



Bystander Initiative

Welsh Pilot Research Report

Welsh Women's Aid

March 2018

Abstract

The Bystander Initiative was piloted by Welsh Women's Aid in universities across Wales and assessed to determine whether it is effective in addressing sexual violence and domestic abuse with the Welsh student population. 4 Welsh universities took part in the pilot, with a full programme being delivered in each institute. Students volunteered to attend the course, and data was gathered before and after the programme for each attendee. This data comprised of quantitative data from an attitudinal survey, as well as qualitative data from repeated focus groups. This trained sample also provided a separate course evaluation as a third data source. Base statistical data to represent the wider student population was also gathered through an online version of the attitudinal survey and was analysed with the before and after statistics from training. Findings across all 3 data sources show that the Bystander Initiative is effective in increasing the knowledge of students regarding sexual violence/domestic abuse, and that this knowledge has changed their attitudes towards these issues. Findings also show that following the training, students are more aware of strategies to intervene and are more confident in doing so. Students expressed that they think the Bystander Initiative should become compulsory for all university students, with suggestions that the target age should be lowered to include 16 to 18 year olds. Comparing the base cohort data to training attendees before scores, similar improvements could be expected for the wider student populations should the Bystander Initiative be more widely available. Findings also show that for best results, the training needs to be facilitated by trained external professionals due to the sensitivity of topics and the frequency of personal disclosures throughout the pilot.

Acknowledgements

Welsh Women's Aid would like to take this opportunity to thank all institutes and individuals who contributed to piloting the Bystander Initiative and the research into its effectiveness.

Specifically, we would like to thank Dr Rachel Fenton for her assistance in gathering materials for this project.

We would also like to thank the staff at Aberystwyth University, Cardiff University, Swansea University and Crosskeys College (Coleg Gwent, hosting University of South Wales courses) for all of their cooperation and assistance in hosting the training and providing access to our samples.

Finally, we would like to thank the students who participated across the four campuses for their time, honesty and enthusiasm in this pilot; without your help this research would not have been possible.

Contents

	Page
Introduction	5
Background	6
Methodology	7
Findings and discussion	9
• Demographical data	9
• Comparative data	11
• Focus Group findings	23
• Course Evaluation findings	30
Conclusion	34
Bibliography	36

Introduction

Sexual violence and domestic abuse are predominant issues among university life, with 28.5% of students in one survey reporting experiencing sexual assault (CUSU, 2014). This report will evaluate the Welsh pilot of the Bystander Initiative – a training course which aims to teach students about domestic abuse and sexual violence, as well as how they can intervene to prevent abuses and provide support to survivors. This pilot training was facilitated and research completed by Welsh Women's Aid, to see whether this training is effective in Welsh universities with the student population.

Established in 1978, Welsh Women's Aid is the umbrella organisation in Wales that supports and provides national representation for 24 independent third sector VAWDASV specialist services. These services deliver life-saving and life-changing support and preventative work in response to violence against women, domestic abuse and sexual violence, as part of a network of UK provision.

Our primary purpose is to prevent domestic abuse and all forms of violence against women and ensure high quality services for survivors that are needs-led, gender responsive and holistic. We collaborate nationally to integrate and improve community responses and practice in Wales; we provide advice, consultancy, support and training to deliver policy and service improvements across governments, public, private and third sector services and in communities, for the benefit of survivors. This includes advising and supporting commissioners and strategic leads in their development of VAWDASV needs assessments and strategic plans, promoting evidence for innovative new service models, and supporting research into the prevention of abuse.

Some of the many services we deliver for members include facilitating the involvement of member services' in relevant policy, legislative and strategy developments and encouraging co-production in service development; providing advice and information on the development and delivery of promising practice in the sector; providing support with policy and practice matters, and regional and national data analysis reports to support local needs assessments, strategy and commissioning developments. We also deliver direct services that support our membership and public services including:

- The Wales **Live Fear Free Helpline** for survivors and families impacted by sexual violence, domestic abuse and all forms of violence against women.
- The **National Training Service partnership**: a unique national partnership of specialist services delivering Wales-based training, learning and development around all aspects of violence against women, domestic abuse and sexual violence. We provide accredited and general training courses delivered by expert and specialist trainers.
- A **programme of work to ensure 'Children Matter'**, which supports local services to help children and young people affected by abuse and to deliver preventative Safety, Trust and Respect (STAR) programmes in every local authority in Wales.
- The **Survivors Empowering and Educating Services (SEEDs)** project which is empowering survivors of violence and abuse to collectively influence and inform services and commissioning frameworks, and help change public and community attitudes.
- The **Wales National Quality Service Standards** which provide a national accreditation framework for domestic abuse specialist services in Wales; as part of a UK suite of integrated accreditation systems and frameworks with which we collaborate.

This report will begin by explaining the background to the Bystander Initiative, and will provide information on its parent programme, the 'Intervention Initiative'. It will then move on to discuss the methods and methodology which were used in the research regarding the pilot, explaining from where the samples and data were sourced. Findings of the pilot will then be examined, first looking at demographical data from the training sample as well as a base cohort of students. Statistical comparisons gathered from repeated completion of an attitudinal survey will then be presented for the sample who attended the training, as well as a base cohort. This data will also be tested to see if it is statistically significant. Following statistical discussions, qualitative data gathered from focus groups with students who attended the training will be presented by prominent themes and issues, to determine why students gave the statistical answers they did as well as to discover any additional issues or opinions. The third form of data which will be discussed was sourced from course evaluation forms, which were completed confidentially by the students who attended training. Final thoughts will then be discussed in the concluding section of this report, regarding the future of the Bystander Initiative in Wales.

In addition to this full research report, a basic background to this project and its methodology, along with key findings from the pilot are available in an accompanying summary which has been created by Welsh Women's Aid.

Background

This report will begin by looking into the background of the Bystander Initiative and why this pilot was conducted. The Bystander Initiative is a training course aimed at university students, which intends to teach students of all backgrounds and genders about sexual violence and domestic abuse, and how students themselves can intervene in situations where someone may be in danger, or to challenge negative comments.

The Bystander Intervention pilot in Wales was conducted using resources from the 'Intervention Initiative' which were created and used by Dr Rachel Fenton in University of West England (UWE - Bristol) and subsequently in the University of Essex. Throughout planning stages and implementation of the Bystander Initiative, Welsh Women's Aid consulted with Dr Fenton to gather her opinions and insights into running the project. The majority of the 'Intervention Initiative' resources are available for free on the UWE website (Intervention Initiative, 2018); however, Dr Fenton directly provided the WWA researcher with resources which she had used previously in evaluating her own pilot. These resources included many relevant and well established tools to measure attitudes and actions towards sexual violence and domestic abuse, such as the Illinois Rape Myth Acceptance Scale (IRMA, 2018); therefore, only minor changes were made to them.

The original 'Intervention Initiative' training plan comprised of 8 sessions which last an hour each; the topics for these are as follows:

- Session 1: Introducing the bystander
- Session 2: Culture and gender
- Session 3: Sexual assault and abuse
- Session 4: Domestic abuse
- Session 5: Bystander options

Sessions 6- 8: Role play and scenarios exploring bystander interventions

The Welsh pilot of the Bystander Initiative kept the structure and the content of the parent, 'Intervention Initiative', however as will be discussed, the time frames and lay out of the sessions (8 sessions of 1 hour) was varied to determine which length and frequency of session was preferable to students.

Previously, the 'Intervention Initiative' has been included in research reviews into how effective bystander intervention courses can be in universities; however, up until this pilot, no Welsh universities have reported having training related to bystander intervention for their students, meaning that a pilot and subsequent analysis of it are needed to ensure the methods work in a Welsh context.

Findings from the previous review into bystander interventions (Fenton, R et al, 2016) are that bystander intervention strategies can produce positive outcomes relating to students behaviours, attitudes and opinions relating to sexual and domestic abuse, and that the most successful programmes are/include: comprehensive information; grounded in theory which is passed on to students; facilitated by well trained staff; be socio-culturally relevant and promote positive behaviour and relationships. The findings from this review were assessed by the facilitators from Welsh Women's Aid and discussed with Dr Fenton prior to the pilot, to ensure that the Bystander Initiative was incorporating previous best practice.

Methodology

This section of the report will cover the practicalities of how the research into the pilot was conducted. The pilot began with the recruitment of universities and educational institutions to establish cohorts for the training. Welsh Women's Aid made contact with the National Union of Students Wales' Women's Officer, Student Union Representatives and staff members in Welsh institutions to advertise the training and research. Following a sample training session in June 2017, one interested institute incorporated themes and materials from the Bystander Initiative into their current programme which teaches students and student-staff members about different issues facing the student population. A variety of other universities expressed their interest in the Bystander Initiative training. Four of these institutes were eager to take part in the pilot and trial the course in the first half of the academic year, whilst other universities have continued discussions with Welsh Women's Aid regarding delivery in the latter half of 2017/18. The four universities which have contributed to this pilot are Aberystwyth University, Cardiff University, Swansea University and the University of South Wales (through a degree programme delivered in Coleg Gwent). The pilot ran in each of these institutes between November 2017 and January 2018. In 3 of the institutes, the Bystander Initiative training was advertised to specific audiences, covering students who were reading Criminology, Law, Psychology or a Social Science. This was to ensure student engagement with the pilot, as the training would benefit their courses, resulting in a lower chance of drop out across the pilot. The fourth university, however, advertised the training across the university in order to see whether students from certain disciplines were more interested without direct advertising. All trainees volunteered to attend the training following advertisement.

The training was also delivered in a variety of layouts. In the original Intervention Initiative, the programme is delivered as 8 sessions lasting 1 hour. Following discussions with staff in the universities, it was decided that 8 different sessions is not appropriate for students as engagement levels would be low, or would have a large percentage of drop out, as well as the practicalities of fitting 8 sessions around student timetables. Therefore, the Bystander Initiative was delivered in 3 layouts, with 1 university having students trained over 4 weeks, with 2 hour sessions; 1 university having students trained over 3 weeks with 3 hour sessions; and 2 universities having students trained over 2 weeks with longer 4 hour sessions.

Each student who took part in the research conducted before or after the training completed an in depth consent form, which provided them with information regarding the pilot and the research surrounding it, including what the research would entail, how to withdraw from the research, confidentiality and anonymity measures and the researchers contact details. This consent form was offered to all students in either English or Welsh, and only the permission slip was collected by the researcher, leaving the students with the relevant information.

In order to test the effectiveness of the Bystander Initiative pilot in Wales, triangulation of data was used to provide more reliable and robust data, with statistical analysis of questionnaires provided to the trained cohort and a base cohort, focus group data from the trained cohort and course evaluation forms from the trained cohort.

Direct Statistical Data

Every student who attended the training completed a questionnaire before the training started and then completed it again after the training. This questionnaire was created for the Intervention Initiative in UWE; the project information was amended as well as some questions omitted due to being deemed non-essential for the testing of the pilot. The final questionnaire comprised of 9 sections which covered information including demographics, questions on students' perceptions of peers, personal opinions, personal confidence levels and actions during the past week. During analysis, the before and after results were matched using Unique Identifier Codes which were created by the students, so that a data set of directly comparable answers was established for 25 students. The findings from these were then analysed, and will be presented in the findings section of this report, to demonstrate the effect the Bystander Initiative has on student answers.

Base Cohort Data

The base cohort data for this pilot also constitutes data gathered from the 4 educational institutes, containing findings from an online version of the full questionnaire from students across disciplines who did not attend the training, as well as the 'before' scores from students who attended the first session of the programme but did not finish the course. By making this questionnaire available online, the aim was to gather more generalisable findings from students who are from a range of backgrounds and disciplines.

The online survey was open for 10 weeks; initially it was only available in English, however a Welsh version was published online for the final week to ensure maximum student coverage. A total of 209 people accessed the English version whilst 2 people accessed the Welsh version. Due to the length and content of the survey, not all students accessing the survey completed the questions; therefore,

any submissions which were not complete were excluded from analysis, leaving 116 English answers and 1 Welsh. When these were combined with the data from students who attended only the first session of training, this gives a base sample of 152 students from 4 Welsh institutes, with which findings from direct comparisons can be compared.

The findings from the base sample will be presented in tables alongside the comparative training data to provide an insight into how the sample who attended the training may have slightly altered viewpoints already, and also to provide indication on the improvements which could be made to the attitudes and actions of the base student population.

Focus Group Data

As well as completing the questionnaire before and after the training, students were also asked to take part in short focus groups at these times, in which they could discuss the questionnaire and topics within them to greater depth, as well as discussion regarding the training itself in the post training groups. The focus groups varied between 10 and 20 minutes in length, and were recorded by the facilitating researcher. These recordings were then transcribed and thematically analysed to assess important issues which were raised. These findings will be discussed after the statistical information.

Course Evaluation Data

The final set of data used to assess the effectiveness of the Bystander Initiative pilot were course evaluation forms (from the original Intervention Initiative) which ask students about features of the course and their opinions on how well the programme reached its objectives. This evaluation form was provided to everyone in attendance at the final training session; a total of 36 forms were completed, and findings from them will be covered last in the next section.

Findings and Discussion

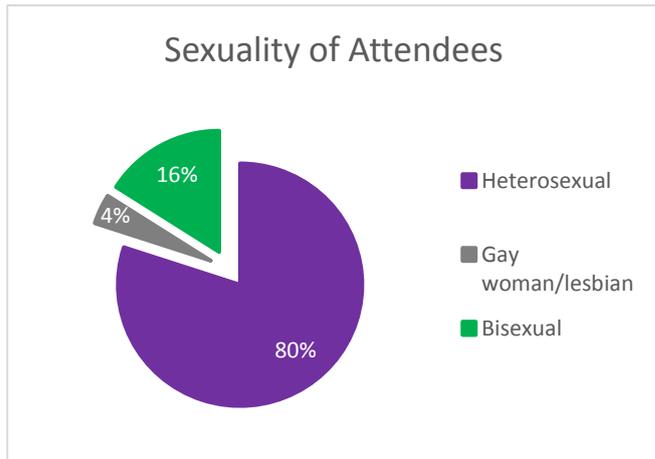
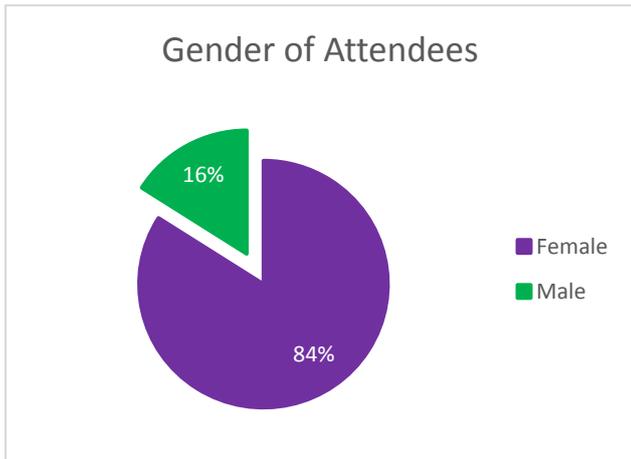
This report will now examine the findings from this pilot, beginning with the demographical data from students who received the training and some demographics of the base cohort. It will then examine the statistical findings from the students who attended the training, examining the changes between their answers before and after receiving the Bystander Initiative training, alongside the base data.

Themes and issues raised in pre and post training focus groups with students will then be discussed, to establish reasoning behind the students' answers in the questionnaires, as well as any other issues which they thought important.

Findings from a post training evaluation form will then also be presented to offer another layer of students' opinions into the Bystander Initiative training.

DEMOGRAPHICAL DATA

This section will display the demographical characteristics of the students who received the Bystander Initiative training, and will also present the demographics of the base group.



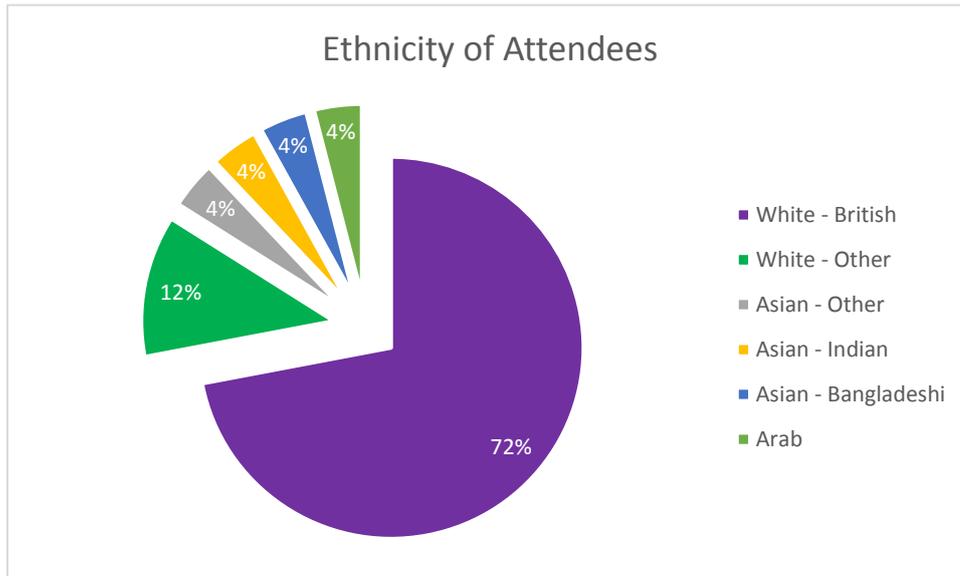
The majority of students who attended the training were female (21, 84%) and 16% were male (4 students). Compared to this, 89% of the base cohort were female (135) with 11% male (17). In neither sample did any student identify as transgender. This majority female sample was expected from the bias arising from sample recruitment, as females are more likely to want to take part in training regarding topics which predominantly affect women and girls.

80% of the students who attended the Bystander Initiative training identify as heterosexual (20 people) with 16% identifying as bisexual (4) and 4% as lesbian/gay woman (1 person). The findings on sexuality from the base cohort are similar, with 84% heterosexual (127), 10% bisexual (15) and 3% as lesbian/gay woman. In the base cohort, 2 people identify as other whilst 4 students preferred not to answer.

Table 1: Age of Attendees

	Attendees
Average	25
Median	22
Mode	21
Range	26
Standard Deviation	7

Attendees at the training were asked their age to determine whether their age influenced the effectiveness of the training, and the descriptive statistics of these is shown in the above table. The range of ages of students who attended the training was higher than the mean age, with a range of 26 whilst the mean age was 25; the youngest student who attended the course was 18, which is the bottom end of the target age range for the training (18-25), whilst the oldest student was 44 years old, who was above the target age. The modal and median ages of attendees however fall in the target category, at 21 and 22 respectively. It will be discussed later in the report whether the age of students has a bearing on the effectiveness of the training.



The majority of students who attended the training identified as White – British (including identifications as Welsh, English and Scottish) with 72%, 18 students. 12% of students in attendance identified as White – Other (3 people) with the remaining people identifying as Asian – Indian, Asian – Bangladeshi, Asian – Other and Arab (1 person each). 79% of the base cohort also identified as White – British, with the remaining 21% being made up of White – Other, White – Irish, Black - African, Black – Caribbean, Asian – Indian, Asian – Chinese and Mixed – White and Asian.

COMPARATIVE DATA

Opinions on Prevalence in University

Following demographics, the second section of the questionnaire asked students to rate their perceptions of their universities in relation to sexual violence and domestic abuse. The results for the base cohort and the direct training cohort are displayed in the table below. Their results from before and after the training have been weighted equally from 0-1 with 1 being the most positive answer (always true) and 0 being the most negative (not at all true). Therefore, as 25 people are in the training cohort, the maximum results could be 25 (where all participants have answered the most positive answer); if all participants gave the middle answer, the results would be 12.5, and if all 25 participants answered negatively the results would be 0. For the statements which begin with an asterisk, the most positive answer in coding was the most negative phrase of ‘not at all true’, due to the double negative from the statement. These answers have then been transferred to a percentage to ensure comparability with the base findings.

Table 2: Perceptions of Sexual Abuse in Universities

	Base	Before	After	Difference
*I don't think sexual violence is a big problem at my university	52	59	60	1
*I don't think there is much I can do about sexual violence at my university	56	65	81	16

*There isn't much need for me to think about sexual violence at my university, that's the job of the student counselling service, support organisations or the police	77	75	87	12
Sometimes I think that I should learn more about sexual violence	75	85	94	9
I think that I can do something about sexual violence and so I am planning to find out more about what I can do	63	84	95	11
I am / have recently been actively involved as a volunteer in projects to deal with sexual violence at my university	10	14	72	58
*I don't think domestic abuse is a big problem at my university	51	53	71	18
*I don't think there is much I can do about domestic abuse at my university	58	61	83	22
*There isn't much need for me to think about domestic abuse at my university, that's the job of the student counselling service, support organisations or the police	72	71	96	25
Sometimes I think that I should learn more about domestic abuse	75	86	88	2
I think that I can do something about domestic abuse and so I am planning to find out more about what I can do	60	86	88	2
I am / have recently been actively involved as a volunteer in projects to deal with domestic abuse at my university	11	15	68	53

The first point of interest from these results is that across all statements, the beginning results are higher for the training group than the base cohort, by 2 percent at the lowest and 26 percent at the highest. This suggests that there is a difference between the samples, with the students who volunteered to take part in the pilot having the more positive answers, perhaps due to knowing more about prevalence rates due to their disciplines.

Next to note is that following training, the students gave higher scores across all statements, with improvements varying between 2% and 58%. The statements with the highest increases were the questions asking whether students have been actively involved in any projects to deal with domestic abuse and sexual violence, both of which rose from answers in the teens to 72% and 68%. This increase is probably directly linked to the training as students may have counted attending the Bystander Initiative course as being actively involved.

There was also an increase in students recognising that domestic abuse and sexual violence are prominent in universities, with percentages raising by 18 and 1 respectively. This shows that students have learnt from the training about the prevalence of these issues, and improved results in the following questions on what they can do about it show that students now know that they can be active bystanders in situations.

Peer Perceptions

The third section of the survey asks for participants to answer how they perceive that people of their peer group (of the same sex) would react in a string of scenarios. The answers were placed on a 5 point likert scale ranging from 'not at all' to 'extremely likely'.

As part of the training, some answers from participants' initial questionnaires were analysed and presented back to them, to demonstrate that we perceive others as worse than they are, and that we think they are less likely to get involved (social norms theory). To do this, questions which are matched on perceived peer action and self-rating were weighted and analysed, providing information such as the below for each university, with the perceived rate being the 'peer' score and the actual being the 'self' scores.

Table 3 – Example of Social Norms Results

	Perceived	Actual
Ask a stranger who looks very upset at a party if they are okay or need help	57%	93%
Approach a friend if they thought s/he was in an abusive relationship to let them know they were there to help	75%	89%
Stop sexual activity when asked to, even if already aroused	71%	96%

Coupled with the presented data, the training aims to show students how if they feel uncomfortable in a situation, it is likely that other people around them also feel this way and do not condone the behaviour, and that these kinds of behaviour can be challenged with support from peers.

The results for peer perception before and after the training have been weighted like the previous section and presented in the table below. This table shows that in the vast majority of scenarios, after the training participants rated their peers as more likely to get involved, which matches with the social norms aspects of the training.

The highest increase in result was that peers would ask a stranger if they needed to be walked home from a party or get their friends to do so, which rose by 31 from the lowest score (47%) to be amongst the higher results. The second highest increase regards whether participants perceive that their peers would go to a community resource for help if they saw someone being grabbed or pushed by their partner (an increase of 28, from 48% to 76%). These increases suggest that participants learnt from social norms theory that their peers will be more likely to intervene in situations than originally thought, which when paired with their own actions and feelings can challenge negative behaviours.

The scenario with the highest scoring result after training was that peers would stop sexual activity when asked to, even if already aroused, which rose to 96% from 86%, showing that following training participants thought less negatively of their friends' actions.

Table 4 - Peer Perception Comparison – weighted %

	Base	Before	After	Difference
Ask a stranger if they need to be walked home from a party or get their friends to do so	56	47	78	31
Criticize a friend who says they had sex with someone who was passed out or didn't give consent	85	91	87	-4

Do something to help a very intoxicated person who is being brought upstairs to a bedroom by a group of people at a party	80	76	83	7
Do something to help someone who has had too much to drink and passed out	83	82	90	8
Tell a campus or community authority if they see a person who has had too much to drink and is passed out	57	65	84	19
Do something if they see a woman surrounded by a group of men at a party who looks very uncomfortable	79	71	87	16
Express discomfort/concern if someone makes a joke about a woman's body	63	59	75	16
Knock on the door to see if everything is all right if they hear sounds of fighting or arguing through accommodation walls	57	49	74	25
Go to a tutor, other campus or community resource for advice on how to help if they suspect someone they know is in an abusive relationship	51	59	71	12
Accompany a friend to see the police or other community resource if they needed help for an abusive relationship	86	83	91	8
Ask a stranger who looks upset at a party if they are okay or need help	73	70	85	15
Ask a friend if they need to be walked home from a party	88	85	90	5
Talk to people they know about the impact of using language that is negative towards women	54	55	71	16
Speak up to someone who is making excuses for using physical force in a relationship	74	84	87	3
Speak up to someone who is calling his/her partner names or swearing at them	65	66	82	16
Contact a community resource (e.g. counselling centre, tutor) to discuss concerns about a friend who may be in distress	51	51	70	19
Educate themselves about sexual violence and domestic abuse prevention and share this information with others	56	56	71	15
Approach a friend if they thought s/he was in an abusive relationship and let them know they were there to help	80	79	90	11
Step in and say something to someone they knew who was grabbing or pushing their partner	74	74	81	7
Go to a community resource (counselling centre, police, professor, supervisor etc.) if they saw someone grabbing or pushing their partner	50	48	76	28
Stop sexual activity when asked to, even if already sexually aroused	86	86	96	10

One of the scenarios, however, produced a lower result following training (criticize a friend who says they had sex with someone who was passed out or didn't give consent) dropping by 4 percent from

91% to 87%. Whilst this is still at the higher end of the scores, showing that most people do think their friends would act this way, the decrease in results is notable. However, this decrease could be attributed to the language of the question, as it foregrounds a negative statement instead of a constructive action (criticise instead of express or educate).

In the survey, there are also questions regarding peers perceived attitudes regarding sexual violence. This question was answered with a percentage of people in the participants peer group who are perceived to hold these attitudes. The average of before and after results of these questions are displayed in the table below.

Table 5 – Average Results for Peer Attitude - %

	Base	Before	After	Difference
When girls go to parties wearing slutty clothes they are asking for trouble	28	25	15	-10
If a girl doesn't physically resist sex - even if protesting verbally - it really can't be considered rape	16	19	11	-8

As with the majority of perceived peer actions, there has been an improvement in the percentage of peers perceived to hold these views, with 10 and 8 percent less after the training has occurred.

Self-Assessment of Acting in Situations

Following questions on their perceptions of what their peers would do, participants were then asked to rate themselves on how likely they would be to act in a series of scenarios. As with the previous scenarios, the 5 available answers ranged from 'not at all' to 'extremely likely' and have been displayed in the following table following weighting of their before and after answers and transference to percentages.

The column containing differences shows that following the Bystander Initiative training, there was an increase in likelihood of acting in all situations, with the lowest increase being of 2 percent while the highest was 49. This shows that after being taught about sexual violence and domestic abuse as well as options for how to intervene in situations, attendees report being more likely to assist other people in a range of situations, from helping strangers ('I approach someone I don't know if I thought they were in an abusive relationship and let them know that I'm here to help' which increased by 35 percent), to helping friends ('I approach someone I know if I thought they were in an abusive relationship and let them know I'm here to help' which increased by 14 to the maximum of 25 'extremely likely' scores – 100%) and also influenced their own actions ('I stop sexual activity when asked to, even if I am already sexually aroused' which increased to the maximum 25 – 100%).

The base results from the general student population are very similar to the before answers of the trainees, which suggests that if the Bystander Initiative training was provided to a wider student audience there would be a similar improvement to their self-action scores.

Table 6 – Scores for Own Actions Comparison – Weighted %

	Base	Before	After	Difference
I approach someone I know if I thought they were in an abusive relationship and let them know I'm here to help *	87	86	100	14
I let someone who I suspect has been sexually assaulted know I'm available for help and support *	88	85	98	13
I ask someone who seems upset if they are okay or need help *	89	89	99	10
If someone said they had an unwanted sexual experience but don't call it rape, I express concern or offer to help	91	90	96	6
I express concern to someone I know who has unexplained bruises that may be signs of abuse in relationship *	80	78	93	15
I stop and check in on someone who looks intoxicated when they are being taken upstairs at a party *	80	79	95	16
I see a guy talking to a woman I know. He is sitting close to her and by the look on her face I can see she is uncomfortable. I ask her if she is okay or try to start a conversation with her	88	91	94	3
I see someone and their partner. The partner has their fist clenched around the arm of the person and the person looks upset. I ask if everything is okay	76	78	91	13
I ask someone who is being shoved or yelled at by their partner if they need help	79	81	91	10
I tell someone if I think their drink has been spiked with a drug	94	92	94	2
I talk with people I don't know about sexual violence and domestic abuse as issues for our community *	46	32	72	40
I talk to people I don't know about going to parties together and staying together and leaving together *	48	45	68	23
I talk with people I don't know about watching each other's drinks *	48	40	69	29
I talk with people I don't know about what makes a relationship abusive and what warning signs might be *	41	31	68	37
I express concern to someone I don't know if I see their partner exhibiting very jealous behaviour and trying to control them *	58	46	79	33
I share information or resources about sexual assault and/or intimate partner abuse with someone I don't know	39	24	73	49
I approach someone I don't know if I thought they were in an abusive relationship and let them know that I'm here to help *	49	40	75	35
I let someone I don't know who I suspect has been sexually assaulted know that I am available for help and support *	59	55	78	23
I stop sexual activity when asked to, even if I am already sexually aroused	96	98	100	2

Statistical Significance of Student Acting

Whilst all of the above showed an improvement in the self-rated actions of students, not all of the findings were deemed statistically significant; however, the majority were with results of $p < 0.05$ generated from paired t-tests (12 of the 19 statements). The questions in the above table which did have statistically significant findings have asterisks next to the statement, for example, I let someone I don't know who I suspect has been sexually assaulted know that I am available for help and support*.

Student Confidence in Acting

The survey completed by students also asked them to rate their *confidence* in acting in circumstances before and after the training. Students were asked to rate this by percentage; averages of the results before, after and the difference between them has been presented in the table below.

For the majority of situations, there was an increase in students' confidence in acting following the Bystander Initiative training, with all after averages being above 80% confidence. The situation which had the highest increase in percentage confidence was that students would 'speak up in class if a lecturer is providing misinformation about sexual assault', which rose by 28 from 49% to 77%. This suggests that students feel they have learnt a sufficient amount about sexual assault to be able to demonstrate their knowledge and challenge incorrect perceptions/information.

Table 7 - Confidence in Acting (Self) – average %

	Base	Before	After	Difference
Express my discomfort if someone makes a joke about a woman's body	77	68	86	18
Express my discomfort if someone says that rape victims are to blame for being raped	95	95	98	3
Call for help (i.e. call 999) if I hear someone in my accommodation yelling "help"	79	82	91	9
Talk to a friend who I suspect is in an abusive relationship	86	82	93	11
Help a friend by providing information about specialist support services for domestic abuse	80	80	97	17
Help a friend who tells me they have been raped by providing information about support services	92	93	98	5
Able to ask a stranger who looks very upset at a party if they are ok or need help	77	70	93	23
Ask a friend if they need to be walked home from a party	92	86	95	9
Ask a stranger if they need to be walked home from a party	63	57	81	24
Speak up in class if a lecturer is providing misinformation about sexual assault	45	49	77	28
Criticize a friend who tells me that they had sex with someone who was passed out or who didn't give consent	92	92	88	-4
Do something to help a very drunk person who is being brought upstairs to a bedroom by a group of people at a party	82	79	96	17

Do something if I see a woman surrounded by a group of men at a party who looks very uncomfortable	82	79	94	15
Get help if I hear of an abusive relationship in my accommodation	74	75	89	14
Tell a tutor or other university authority about information I have that might help in a sexual assault case even if pressured by my peers to stay silent	75	71	87	16
Speak up to someone who is making excuses for forcing someone to have sex with them	92	92	97	5
Speak up to someone who is making excuses for having sex with someone who is unable to give full consent	100	92	98	6
Speak up to someone who is making excuses for using physical force in a relationship	91	93	98	5
Speak up to someone who is calling their partner names or swearing at them	77	81	90	9

One of the situations shows a decrease in confidence by students of 4, from 92% to 88%. Interestingly, this anomaly is the same question as the anomaly in the previous section regarding peers, whether the student would criticize a friend who has had sex with someone who has passed out or not given consent. The replication of this anomaly strengthens the assumption that it has not followed the increasing pattern due to the language in the question, as this is the only other question in the survey which uses the word 'criticise'. This reasoning also has extra weight as there are additional situations in this section which regard the same topic, but phrase the situation differently, (for example, 'speak up to someone who is making excuses for having sex with someone who is unable to give full consent') and these questions have seen an increase, implying that it is the word criticise, which students do not agree with.

As with the self-rating of whether students would act in situations, the base confidence levels of the general student population were similar to the pre training scores, which suggests that wider training would also improve confidence in intervening as a bystander for other students.

Attitudes to Sexual Violence and Domestic Abuse

Along with the aim to change the students' chances of intervention, the Bystander Initiative aimed to improve attitudes towards sexual violence and domestic abuse and ensure that students know information such as that assault/abuse is never the victim's fault, that rape is an act of power and control and facts around assault and abuse.

Table 8 – Own Attitudes Comparison – weighted %

	Base	Before	After	Difference
If a girl is raped while she is drunk, she is at least somewhat responsible for what happened	91	93	98	5
When girls go to parties wearing slutty clothes they are asking for trouble	90	93	97	4

If a girl goes to a room alone with a guy at a party, it is her own fault if she is raped	95	95	97	2
If a girl acts like a slut, eventually she is going to get into trouble*	79	75	89	14
When guys rape, it is usually because of their strong desire for sex*	72	72	91	19
Guys don't usually intend to force sex on a girl, but sometimes they get too sexually carried away	74	69	80	11
Rape happens when a guy's sex drive gets out of control	73	75	89	14
If a guy is drunk, he might rape someone unintentionally	77	75	91	16
If both people are drunk, it can't be rape	79	85	92	7
It shouldn't be considered rape if a guy is drunk and didn't realise what he was doing	84	85	87	2
If a girl doesn't physically resist sex - even if protesting verbally - it really can't be considered rape	96	95	99	4
If a girl doesn't physically fight back, you can't really say it was rape	95	93	99	6
A lot of times, girls who say they were raped agreed to have sex and then regret it*	73	71	92	21
Rape accusations are often used as a way of getting back at guys*	75	73	93	20
Girls who say they were raped often led the guy on then had regrets*	81	80	93	13
A lot of times, girls who claim they were raped just have emotional problems*	89	86	97	11
If the accused 'rapist' doesn't have a weapon, you really can't call it rape	97	97	98	1
Girls who are caught cheating on their boyfriends sometimes claim that it was rape*	73	68	88	20
If a girl doesn't say 'no' she can't claim rape*	87	87	100	13
Violence between couples is a private matter and people should not get in the way or get involved	88	90	95	5
If abused women do not like being hit, they should immediately leave the relationship*	47	64	75	11
Domestic abuse doesn't really happen in young people's relationships	91	92	98	6
In most relationships, if someone has lost control and been seriously violent to their partner, it is likely to be a one off incident that won't be repeated	84	84	97	13
People who constantly check up on their partner and want to know where they are and who they are with all the time are simply showing how strong their love is - this isn't a sign of abusive behaviour	80	83	96	13

The table above shows the pre and post training results regarding students' attitudes regarding statements. These statements were measured on a 5 point likert scale ranging from 'strongly disagree' to 'strongly agree'. For this set of questions, the answers were then weighted with 'strongly disagree' as 1 due to it being the desirable answer and 'strongly agree' being 0. Findings were then transferred to percentages so comparisons can be seen between the trainees and base findings.

As with the questions on likelihood of acting in situations, the rates of peoples' attitudes towards sexual violence and domestic abuse have improved across the board, with all statements seeing an increase in the desirable answers.

The statement which received the highest increase in 'strongly disagree' answers was 'a lot of times, girls who say they were raped agreed to have sex and then regret it' which rose by 21 from 71% to 92%. Whilst this increase is not as high as the increases in actions in the previous question, it is still important as it shows that the students have learnt the impact rape has on victims and the true statistical likelihood of false claims of rape.

Only one of the statements – if a girl doesn't say 'no' she can't claim rape - had all of the students answer 'strongly disagree' after the training giving it a maximum result of 100%, which was an increase of 13, showing that students have learnt that consent is not the absence of a 'no' but the presence of a 'yes'.

The statement with the lowest increase in desirable answers was 'if the accused 'rapist' doesn't have a weapon, you really can't call it rape' with 1; however, this was the highest scoring statement to start with so could not increase as much as the others (from 97 to 98).

As with previous sections, the base findings are similar to the pre training scores, which shows that the initial answers from students are representative of the general student opinion. This implies that if the wider student population received the Bystander Initiative training that their post training scores would also be positive. Unlike the previous sections, however, there is one anomaly in the attitude questions, in that the base findings for one statement, 'If abused women do not like being hit, they should immediately leave the relationship' were 15% more negative than the pre training scores. This suggests that there are slight differences between the cohort who received training and the general population, possibly due to the sampling bias of training people who were already interested in the topic, and who therefore may have more knowledge and sympathy with survivors.

It should be noted that despite the rise for all statements for trainees, there were anomalies within a selection of them, where after the training there was a new case of the most negative answer which was not there beforehand. This was apparent in the statements of 'guys don't usually intend to force sex on a girl, but sometimes they get too sexually carried away' and 'if a guy is drunk, he might rape someone unintentionally' where initially there were no answers of strongly agree, but following the training both statements had 1 answer for strongly agree. On further analysis, these anomalies were provided by the same student who had not answered positively to these statements before the training either. It is possible that an improvement was not seen in this student's case as she was a mature student of 40 years old, who is not necessarily the target audience for the Bystander Initiative.

Statistical Significance in Attitudes towards Sexual Violence and Domestic Abuse

Whilst all of the results for attitudes towards sexual violence and domestic abuse showed an improvement, not all of the findings were deemed statistically significant. 9 out of 24 of the attitudinal statements in the above table were found statistically significant with results of $p < 0.05$ generated from paired t-tests. The statements in the above table which did have statistically significant findings have asterisks next to the statement, for example, if abused women do not like being hit, they should immediately leave the relationship*.

Actions in the past 2 weeks

The final section of the questionnaire presented a range of situations, seeking to assess how the students acted and whether they intervened to help someone or challenge negative attitudes/behaviours. For the sake of this analysis, answers that students had not been in that situation in the past 2 weeks have been removed so that only the positive and negative actions are being assessed.

The results in the table below show the percentage of students who answered that they have acted positively in these situations in the past 2 weeks. In the case of one situation, this means the 'no' answer has been included as the positive in this table due to the scenario in question (*Use words such as 'bitch', 'slut' or 'slag' to describe girls when out with my friends).

Table 9: Actions in the Past 2 Weeks - % Positive Answers

	Base	Before	After	Difference
Ask for verbal consent when I am intimate with my partner, even if we are in a long term relationship	82	53	79	26
Stop sexual activity when I am asked to, even if I am already sexually aroused	98	100	100	0
Check in with my friend who looks drunk when they go to a room with someone else at a party	98	100	100	0
Challenge a friend who makes a sexist joke	86	85	88	3
Express my concern if a family member makes a sexist joke	88	81	86	5
*Use words such as 'bitch', 'slut' or 'slag' to describe girls when out with my friends	62	77	88	11
Challenge a friend who uses words such as 'bitch', 'slut' or 'slag' to describe girls	47	29	56	27
Confront a friend who plans to give someone alcohol to get sex	95	100	100	0
Refuse to participate in activities where girls' appearances are ranked/rated	77	80	100	20
Confront a friend who is trying to have sex with someone who is practically unconscious	100	100	n/a	n/a

Confront a friend if I hear that they forced sex on someone	100	100	n/a	n/a
Report a friend that committed rape.	82	100	n/a	n/a
Stop having sex with a partner if they say to stop, even if it started consensually	100	100	100	0
Decide not to have sex with a partner if they are drunk	88	88	100	12
Express concern to a friend whose partner was acting in a very jealous and controlling way.	100	100	100	0
Get help for a friend who had been forced to have sex.	81	100	100	0
Get help for a friend who was hurt by a partner	92	100	100	0
Speak up if somebody said that someone deserved to be raped or hit by their partner	100	100	100	0
Ask someone who looked very upset if they were okay or needed help.	100	100	100	0

Across both cohorts, the initial results creating the base and before answers for some scenarios have no room for improvement, which is positive as it shows that in the more extreme circumstances, for example of themselves stopping sexual intercourse if they were asked and confronting a friend who had, or planned to force sex on someone, students who engaged with this pilot have some level of knowledge on acceptable behaviour.

Where improvements could be made in the attendees' actions, there were consistent rises, with some areas seeing improvements up to 100%, e.g. students deciding not to have sex with their partners if they were drunk rising from 88%.

The results which improved, but are still relatively low regard the situations where students would need to challenge their friends on their behaviours, such as challenging a friend who makes a sexist joke, or uses sexist terms such as 'bitch' and 'slut' (3% increase to 88% and 27% increase to 56% respectively).

These findings show that following the training, students are more likely to intervene and challenge negative and damaging thoughts and behaviours, in line with the aims of the Bystander Initiative programme.

Summary of statistical findings

- Results from questions on the prevalence of domestic abuse and sexual violence in their universities have shown that following the training, students perceive these issues as more prominent in their university, and acknowledge that they can be involved in addressing them.
- Direct comparisons of before and after results show an increase in opinions of peers actions, consistent in line with learning about social norms theory, for example, following the training students gave a higher result for their friends stopping sexual activity when asked to, even if

already sexually aroused (from 86% to 96%).

- Findings show an improved likelihood to intervene, shown through increased self-reporting on how often students would act, improved confidence that they would act and improvements in self-reported actions over past 2 weeks. Results from the likelihood of action were statistically significant ($p < 0.05$) in 12 out of 19 statements, including 'I approach someone I know if I thought they were in an abusive relationship and let them know I'm here to help'.
- There has been a positive change in all attitudes regarding sexual violence and domestic abuse through the training, ranging from a 1-21% difference. 9 out of 24 attitudinal statements had statistically significant answers ($p < 0.05$) including statements such as 'if a girl acts like a slut, eventually she is going to get into trouble' and 'if abused women do not like being hit, they should immediately leave the relationship'.

FOCUS GROUP FINDINGS

As previously stated, before and after each Bystander Initiative training programme, students took part in a short focus group to gather their opinions on the questions asked in the questionnaire, the topics of sexual violence and domestic abuse and on the course itself. These focus groups have been transcribed and thematically analysed. The themes which have arisen from the data are context, fear of retaliation, age, improved confidence to intervene and delivery of the pilot/future programmes. Each of these broad themes contain sub themes, which will now be discussed in turn.

Context

The first theme which emerged from the data was the reliance on context to understand the situations presented in the full questionnaire and in general life. Before the training took place, students expressed that situations presented in the questions, such as an intoxicated woman being carried upstairs at a party were 'grey areas' which depended on the context in the situation, 'It does really depend on the situation though (AB1)'. One such contextual factor which would affect how students perceived situations raised was the relationship between the people in question, 'it depends on like the relationship they had with those people especially if with the people taking them upstairs wasn't a good one (AB1)'. Another contextual factor which was raised was the individuals past experience, as if they had experienced violence or harassment before they would be more inclined to think it would happen again, 'It may depend on your past experience as well; I would automatically assume the innocence. Maybe you automatically give people the benefit of the doubt and don't necessarily want to make assumptions but if you have had an experience which has made you more aware of things then you might be more likely to see things in a more protective way and intervene (SB)'.

When discussing sexist jokes and comments, students also raised that the acceptability of these depends on the context in which they are said, as people may not mean them in a negative way, 'I think it also depends on what the joke actually is and if someone, for example, me and my fiancé have really dark sense of humours and somethings if an outsider heard us they could think we're really

horrible people but we generally don't mean it (AB1)'. This context for jokes also depends on who makes the jokes, with students saying it is more acceptable and not negative if a woman makes a sexist comment, 'If it were a male friend, I'd be like "Hold on" coz I know what they mean when they say it but if it were a female friend they tend to use it differently, I think. Women tend to use words differently and maybe not mean as much by them (AB1)'. Some students also raised the issue that these jokes can be told as banter between friends, which they do not perceive to be damaging to their in group, but that to outside observers may seem like harassment, 'but the trouble is the people on the outside do take it, can interpret it differently as well can't they. Like us lot here will rip each other, messing, you know. / But to someone on the outside... it might look... Really bad (CGB)'.

Following the training, however, students described how now they have more knowledge about sexual violence and domestic abuse that they less reliant on needing context to know what is acceptable, 'like the lines weren't as blurred as before, it was very clear on what I thought could tend to be rape or assault (CA)' and 'It was a lot more obvious, like obviously that was the right answer (CA)'. After the training, students also expressed that they now know the damage that sexist jokes can do, through the pyramid of escalating abusive behaviour, where violence is grounded in sexist comments and jokes, 'I think I found the pyramid that we looked at, at like abuse and you've got like sexist comments and it goes all the way up to rape I found that really helpful (CA)'.

Fear of Retaliation

The second theme which emerged from the focus groups was the fear of retaliation when intervening. Before the training, fear of retaliation was mentioned frequently, with students giving it as a reason as to why they would not intervene, especially if they were alone, 'personally I wouldn't do that much because that's dangerous, I am not strong enough if I am alone but if I was with a group of people I would definitely do something (CB)'. In one focus group, a student spoke of how she intervened when her friends were using sexist language, and described how their negative reactions have deterred her from intervening since, 'I said what they were talking about was inappropriate and they called me hysterical and that I was overreacting, which made me feel upset about what I had said and if I'm honest it made the situation worse (SB)'. Students stated that the only time where fear of retaliation was outweighed by the need to act was if they were observing a life threatening situation, in which case they would intervene, 'if someone else were in danger you're more like inclined to say something and intervene (AB1)'.

After the training, students stated that fear of retaliation would not stop them from intervening in situations, as they now know other ways to intervene which feel safer to them (for example, bringing in an authority figure to tackle the situation or distracting from the situation), 'I feel like I know how to do it safely now as well, without causing huge drama and so everyone feels comfortable in the situation (SA)'.

Despite feeling more confident in intervening without fear of retaliation, it was raised post training that students would have liked a video or role play to cover what they should do if someone did retaliate so they were more prepared, 'the way [the video] showed the perpetrator the guy who was trying to get the girl alone was just silent and that was not likely to happen, I mean if a guy is trying to get a girl to go with him somewhere and he's willing to do it he's not gonna just stand there he's gonna say something (AA)' and 'maybe show the guy a bit hostile because that's likely to happen (AA)'.

Age

As stated previously in this report, there were mature students included in the training cohort, ranging between 30 and 44 years old. As well as the statistical findings hinting that the programme was not as effective on older students, these mature students also identified this themselves, that due to being out of target group the training was not as effective as they have more confidence and are more self-assured, 'I think we're all at an age where we've got the confidence and the life experience to go actually... is this wrong? (CGB)' '[regarding fear confronting people] not anymore now that I'm older ... but when I was younger it was much more difficult (AB2)'. Mature students also stated that they are less likely to be in the situations which the training focusses on (for example, house parties) so the training would be less effective, 'we've sort of gone past that partying stage and all that sort of stuff (CGB)'.

On the other side of the coin, younger students who took part in the focus groups identified that teenagers and students are undergoing self-discovery and see themselves as pushing boundaries, 'I feel like especially as teenagers and young adults, you get to that stage where you push the boundaries that little bit as you're finding out where those issues really lie, what's acceptable within your friendship groups and in society (AB1)'. Therefore, the Bystander Initiative would be well suited to be delivered to teenagers and students to guide them in knowing what is acceptable and the impact of not intervening in situations.

When asked about suggestions for future delivery of the Bystander Initiative, students stated that young people below the target age should receive the training, specifically 16-18 year olds as well as university students to teach them acceptable behaviours and how to intervene from a younger age, '[male] Younger age demographics 16-18 so you can, Yeah, if you can defer young men, predominately men from abusing women at that age (CGA)' and 'kids are getting younger but they seem to be doing a lot more things that would be aimed at older kids younger (CGA)'. If this training was provided to a slightly lower demographic of 16-18 years old, this would also mean that students were equipped with knowledge and intervention skills ready for 'Fresher's Week', when they are numerous disclosures of rape and sexual assault across universities.

Improved Confidence to Intervene

The fourth theme which emerged from the data was that following the training, students had more confidence to intervene, 'I'd have far more confidence in myself because like you do loads of little things all the time anyway and this is no different (CA)'. Students cited numerous reasons for why they now feel more confident in intervening, which will now be discussed as subthemes.

Different techniques to intervene

One reason students feel more confident in intervening following the training is that they now have learnt that there are different ways to get involved and help someone, without having to put yourself in danger and commit a huge act, 'I think before I sort of thought of intervention as being a big heroic act, I didn't really think of it as something as small as asking someone if they were okay or like if they wanted to talk something through (CA)'. This was also aided with the knowledge that these different interventions would not need to impact on themselves and their enjoyment of situations, so students will act without worrying that their events will be affected, 'It made it feel like it wasn't something

massive that you needed to do. It wasn't like they were inventing the wheel or that they were doing something that would completely change the course of their evening, it was something very small, very insignificant in their night, and just by say those few words could possibly change someone's life completely if anything did escalate (SA)'.

Knowledge to recognise the situation

As well as knowing the different ways in which they can help, students identified that following the training, they would now be able to assess a situation and know whether intervention was needed, without the ambiguity they had before the training, 'I think it's knowing what's wrong as well so that you can intervene. Whereas before like I wouldn't know what classes as an assault or whatever but now that I know what's wrong you feel like more confident to intervene, if that makes sense, because if you don't know what's going on is wrong then you don't feel weird intervening (CA)' and '[male] I now know how to recognise the situation and how to intervene (SA)'.

Practical session

The third subtheme from which students said they have improved their confidence to intervene was through the practical sessions at the end of the course, where they could practice intervention techniques with peers through roleplays, 'the role play was quite helpful (AA)' and 'you begin to apply what you've learnt, and see the application (AA)'.

Know how to support victims

Students also discussed how following the training they would feel more confident to intervene and support someone as they now know more about the topics, how to react to people who have been victimised and the kinds of support which can be provided professionally. Regarding if a friend disclosed sexual abuse to him, one student stated that 'if they were coming to me with this information, first I would thank them for coming to me and support them and I'd listen to them (SA)' whilst another student said '[I'd] say I believe them. See if they need any help and they need to speak, try to find a support group where someone could actually offer more professional help (AA)'. This shows that the bystander initiative training has taught the students how difficult disclosing abuse can be, and how survivors need belief and support from friends as well as assistance with professional help.

Friends versus strangers

Also fitting into the category of now having the confidence to intervene, before the training, many students stated that they would not confront strangers regarding negative comments or actions and would only help friends if they seemed in a dangerous situation, 'I think if it were a stranger you're less likely to intervene because there's so many different explanations to the situation, if it were a friend I knew though then I would think this isn't good (SB)' and 'I do more for my friends than I do for strangers (AB1)'. However, following the training, students expressed that they now have confidence to confront strangers regarding negative comments and jokes, 'I'd have the confidence to do it with strangers now too or maybe an acquaintance whereas before I'd only have the confidence to say it to my friends (SA)'.

Social Norms

The fifth subtheme which emerged from the focus group data related to the social norms aspect of the training. Students expressed how from attending the training, they now see others in a more positive light, which makes them more confident to intervene as they no longer think they are the only people to think that certain actions or jokes are wrong, 'I think there was a noticeable shift in how I viewed other people. I don't think my knowledge necessarily changed too much in terms of my own judgement, but in terms of other people I think it shifted to be a bit more positive which I think would make me more likely to do something; knowing that general consensus would be on my side. Rather than feeling in the minority beforehand (SA)' and 'yeah, I think I've - I have a bit more faith in people now (CA)'. This reinforces the statistical findings on peer perception in the previous section.

Delivery

The final theme which emerged from the data regarded the delivery of the pilot, as well as suggestions from the students regarding future delivery of the Bystander Initiative. This section is divided into sub themes regarding delivery, which will be discussed in turn, beginning with students' favourite sections of the pilot.

Favourite parts

Students all agreed that the Bystander Initiative training was informative, and there was general consensus on certain aspects being the most useful, interesting and impactful. One such aspect was the use of videos in the training, specifically the New Zealand intervention video (Youtube, 2018), which displayed how different people could intervene in different ways to prevent a sexual assault occurring, 'this video was the most impactful thing to me in the whole training (SA)'.

Another part of the training which was deemed to be the best was an activity in the first session to make students realise the impact of rape and sexual assault, by getting them to write down their favourite people etc. and then getting them to tear it up and imagine they can never speak to that person again. This activity is intended to highlight that the closest people to victims are often the perpetrator, and how this can affect their lives, and how difficult it is for people to come forward and disclose any abuse they have experienced on top of losing people/places close to them. Students said 'tearing up that paper was so harsh. I had a really bad day I was thinking about it the whole day yeah that was a bit harsh and yeah it had impacted me the most so yeah. I think I would never ever think of like questioning people clearly if they had been victims because of that activity. Yeah, I'll try to be like nicer when asking them about stuff (CA)'.

Students also said that being provided with statistics and information about abuse types and laws (for example, the definitions of rape in the eyes of the law) was interesting as it gave them new insights to things they had not thought about previously, 'we liked the course and the figures and how what is classed as abuse, as sexual or domestic, what is classed abuse that you wouldn't think of – like telling someone that they can't go out, or can't wear that (CGA)'.

Students also cited the practical role-play sessions as a favourite part of the course, which they found useful, 'the practice and discussing what you'd do in such scenarios (AA)'.

Improvements

Whilst all students said that they enjoyed the course, there were some improvements suggested regarding the content of the programme. It was raised that whilst male victims are mentioned in the training, that more information on the prevalence of male victimisation would be useful, 'I feel it would be good to have more information on domestic abuse and statistics of men experiencing would help as it would be a different perspective (AA)'. It should be noted that facilitators did include data and information on men within the domestic abuse and sexual violence sessions; however with only an hour scheduled for each session information provided was prioritised by prevalence of the gendered nature of violence against women, domestic abuse and sexual violence.

Another improvement suggested regarded the role playing sessions, in which students would have liked to have more practice and information regarding when and how to involve authority figures in their intervention, 'I'd have liked a bit more on the session we had today, and I'd like to discuss a bit more on when to involve authority figures. As I think sometimes it's quite challenging to look on a situation (CA)'. If this was included in future sessions, it would increase the confidence of students using this intervention method in everyday situations.

As previously mentioned, students also stated that the programme should be targeted at 16 to 18 year olds as well as students in university.

Compulsory for all

There was a consensus across all students who took part in the focus groups that the Bystander Initiative training should be compulsory, and given to all students in Wales. Students said that if this was provided to everyone, not only would more students have accurate knowledge of domestic abuse and sexual violence or that more students would then have the knowledge to intervene, but it may also challenge the views of students who make sexist comments/jokes and who may act in negative ways without knowing that what they are doing is wrong, 'there's so many people that are the ones who make sexist jokes and don't think of- anything of it and they follow the lad culture and don't think anything of it. Whereas if you sat them down, like 'look where this goes' and 'look what could happen', and like 'imagine if that was you' it's more likely to stop it (CA)' and 'if everyone was in here watching it, people that might be experiencing it or actually doing it might take a step back and realise that it's not ok. That I shouldn't do that, or I shouldn't be there. But if it's a voluntary thing you're probably not going to get the people you're trying to reach out to, to come and do the programme (CGA)'.

A worry which could arise from making the programme compulsory is that some students may not want to come to a programme regarding predominantly women's issues or being run by a women's organisation. However, the students who attended the pilot stated that the programme did not classify all men in one way or lecture about behaviour, with one male student stating 'I imagine a lot of men would come along expecting two feminists banging the drill but it wasn't that bad (CGA)'. Another student stated that the programme is a good way to question yourself and your actions without blame, 'I think like it's done in a good way, it's not classing like all men like have this view and they do that so it's not like they would come in here and they feel like they need educating or whatever. It's done in such a way that you just like all explore ideas like I don't feel like people who are like don't know about this stuff would come in and feel like they are being like lectured (CA)'.

Facilitators need to be skilled

Students stated that as in the pilot, facilitators in any future programmes need to be educated in the subject of sexual violence and domestic abuse so that they are able to answer questions presented to them throughout the course, 'I think it needs to be somebody from an outside source or agency rather than a school or students, because when you're reflecting or digressing, if you've got a question, that person might not know. Which might devalue it, whereas we've thrown questions at you 2 and you've answered us (CGA).' Students also said that external professionals should be the facilitators as they would be taken more seriously than teachers and lecturers who are not specialists, 'I don't think they would value it as much as someone from the actual agency saying this is what's going on and teaching them about it. I think it adds a bit more value and validity to it (CGA)' and 'not this is Mr Jones who has been teaching you PE for the last 5 years, this is blah from women's aid, it's more relevant (CGA)'.

For future programmes, students expressed that facilitators of the Bystander Initiative need to be trained in dealing with disclosures during the course, 'if somebody has been through some of this it quite a sore subject. If it is raw, and someone has been through it, you're bringing up something they may not have even spoken about it so if they want to speak to someone, it can't be somebody who doesn't really know what, it needs to be someone with experience really, who's coming from the outside (CGA)'. It was also raised that even if a lecturer/teacher was trained to deal with disclosures, students may not open up to them as they know them, whereas speaking to an external professional is more confidential, 'they may not come forward because they know that person, they might think that person might go and discuss it, break the confidentiality whereas if they don't know the person, it's easier for them to talk (CGA)'.

Linked to this point which was raised in the focus groups, throughout the pilot of the Bystander Initiative, there were numerous disclosures of violence, abuse and harassment during and following sessions. There was a disclosure at least once per session, with students waiting behind following the session to talk with the trained facilitator and receive immediate support to any triggering topics and be signposted to relevant agencies (the Live Fear Free Helpline was advertised throughout the pilot for students who did not want to ask directly for help). The disclosures received ranged from historical child abuse, to current harassment claims in university societies.

Summary of Focus Group Findings

- Students expressed that the programme has helped them learn about sexual violence and domestic abuse, so that they no longer rely on contextual factors, but can understand that sexist jokes/comments and certain situations can always be seen as wrong and damaging.
- Before the training, students explained how a major factor for non-intervention was fear of retaliation, which has now dissipated after the training as they are aware of other methods to intervene which will not put them in danger.
- Focus group findings reinforce the statistical results regarding age, as mature students reported that the programme was not as effective for them due to them being outside of the target age, citing more life experience and confidence than younger generations. It was raised that the lower end of the target group should also be lowered to 16 years old.
- All students reported that they now feel more confident to intervene when observing negative situations, which they attribute to factors from the training including knowing different

intervention techniques, knowing how to assess the situation and having had the chance to practise intervention in the sessions.

- Students covered topics surrounding the delivery of the Bystander Initiative, stating that their favourite aspects were the videos, specific activities, the knowledge gained and the role playing, but that they would like more information on male victims and including authority figures in their interventions.
- All students think that the Bystander Initiative should be made compulsory in university (and below for students aged 16 and up) so that these issues can be tackled before becoming a problem in university and future life. Students also expressed that the programme should be facilitated by trained external professionals, who have knowledge of violence against women, domestic abuse and sexual violence and who are trained to deal with disclosures. This point can also be supplemented with the fact that in every session of the Bystander Initiative, the facilitators of the pilot received disclosures from students who needed support.

COURSE EVALUATION FINDINGS

This third section of the report will examine the final findings, which were sourced from the course evaluation forms supplied to all attendees at the last session. Unlike the statistical findings, these results have not been weighted due to differences in rating systems; however, total positive results have been displayed for ease of analysis by combining the results from options 5 and 4.

Course Objectives

Results regarding whether students felt the course met its objectives are displayed in the table below, including a column showing the total percentage of the most positive answers (options 4 and 5). Answers were placed on a likert scale ranging from 5 (definite yes/excellent) to 1 (definite no/not good). The lowest answer has been omitted from the table as no student selected this for any of the objectives.

Table 10: Evaluation of Course Objectives

	Total Positive %	5	4	3	2
Learn and understand bystander intervention theory	100%	86%	14%	-	-
Understand the stages for bystander intervention from noticing to acting	92%	81%	11%	8%	-
Understand that individuals can often be mistaken about others' beliefs and values (social norms theory)	92%	75%	17%	8%	-
Understand that sexual and domestic violence are a serious problem in society and in student populations	94%	94%	-	3%	3%
Be motivated to be a committed active bystander speaking out against violence	97%	89%	8%	3%	-

Identify that gender identities are socially constructed and socially policed	86%	69%	17%	14%	-
Recognise the links between sexist attitudes, discriminatory practices and gender based violence	92%	92%	-	8%	-
Improve my knowledge about rape and sexual assault	92%	81%	11%	6%	3%
Improve my knowledge about domestic abuse	89%	78%	11%	11%	-
Know where to go for help and / or support in cases of rape, assault or abuse	100%	75%	25%	-	-
Be familiar with intervention strategies	92%	89%	3%	8%	-
Be confident to use intervention strategies in my everyday life	92%	78%	14%	6%	3%
Increase the likelihood that I will use intervention strategies in my everyday life	97%	83%	14%	-	3%
Improve my communication and leadership skills for the future	71%	61%	28%	8%	3%

All of the objectives achieved an overall positive rating of over 70%, with all bar one achieving or exceeding 86% positive answers. The objectives which students rated highest were that they learnt and understood the bystander intervention theory and that they know where to go for help and/or support in cases of rape, assault or abuse, both with 100% overall, with the former reaching 86% definite yes and the latter with 75%.

These findings reflect those from the direct statistical comparison and the focus groups, showing that students have improved their knowledge around sexual and domestic abuse (92% and 89% respectively) and that following the training, students are more confident regarding and more likely to intervene in everyday life (92% and 97%).

The objective with the lowest result was a secondary objective to the course, that students communication and leadership skills would be increased, which achieved a 71% overall positive rating.

Course Structure

The second part of the evaluation form assessed what the students opinions were regarding the structure of the content in the sessions. As with the objectives, no students rated any of the options as 1, so this is not included in the table and the total of positive answers 5 and 4 is included.

Table 11: Feedback on Course Structure

	Total Positive %	5	4	3	2
Was the programme clearly structured (i.e. did the right material come in the right order)?	95	67	28	3	3
Did the programme make sense to you?	95	78	17	3	3
Did you feel that seminar group sessions were the appropriate structure for delivery of the course?	92	78	14	3	6
Was the course appropriate and relevant to student life?	92	86	6	6	3
Would you recommend this programme to others?	94	86	8	3	3

All of the above questions received positive answers over 90%, with students thinking that the programme was clearly structured, relevant and made sense, and 94% also rated highly that they would recommend the course to others.

Course Layout

As stated at the beginning of the report, the Bystander Initiative was delivered in 3 different ways for the pilot; it was delivered in 2 institutes with 2 sessions of 4 hours, in 1 university with 3 sessions of 3 hours, and the fourth university with 4 sessions of 2 hours. This was to determine which course length students preferred for future delivery. All other aspects of the training, including content, structure and primary facilitator remained the same. The results for overall positive ratings are displayed in the table below.

Table 12: Session Frequency and Length

Number of Sessions	Session Length (Hours)	Total Positive %
2	4	93
3	3	73
4	2	100

100% of students who attended the more frequent, but shorter courses of 4 sessions of 2 hours rated the layout positively. As well as rating this layout positively, students also commented that 2 hours was a good length as '2 hours allowed for in depth discussion' and 'discussions got better as the sessions went on'. Whilst the students liked this structure for delivering the programme, and it could be scheduled to fit in around students' schedules, the main pitfall in using it to deliver the Bystander Initiative on a wider scale is maintaining the attendance rate across 4 separate sessions, when students may not be engaged to attend.

The next highest result was for the layout with the least amount of sessions which lasted the longest, 2 sessions of 4 hours, with 93% positive answers. Whilst the majority of students liked this session layout, comments were received that '4 hour sessions are a little too long, maybe 2 would be better' and another student said 'it's hard to find 8 hours' for the programme.

The findings show that the least popular lay out for sessions was the 3 sessions of 3 hour course, with less than three quarters giving a positive answer. Reasons for this session having the lowest score included students saying that the sessions, particularly the first session, were 'sometimes too long'. Students who attended the 3x3 session also expressed that if the training was made compulsory or rolled out on a larger scale, that it would either be more ideal to have smaller sessions or to have all sessions in one day, which mimics the results being higher on the shorter and longer versions of the pilot, 'on a larger scale, smaller sessions would be better' and 'one full day would be better'.

These results imply that delivering mid length and mid number of courses is not the most effective way to deliver the Bystander Initiative, but that students favour either spreading the course out over 4, shorter sessions, or having a more intensive shorter course with longer sessions. For future delivery, institutions could assess their target audience and the programme could be delivered either more intense to lower dropout rates, or as a timetabled 4 session course which is preferred by students.

Other Comments

The course evaluation form also gave students an opportunity to provide general feedback on the pilot, the results of which are discussed next.

Facilitators

As in the focus groups, students expressed that the facilitators delivered the course well and the importance of having professionally trained people running the programme, due to the sensitivity and importance of the topic, 'engaging and informative. Did a good job stressing the importance of the issues at hand whilst keeping it light (i.e. not too heavy)' and 'they were friendly and also approached the matter very sensitively'. One student also discussed her disclosure during the programme, 'this [programme] was extremely helpful in helping me address my own problems with domestic violence. The women here are a credit to the wider organisation they represent. I felt comfortable enough to ask about support groups and getting my own help. This was amazing and very helpful', which highlights the need for the programme to be run externally by professionals in violence against women, domestic abuse and sexual violence.

Age of Audience

As has been discussed throughout the report, the effectiveness of the Bystander Programme depends on the age of the target audience, which was raised again in the evaluation forms, 'although find the programme was informative as mature students with more life experience that was a lot of information we already knew and the programme would be best directed at the 'A' level students whom are about to enter university although I believe everyone requires educating on this subject' and 'course is brilliant for 16-18 demographic'. One student also stated that a good time for the course to be run is during 'Fresher's Week' when new students start at university, 'role out across uni - make

sure men are there! Possibly have it as part of induction/fresher's! It's a huge, huge problem - I think addressing it early in uni would be best!

Summary of Course Evaluation Findings

- Students reported that course objectives were met, with all objectives getting over 70% positive answers, and the majority over 85%, including that students have learnt and understood bystander intervention theory (100%) and that the course has increased the likelihood that students will use intervention strategies in their everyday lives (97% positive answers).
- Feedback on the structure of content within the programme was rated above 90% positive answers for all questions (including 'was the programme clearly structured' and 'did the programme make sense to you' both at 95%).
- Regarding the tested layout of the programme delivery, the set up with the highest rating from students was for the Bystander Initiative to be delivered in 4 sessions which last 2 hours each (100% positive rating). This was followed by having 2 long, more intense sessions lasting 4 hours each (93% positive rating) which was classed by some students as 'too long', but ensures a lower dropout rate than a more dispersed timetable. The least favourite layout for programme delivery was 3 sessions lasting 3 hours, with on 73% of students rating this as positive.
- Comments provided in the course evaluation form reinforce direct statistical and focus group findings, with students commenting on the age of the target audience (lower to 16 years old upwards) and having trained professionals deliver the Bystander Initiative due to the sensitivity of the topic and students who may need support and assistance, 'this [programme] was extremely helpful in helping me address my own problems with domestic violence. The women here are a credit to the wider organisation they represent. I felt comfortable enough to ask about support groups and getting my own help. This was amazing and very helpful'.

CONCLUSION

The findings from the research surrounding the Welsh pilot of the Bystander Initiative are overwhelmingly positive across all 3 data areas, with only minor, explainable anomalies in the results.

The findings from all 3 sources have shown that students who attended the programme have increased their knowledge of domestic abuse and sexual violence, and have also changed their attitudes in line with the knowledge they have received. All 3 layers of data also demonstrate that following the training, university students can identify potential situations, know different ways to intervene, and have improved confidence that they would intervene. This was also shown in the increase in self-reported positive actions.

Similar positive results could also be expected from the wider student population following training in the Bystander Initiative due to the similarities between the before data from trainees and base cohort data.

Throughout the report, it has been raised that the Bystander Initiative is not as effective when delivered to mature students (30 years old plus), but that students think the programme should become compulsory for all students aged 16 upwards. Findings also indicate that the Bystander Initiative is best received by students in 4 separate sessions which last 2 hours each, followed by having 2 longer sessions of 4 hours. Students also stressed that any future delivery of the Bystander Initiative should be conducted by external violence against women, domestic abuse and sexual violence professionals (in line with findings from previous bystander strategy reviews) due to the knowledge needed, the sensitivity of topics and disclosures throughout and following delivery.

From this pilot and research, it can be concluded that the Bystander Initiative is an effective programme in educating and addressing sexual violence and domestic abuse in student populations in Wales, which should produce replicable results if offered on a wider scale.

Bibliography

Cambridge University Students Union (CUSU) Women's Campaign (2014), 'Cambridge speaks out', Cambridge: Varsity

Fenton, R, Mott, H, McCartan, K and Rumney, P (2016) 'A review of evidence for bystander intervention to prevent sexual and domestic violence in universities', London: Public Health England

Intervention Initiative (2018) 'The Intervention Initiative', Available online at <http://socialsciences.exeter.ac.uk/research/interventioninitiative/> [accessed on 20/03/2018]

IRMA (2018) 'Illinois Rape Myth Acceptance Scale', Available online at <https://www.hhs.gov/ash/oah/sites/default/files/ash/oah/oah-initiatives/paf/508-assets/conf-2011-herman-irma.pdf> [accessed on 20/03/2018]

Youtube (2018) 'Who are you, New Zealand' Available online at <https://www.youtube.com/watch?v=iUj2OHLAG3w> [accessed on 20/03/2018]