers are anonymous. -Day of the month that you were born (2 digits, from 01 to 31) -First two letters of your first name -The major subject you are studying at university (e.g. early childhood/education/primary/criminology)   Please put the entire code into the box below. This will help us in case you wish to withdraw your data.

_____

Q7 Which gender identity do you most identify with?

○ Female (1)

○ Male (2)

○ Transgender female (3)

○ Transgender male (4)

○ Gender variant/non-conforming (5)

○ Prefer not to say (6)

Q8 Which sexual orientation do you most identify with?

○ Bisexual (1)

○ Gay woman/lesbian (2)

○ Gay man (3)

○ Heterosexual (4)

○ Other (5)

○ Prefer not to say (6)

Q9 Are you a full-time or part-time student?

○ Full-time (1)

○ Part-time (2)

Q10 What is your student status?

    ◯ Home student (UK) (1)

    ◯ Student from within the EU (2)

    ◯ Student from outside the EU (3)

Q11 Please state your nationality

_____

Q12 Is English your first language?

    ◯ Yes (1)

    ◯ No (2)

Q13 Please state your first language.

_____

Q14 What is your religion or belief?

○ No Religion (includes Humanist, Atheist or Agnostic) (1)

○ Christian (includes Church of England, Catholic, Protestant and all other Christian denominations) (2)

○ Buddhist (3)

○ Hindu (4)

○ Jewish (5)

○ Muslim (6)

○ Sikh (7)

○ Other (8)

○ Prefer not to say (9)

Q15 What is your current relationship status?

○ Single (1)

○ In a relationship (2)

○ Engaged (3)

○ Married/Civil Partnership (4)

○ Prefer not to say (5)

Q16 What are your current living arrangements as a student?

○ Live off campus (with parents) (1)

○ Live off campus (with partner) (2)

○ Live off campus (by myself) (3)

○ Live off campus (shared house - residents the same sex) (4)

○ Live off campus (shared house - residents mixed sex) (5)

○ Live on campus (shared house - residents the same sex) (6)

○ Live on campus (shared house - residents mixed sex) (7)

Q17 Have you taken part in the 2 hour Bystander Programme (aimed at helping students to safely intervene when a situation feels wrong)?

○ Yes (1)

○ No (2)

Q18 Have you taken part in any other events related to the bystander programme or as part of SpeakUp? (Please highlight all that apply).

☐ SpeakUp induction 20 minute talk (1)

☐ UWE SpeakUp against violence and abuse panel discussion (2)

☐ Street harassment workshop (3)

☐ Consent action workshop (4)

☐ Seen the short films related to the campaign (6)

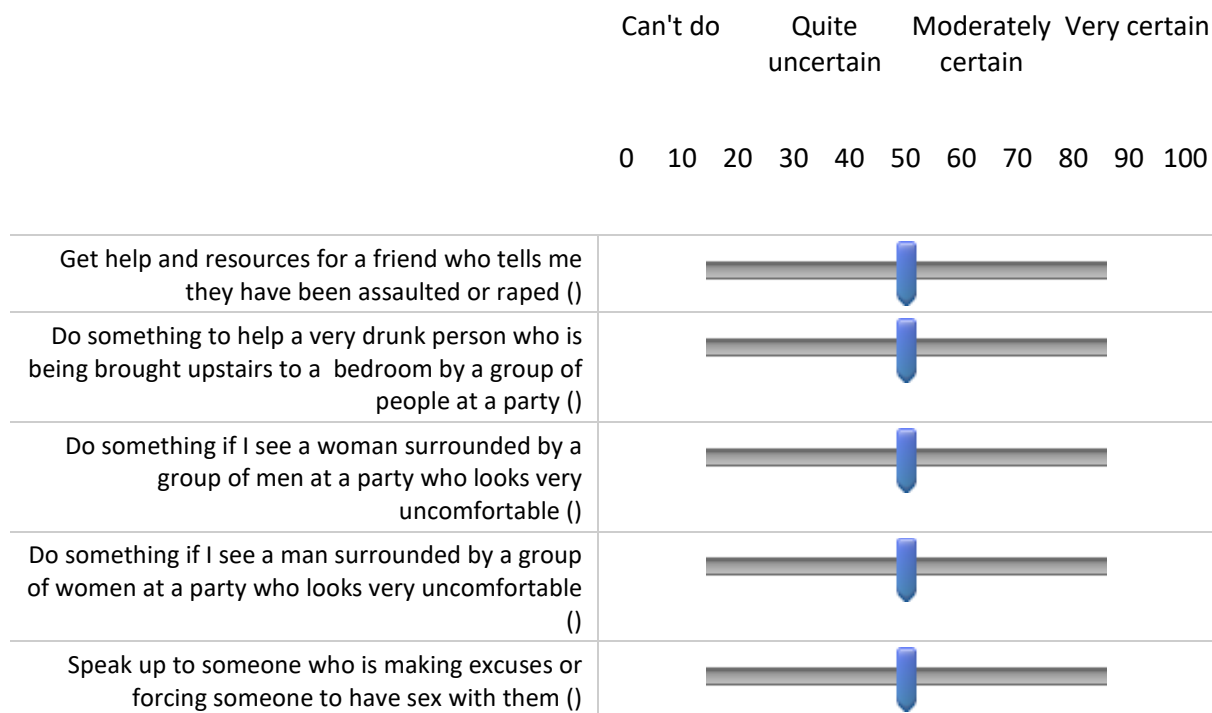☐ Short discussion groups gathering student views (7)

Q19 The SpeakUp campaign is informed by five social norms, listed below. Which ones have you seen or heard about at UWE? (Please highlight all that apply).

☐ Unwanted touching and groping (1)

☐ Consent (2)

☐ Inappropriate use of social media (3)

☐ Domestic abuse (4)

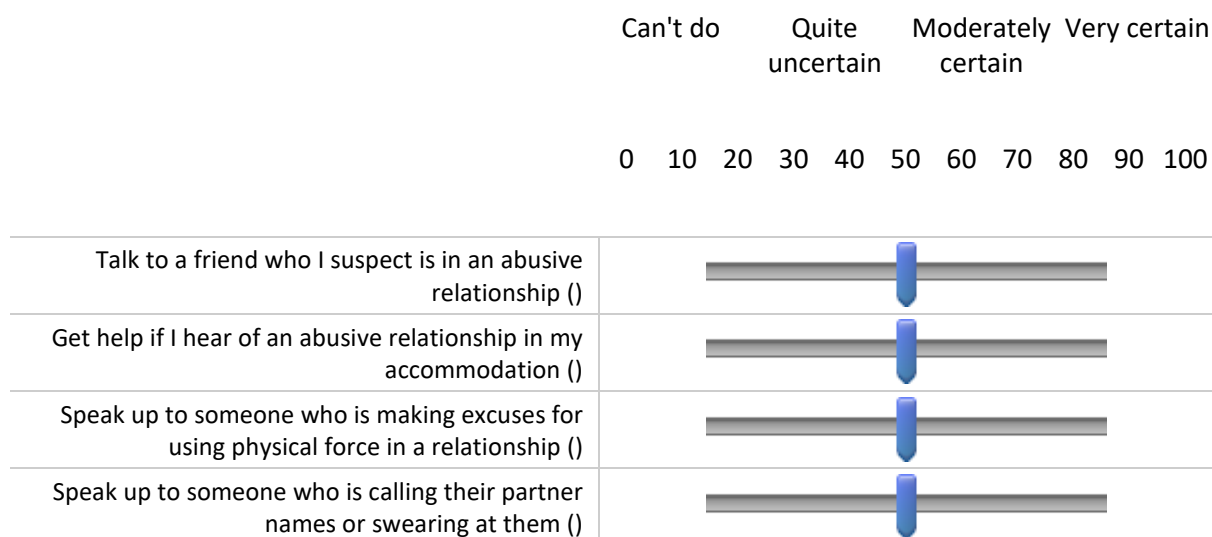☐ Initiation and humiliation ceremonies (5)

Q20 Please read each of the following statements and indicate how much you agree or disagree with each one using the following scale. (Click on the dot and slide the scale).

	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
	1	2	3	4	5
Sexual abuse is a problem on campus ()			●		
I cannot do much about sexual abuse on campus ()			●		
I do not need to think about sexual abuse on campus ()			●		
Domestic abuse is a problem on campus ()			●		
I cannot do much about domestic abuse on campus ()			●		
I do not need to think about domestic abuse on campus ()			●		

Q21 Please read each of the following behaviours and indicate how confident you are that you COULD do them. Rate your degree of confidence by recording a percentage from 0 to 100 using the scale given below. (Click on the dot and slide the scale).

	Can't do	Quite uncertain	Moderately certain	Very certain

0   10   20   30   40   50   60   70   80   90   100

Get help and resources for a friend who tells me they have been assaulted or raped ()	
Do something to help a very drunk person who is being brought upstairs to a bedroom by a group of people at a party ()	
Do something if I see a woman surrounded by a group of men at a party who looks very uncomfortable ()	
Do something if I see a man surrounded by a group of women at a party who looks very uncomfortable ()	
Speak up to someone who is making excuses or forcing someone to have sex with them ()	

Q22 Please read each of the following behaviours and indicate how confident you are that you COULD do them. Rate your degree of confidence by recording a percentage from 0 to 100 using the scale given below. (Click on the dot and slide the scale).

	Can't do	Quite uncertain	Moderately certain	Very certain

0   10   20   30   40   50   60   70   80   90   100

Talk to a friend who I suspect is in an abusive relationship ()	
Get help if I hear of an abusive relationship in my accommodation ()	
Speak up to someone who is making excuses for using physical force in a relationship ()	
Speak up to someone who is calling their partner names or swearing at them ()	

Q23 Please read the list below and indicate Y (for yes) or N (for no) for all the items indicating behaviours you have actually engaged in IN THE LAST 2 MONTHS. If you have not been in a situation like that in the past two months, indicate "no opportunity."

42

43	Y (yes) (1)	N (no) (2)	No opportunity (3)
I talked with a friend about sexual and/or domestic violence/abuse (1)	◯	◯	◯
I talked with a friend about what makes a relationship abusive and what warning signs might be (2)	◯	◯	◯
I let a friend I suspect had been sexually assaulted know that I was available for help and support (3)	◯	◯	◯
I supported a friend who wanted to report sexual assault or domestic violence/abuse that happened to them (4)	◯	◯	◯
I saw a friend taking a very drunk person up to their room, I said something and asked what the friend was doing (5)	◯	◯	◯
I confronted a friend who made excuses for abusive behaviour by others (6)	◯	◯	◯
I expressed disagreement with a friend who said having sex with someone who is passed out or very drunk is okay (7)	◯	◯	◯
I saw a friend grabbing or pushing their partner, I said something to them about it (8)	◯	◯	◯
I heard a friend insulting their partner, I said something to them about it (9)	◯	◯	◯
I heard a friend talking about forcing someone to have sex with them, and I spoke up against it (10)	◯	◯	◯

I heard a friend talking about using physical force with their partner, and I spoke up against it (11)	○	○	○
I walked a friend home from a party when they had too much to drink (12)	○	○	○
I went with a friend to talk with someone (community resource, police, crisis centre, etc.) about an unwanted sexual experience or domestic violence/abuse (13)	○	○	○
I called 999 or authorities when a friend needed help because of being hurt sexually or physically (14)	○	○	○
I made sure a friend didn't leave a drunk friend behind at a party (15)	○	○	○
I called a support centre or community resource for help when a friend said they experienced sexual or domestic violence/abuse (16)	○	○	○
When I heard that a friend was accused of sexual abuse or domestic violence/abuse, I came forward with what I knew rather than keeping silent (17)	○	○	○

End of Block: Introduction

Appendix C

Survey three

Q1 Students who fill in this questionnaire can opt in to be placed into a randomized draw to receive a £25 Amazon voucher. If you want to be placed in this draw please supply an email address. This does not impact on your anonymity as the data and selection for the prize will be separate.

 Do you want to be placed in this draw?

○ Yes (1)

○ No (2)

Q2 Please insert your email for the prize draw

_____

Q3   Why am I being asked to fill this questionnaire in?

The questionnaire is designed to provide university researchers with anonymous data to help us to understand the extent to which the Bystander Programme is successful in meeting its objectives. You will be asked about your views on aspects of the two hour Bystander Programme you have received. It is necessary to ask these questions in order to make sure that UWE is responding appropriately to problems or issues that students may have, no matter how rare these may be.

Your participation in this research is a valuable contribution to this important project – thank you. The anonymous data from this research may be archived and used in future research projects.

There are two important things to remember about this questionnaire:

1. These questions are being asked of hundreds of students – this means your responses are anonymous .Your data will be stored using a 'unique code' that you will create.

2. If at any time the questionnaire raises issues for you that you need to discuss with someone supportive, please don't hesitate to contact the Principal Investigator for this research Dr Helen Bovill helen2.bovill@uwe.ac.uk who will be able to answer any questions you have and signpost you to any help, advice or support that you would find useful. Alternatively you can access UWE support (details at end of survey).

It should not take longer than 10 minutes to complete the questionnaire.

 Ethics and informed consent

You may decline to participate in this research or withdraw your consent - meaning that your data will be deleted – up to one month after completion of this survey. You can do this by contacting Helen Bovill   helen2.bovill@uwe.ac.uk with your unique code. You do not have to give a reason for

withdrawing your data. Withdrawing your data will not affect your studies at UWE in anyway   Have you read and do you understand the above information?

◯ Agree (1)

◯ Disagree (if you indicate disagree you will be taken to the end of the survey) (2)

Q4 Do you agree to take part in this research?

◯ Agree (1)

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Q5 Please give your age in years.

◯ under 18 (If you are under 18 you cannot be included in the study and so you will be taken to the end of the survey. (1)

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○ Other (5)

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Q9 Are you a full-time or part-time student?

○ Full-time (1)

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Q10 What is your student status?

○ Home student (UK) (1)

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_____

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○ Yes (1)

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Q13 Please state your first language.

_____

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○ Muslim (6)

○ Sikh (7)

○ Other (8)

○ Prefer not to say (9)

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○ Live off campus (with parents) (1)

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○ Live off campus (by myself) (3)

○ Live off campus (shared house - residents the same sex) (4)

○ Live off campus (shared house - residents mixed sex) (5)

○ Live on campus (shared house - residents the same sex) (6)

○ Live on campus (shared house - residents mixed sex) (7)

Q17 Please read each of the following statements and indicate how much you agree or disagree with each one using the following scale. (Click on the dot and slide the scale).I feel that the 2 hour Bystander Programme met its objectives of assisting me to:

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
	1	2	3	4	5
Understand that sexual and domestic violence are a serious problem in society and in student populations ()					
Be motivated to be a committed active bystander speaking out against violence ()					
Recognise the links between sexist attitudes, discriminatory practices and gender based violence ()					
Improve my knowledge about rape and sexual assault ()					
Improve my knowledge about domestic abuse ()					
Know where to go for help and / or support in cases of rape, assault or abuse ()					
Be familiar with intervention strategies ()					
Be confident to use intervention strategies in my everyday life ()					
Increase the likelihood that I will use intervention strategies in my everyday life ()					

Q18 Please read each of the following statements and indicate how much you agree or disagree with each one using the following scale. (Click on the dot and slide the scale).

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
	1	2	3	4	5
The programme was clearly structured (e.g. the right material came in the right order) ()					
The programme made sense to me ()					
The programme was appropriate and relevant to student life ()					
I would recommend this programme to others ()					

Q19 Please read The following statement and indicate how much you agree or disagree with it using the following scale. (Click on the dot and slide the scale).

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
	1	2	3	4	5
The length of the programme was about right ()					

Q20 Please add comments about your views on the length of the programme.

_____

Q21 Please read The following statement and indicate how much you agree or disagree with it using the following scale. (Click on the dot and slide the scale).

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
	1	2	3	4	5
The facilitator(s) of the programme did a good job teaching and supporting me ()					

Q22 Please add comments about your views on how the programme was facilitated.

_____

Q23 Please read The following statement and indicate how much you agree or disagree with it using the following scale. (Click on the dot and slide the scale).

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
	1	2	3	4	5
The content of the programme was pitched at the right level of seriousness (i.e. it was not too light or too hard hitting). ()					

Q24 Please add comments about your views on the level of seriousness of the programme.

_____

Q25 Please read The following statement and indicate how much you agree or disagree with it using the following scale. (Click on the dot and slide the scale).

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
	1	2	3	4	5
The content of the programme was relevant (i.e. it was based in student experience/students could relate to it) . ()					

Q26 Please add comments about your views on the relevance of the programme.

_____

Q27 Please read The following statement and indicate how much you agree or disagree with it using the following scale. (Click on the dot and slide the scale).

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
	1	2	3	4	5
The content of the programme was inclusive (i.e. it represented people from all backgrounds e.g cultures/gender/sexuality/social class) ()					

Q28 Please add comments about your views on the inclusivity of the programme.

_____

Q29 Please add any other comments or recommendations you have about about the programme and the facilitation of the programme.

_____

End of Block: Introduction