**Bystander Pilot Programme Assessment Report:
Comparisons Between Questionnaire 1 and Questionnaire 2**

**School of Law, Criminal Justice and Computing
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Bystander Pilot Programme Assessment Report:
Comparisons Between Questionnaire 1 and Questionnaire 2 - Summary

Context

Canterbury Christ Church University (CCCU) is currently implementing a number of initiatives to address anti-social behaviour on university campuses and within the wider community. One of these initiatives consists of the delivery of a bystander intervention programme, based on a model developed by the University of West England, and facilitated by staff from the domestic violence charity Rising Sun. The programme aims to develop in students a shared sense of responsibility, as members of the student population and the wider local community. As active bystanders, participants contribute to others' wellbeing and safety, gain a stronger sense of identity with the University and the community, and acquire transferable skills that may support them in their academic journey and beyond. In doing so, the programme is in line with the University's values and 'Student Experience', 'Research and Knowledge Exchange', 'Employability' and 'Sustainability' objectives.

A version of the bystander intervention programme was piloted during eight weeks, between January and March of 2017, with a group of Applied Criminology students. A research project was established to assess its impact, before its potential rollout to the whole student population at CCCU. The present report uses the data from this project to try to gauge the impact of the programme on its participants, and whether it met its intended outcomes. The data analysis and conclusions presented here have limitations, which result from the small size and specificity of the population surveyed. However, the findings from the research conducted indicate important trends and aspects worth considering for future iterations of the programme.

Findings:

The data revealed certain patterns, which are discussed here under the themes: 'social behaviour, gender and rape myths', 'domestic abuse and intimate partner violence', 'gender attitudes and "lad culture"' and 'bystander attitudes'. These patterns indicate that the programme had the desired effect on participants, particularly in enhancing their knowledge of sexual and domestic abuse, perceptions of their peers' behaviour and willingness to act as bystanders. The indicative impact of the programme varies, however, with some subject areas being more impacted by it than others.

Regarding perceptions of 'social behaviour, gender and rape myths', males were more affected by the programme overall than females, but the outcomes were positive across all participants. This can be seen particularly in relation to 'victim

blaming', or holding victims responsible for their own victimisation. However, the greatest impact was in relation to perceptions of violence in relationships and of rape, in which participants gained a better insight into the multiple contexts in which rape can happen, including, and importantly, between acquaintances and intimate partners. Also relevant are the changes in relation to perceptions of sexual harassment, with participants demonstrating a lower acceptance of behaviour such as 'wolf whistling' and 'catcalling' after undergoing the programme.

Respondents displayed a good level of awareness of contemporary perceptions of domestic abuse and inter-partner violence. The forms of behaviour for which there were more distinctive (yet still marginal) changes in opinion relate to perceptions of controlling and coercive behaviour. This indicates that the programme was successful in enhancing participants' knowledge of behaviour that has been recognised more recently by the Home Office's definition of domestic abuse (Home Office, 2013) and section 76 of the Serious Crime Act 2015.

The programme seems to have had its greatest impact in relation to 'gender roles and "lad culture"'. Both women and men developed a more positive view of their peers of the same sex's understanding of gender roles. Responses also indicate that the programme had an overall greater effect in respondents' perceptions of how peers of the opposite sex see 'lad culture'. Although all respondents already displayed high levels of intention to intervene as bystanders before undergoing the programme, women, in particular, changed their responses to even higher intended participation levels after completing it. This may be due to an increase in confidence to address certain situations, resulting from the strategies offered by the programme to do so safely. The programme, therefore, seems to have had the desired effect in dispelling myths associated with gender dynamics, rape and the behaviour of peers, all of which are potentially greatly influential of the wellbeing, sense of community and bystander behaviour of participants.

Overall, the programme appears to have had a positive impact on participants', knowledge of abusive situations and intended behaviour as bystanders. Its content and delivery seem to meet students' expectations and the programme's aims. The programme also has the potential to provide students with the skills to recognise and intervene in situations that they might have not otherwise identified as abusive, with the consequent increase of levels of safety for themselves and the communities in which they operate.

The programme also fits within the University's Strategic Aims for 'Student Experience', 'Education' and 'Research and Knowledge Exchange', as well as the

cross-cutting themes of 'Widening Access, Inclusion and Participation', 'Employability', 'Sustainability' and 'Partnerships and Community' (CCCU, 2015a: 2) and its Academic Priorities of providing a 'continued enhancement of the student experience, with a particular focus on': 'student opportunity, retention and success' (by promoting a positive community environment, contributing to student wellbeing, and engaging with students early in their studies), 'the interrelationship of learning, teaching and research' (through research-informed teaching, the development of a relevant and engaging curriculum, with ethical and clear social impact in the local community), and 'employability' (by providing students with key transferable skills, such as subject knowledge and confidence to intervene as a bystander) (CCCU, 2018).

Greater availability of data and further analysis are necessary to strengthen the conclusions suggested in this report. The findings are nonetheless encouraging for the provision of further iterations of the programme and its expansion to the student population as a whole.

Recommendations

Based on the data analysis conducted and the conclusions above, the following recommendations are made:

1. Broaden the makeup of participants by:
   a. offering the programme to students in other programmes and modes of study and
   b. measuring the impact of the programme across groups.
2. Enhance the participation of male students in the programme.
3. Gather information on participants' ethnicity, age and other protected characteristics and cross-reference it with perceptions and attitudes towards sexual and domestic violence.
4. Do a university-wide survey or HE4 students' attitudes towards sexual and domestic violence to discern more clearly the impact of the programme, and identify early any students or areas that may need specific support.
5. Consider tailoring the programme content and delivery to different populations, if necessary.
6. Compare the implementation and impact of the programme at CCCU with other universities in order to gain a better understanding of how its impact compares across the HE sector.
7. Develop a cross-Faculty module on social responsibility that includes the bystander programme, as well as other University sustainability goals. Such a module should use knowledge from across Faculties, thus building on economies of scale in terms of capacity of delivery, ensuring its

sustainability and maximising its impact regarding student experience and retention.

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Canterbury Christ Church University (CCCU) is currently implementing a number of initiatives to address anti-social behaviour on university campuses and within the wider community. One of these initiatives consists of the delivery of a bystander intervention programme, based on a model developed by the University of West England, and facilitated by staff from the domestic violence charity Rising Sun. The programme aims to develop in students a shared sense of responsibility, as members of the student population and the wider local community. As active bystanders, participants contribute to others' wellbeing and safety, gain a stronger sense of identity with the University and the community, and acquire transferable skills that may support them in their academic journey and beyond. In doing so, the programme is in line with the University's values and 'Student Experience', 'Research and Knowledge Exchange', 'Employability' and 'Sustainability' objectives.

Research on sexual and domestic abuse at university level consistently supports the use of bystander intervention programmes to address these types of violence. Bystander intervention programmes have the benefit of dispelling stereotypes and common 'myths' associated with student behaviour through the use of multiple scenarios to foster discussion on gender relations and associated cultures. Rather than focusing solely on victims or offenders, which risks alienating certain participants, a more inclusive approach will hopefully help students feel part of a healthy, safe and positive community, with potential benefits in terms of student retention and satisfaction. This approach also reflects an acknowledgement of the important role that peers have on students' behaviour, and the need to involve the whole community to promote real and enduring cultural change. In doing so, bystander intervention programmes are in line with the University's values and objectives regarding 'Student Experience', 'Research and Knowledge Exchange', 'Employability' and 'Sustainability'.

A version of the bystander intervention programme (entitled 'Intervention Initiative') was piloted during eight weeks, between January and March of 2017, with a group of Applied Criminology students. A research project was established to assess its impact, before its potential rollout to the whole student population. Funding to this effect was secured from the School of Law's Research and Knowledge Exchange Fund, with financial contribution also received from Student Experience. The research undertaken included two questionnaires, one administered to all participants before the first Intervention Initiative session and another after the last session. Findings from both questionnaires informed a report submitted to SMT in March, 2017, which related mostly to pedagogical

and logistical aspects of the programme (see Graca et al, 2017). The present report uses the same data to try to gauge the impact of the programme on participants' own behaviour and perceptions of their peers' behaviour. As with the previous report, the data analysis and conclusions presented here have limitations. These limitations result mostly from the small size and specificity of the population surveyed; the findings in the current report cannot, therefore, be extrapolated with statistical significance to a larger population. However, they indicate important trends and aspects worth considering for future iterations of the programme.

The data

The findings presented in this document are based on Questions 1 to 31 of Questionnaire 1 (Q1) and Questionnaire 2 (Q2), returned by a group of Applied Criminology students who underwent the bystander intervention programme. Q1 was administered before participants attended any of the sessions, and Q2 after they had completed the programme. Although, Q2 includes 47 questions in total, questions 32 to 47 are not included in the analysis presented here. These questions relate to how the programme was delivered and its content, which required participants to have undergone the programme before they could answer them.

The strategy used consisted of asking participants directly and indirectly their views on a number of subjects. Participants were asked what they thought their peers (of the same and opposite sex) would do in certain situations, and whether the same peers would agree with certain propositions. They were then asked their own views on the same scenarios and statements. The purpose of including questions on perceptions of peers of the same and opposite sex's opinions was three-fold: 1) to ease participants into the questionnaires, the nature of which can be deemed intrusive; 2) to help overcome, the effect of responder desirability, in which participants provide the answers that they think researchers want to hear, rather than their true opinions; 3) to indicate the potential presence of pluralistic ignorance (usually, in this area, an over-estimation of peer's anti-social or risky behaviour) and of peer influence. A similar approach was adopted by Fabiano et al (2003), in which participants were asked to respond to questions giving their own opinion and those that they thought would be the ones of their male and female colleagues (Fabiano et al, 2003: 108).

Peers can have a significant impact on how individuals behave. This often translates into adopting or ceasing to adopt behaviour based on ideas and values that they do not support themselves (Miller and Prentice, 1994). More specifically, research has found that perceptions of peers' behaviour can have a

significant impact on individuals' willingness to intervene against sexual aggression (Brown and Messman-Moore, 2010: 513; Brown et al, 2014: 354, 357). It is, therefore, important to take into account how respondents view their peers' behaviour, as these form the community in which they operate as bystanders, and can have a significant impact on their own behaviour.

The influence of a community on one's behaviour has been studied from a variety of perspectives. A social norms approach suggests that individuals are more likely to intervene in a situation if they think that the values that they are reasserting are shared by the community (Berkowitz, 2010:3). There is also evidence that students tend to over-estimate problematic or risky behaviour in others and adapt their behaviour accordingly (Miller and Prentice, 1994), which usually translates into not contradicting overtly what they believe to be the values supported by the community (Miller and Prentice, 1994: 543; Berkowitz, 2010:3, 4). For example, University students in the USA have been found to adapt their behaviour according to their peers' level of support for rape myths, alcohol consumption, domestic abuse, concern for women in risky situations and willingness to intervene as bystanders (Berkowitz, 2010:4, 9-13). Although Austin et al (2016:108) claim that the influence of peers may not have as strong an impact on one's bystander intervention as one's own attitudes and perceptions, the literature consistently indicates that it is useful to understand how students perceive their peers' (real or perceived) views on norms and values that affect gender relations.

Questions 4 to 6 are not part of the analysis presented here because they are a repetition of questions 1 to 3. Their value is limited and they would not add more information to the analysis. These questions will be replaced by other in future versions of the questionnaires.

Responses to the questionnaires were made anonymous, using an individual code generated by participants themselves. Such coding allowed responses to Q1 and Q2 from the same respondent to be matched, without their identities being revealed.

Participant Makeup
A total of 25 students completed both questionnaires, and make up the population under analysis here (N=25). The first set of questions relates to personal attributes, such as gender and age. Specifically, participants were asked whether they identified as 'female', 'male', 'other' or 'prefer not to say'. Participants were also asked to indicate their age from a set of ranges, which were: '18-21', '22-25', '26-29', '30-34', '35-40' and '41 and above'. Data on race and ethnicity, sexual orientation, mode of study, participation in student

societies, groups, or sports associations was not collected. All students were in their first year of study at CCCU (HE4).

The population breakdown by gender consists of 19 females (N=19) and 6 males (N=6), which was in line with the gender breakdown for the Applied Criminology programme that year; no respondents selected the answers 'other' or 'prefer not to say' when asked to identify their gender.

In relation to age, the female population was predominantly between 18 and 21 years of age (13 of N=19). The second largest age group for females was '41 and above' (3 out of N=19). Two female participants were aged between 22 and 25 years old and one between 26 and 29. The male population's age was more evenly distributed, with two males aged 18 and 21 and one in each other age range provided.

Age	Female (N=19)	Male (N=6)	Total
18-21	13	2	15
22-25	2	1	3
26-29	1	1	2
30-34	0	1	1
35-40	0	1	1
41+	3	1	4

Table 1: Participant makeup (age and gender)

Participants were also asked how many sessions of the programme they had attended. Although a crude measure of engagement, this information helps to understand the impact that the programme may have had on the evolution of their answers. Attendance levels were generally high, with most participants having attended 7 or 8 sessions of the programme (13 out of N=19 for women and 4 out of N=6 for men).

Number of Sessions Offered (Total=8 hours)	Number of Sessions Attended by Females (N=19)	Number of Sessions Attended by Males (N=6)	Total of Sessions Attended by all (N=25)
8 hours	7	3	10
7 hours	6	1	7
6 hours	3	0	3
5 hours	2	1	3
4 hours	1	1	2
3 hours	0	0	0
2 hours	0	0	0
1 hours	0	0	0

Table 2: Attendance levels

Results and Data Analysis

Participants were asked to answer questions on their own and their peers' perceptions of sexual and domestic violence on university campuses. The questions focused on the following areas: willingness to intervene when faced with certain scenarios (Questions 1 to 9), rape myths and gender stereotypes (Questions 10 to 18), coercive and controlling behaviour and appropriate responses to it (Questions 19 to 21), and gender roles and 'lad culture' (Questions 22 to 31). Answers to these questions are described and analysed below. Due to the type of data gathered, only descriptive statistical tools are used. Categories were assigned numbers in order to be manipulated mathematically, whenever relevant. Individual variables used in the analysis refer only to gender, due to the lack of data on other variables, the small size of the population and the possibility to easily identify respondents by their age.

Questions 1 to 3 – bystander attitudes from peers of own and opposite sex
Participants were asked to rank their levels of agreement with a number of statements regarding peers of their own sex and peers of the opposite sex. The statements included a variety of scenarios and misconceptions commonly associated with sexual violence, victimisation and gender. The possible answers were given a numerical code for the purposes of the analysis presented here and were: 'Never' (1), Rarely (2), Neither Likely/Unlikely (3), Likely (4) and Extremely Likely (5). Unanswered questions were assigned the value 0 and are not considered in the analysis.

Question 1 - Approach a friend if they thought he/she was in an abusive relationship to offer their help or support
When asked whether peers of the same sex would approach a friend to offer support in an abusive relationship, 5 females and 1 male increased their perceptions that they would, between Q1 and Q2, versus 4 females who thought that they would not. No other changes were noted in the answers between questionnaires in relation to this question for peers of the same sex.
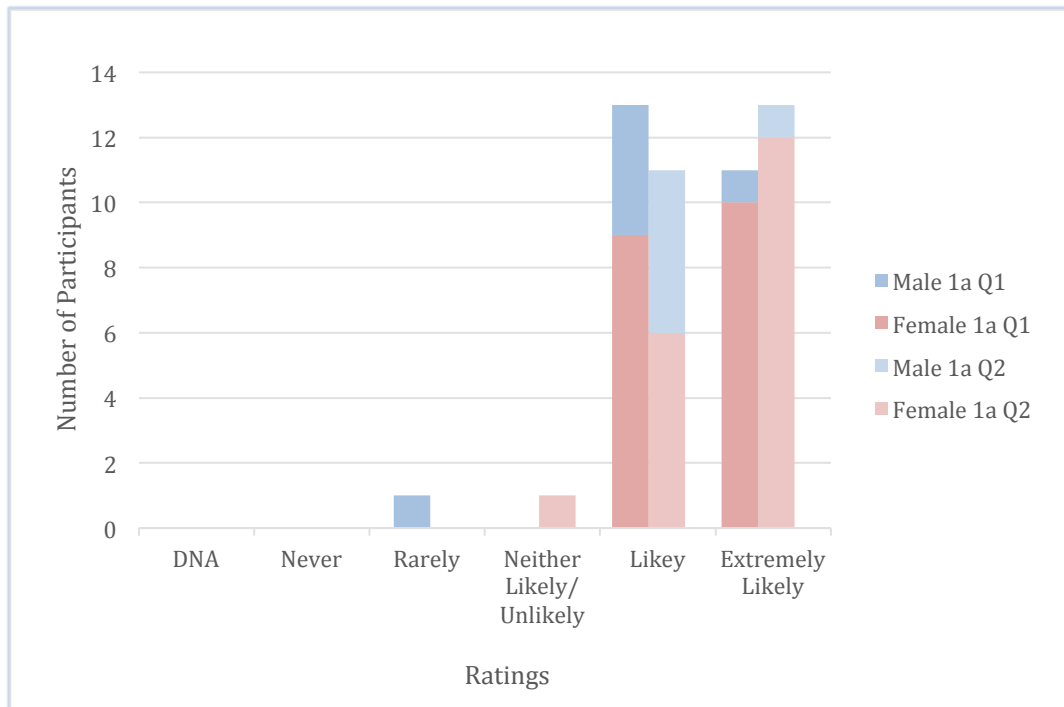
Figure 1: Responses to Question 1 (peers of the same sex)

However, in relation to peers of the opposite sex, 7 females and 1 male said that they thought that they would be more likely to intervene in Q2 than in Q1. There was also a greater difference in the magnitude of likelihood of intervening (with answers increasing by one or two categories instead of only one). Conversely, the amount of respondents saying that they found it less likely that peers of the opposite sex would offer to help a friend in a suspected abusive relationship is lower than for friends of the same sex, with 4 females and 1 male changing the scores of likelihood from higher to lower from Q1 to Q2.
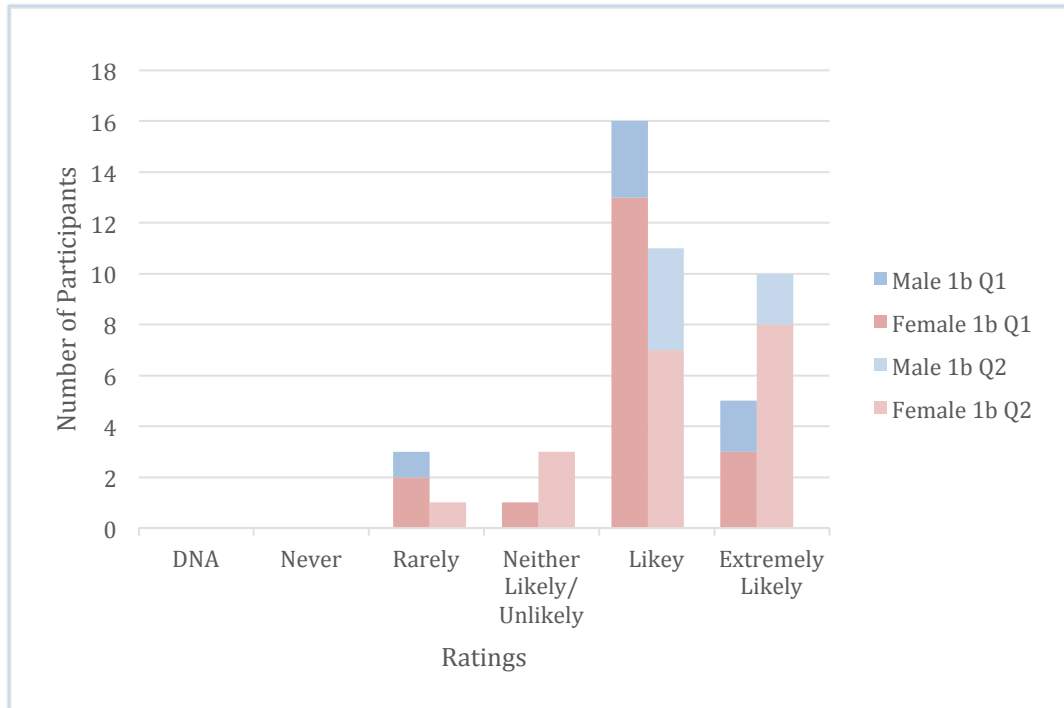
Figure 2: Responses to Question 1 (peers of the opposite sex)

Question 2 – Ask a stranger who looks very upset at a party if they are okay or need help

When asked whether they would offer help to a stranger at a party who seemed upset, most females increased their perceptions of the likelihood that other females would (8 out of 10), with 2 saying that they would be less likely in Q2 than in Q1. A similar result was found among males, with most males increasing their levels of likelihood (4 out of 5), with 1 male decreasing it and 1 male not changing the levels of likelihood between questionnaires.
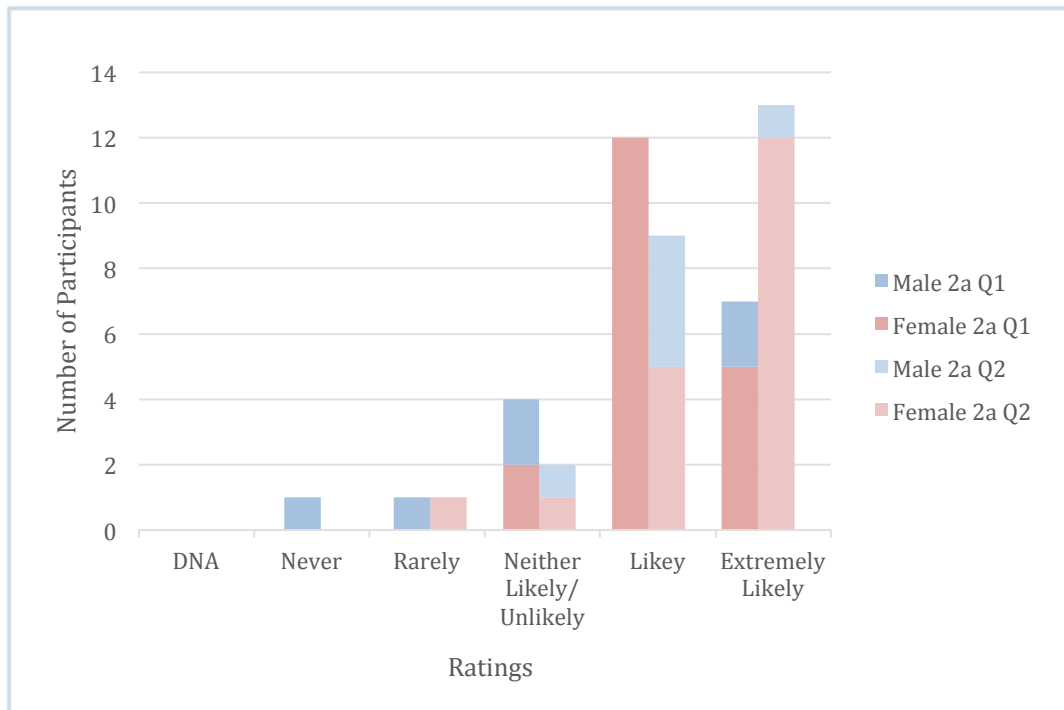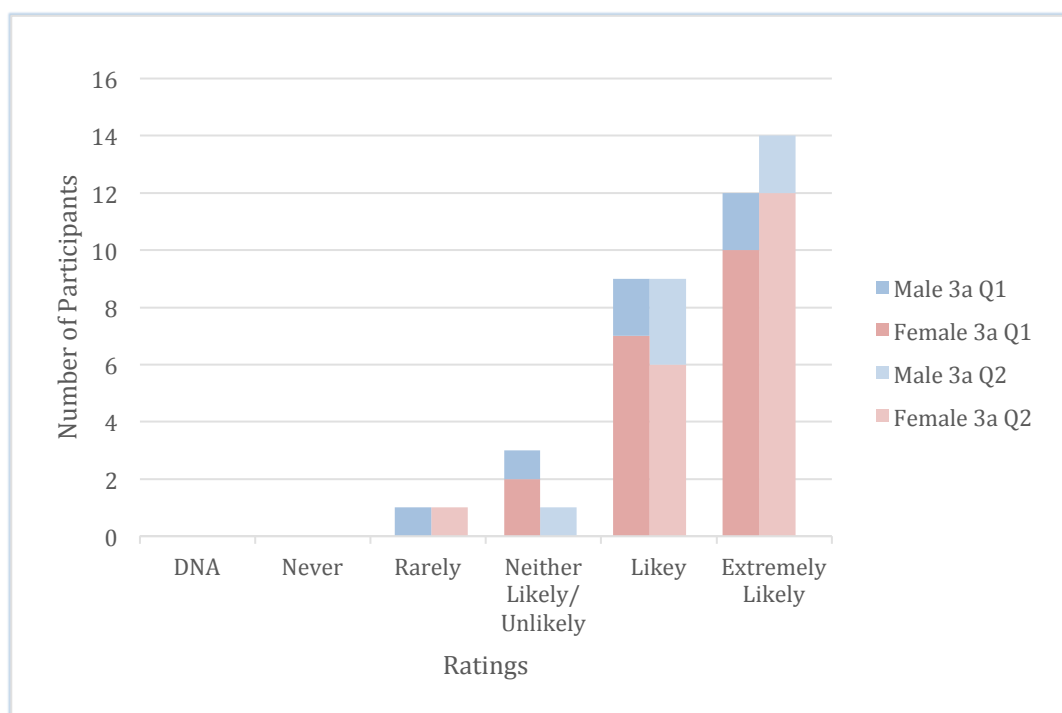
Figure 3: Responses to Question 2 (peers of the same sex)

In relation to peers of the opposite sex, 11 females said that they thought men would be more likely to intervene in Q2 than did in Q1, and 2 said that they would be less likely to do so. In relation to males, their perception of female behaviour did not change substantially, with 2 males increasing the levels of likelihood that women would intervene between questionnaires, and 1 decreasing it.
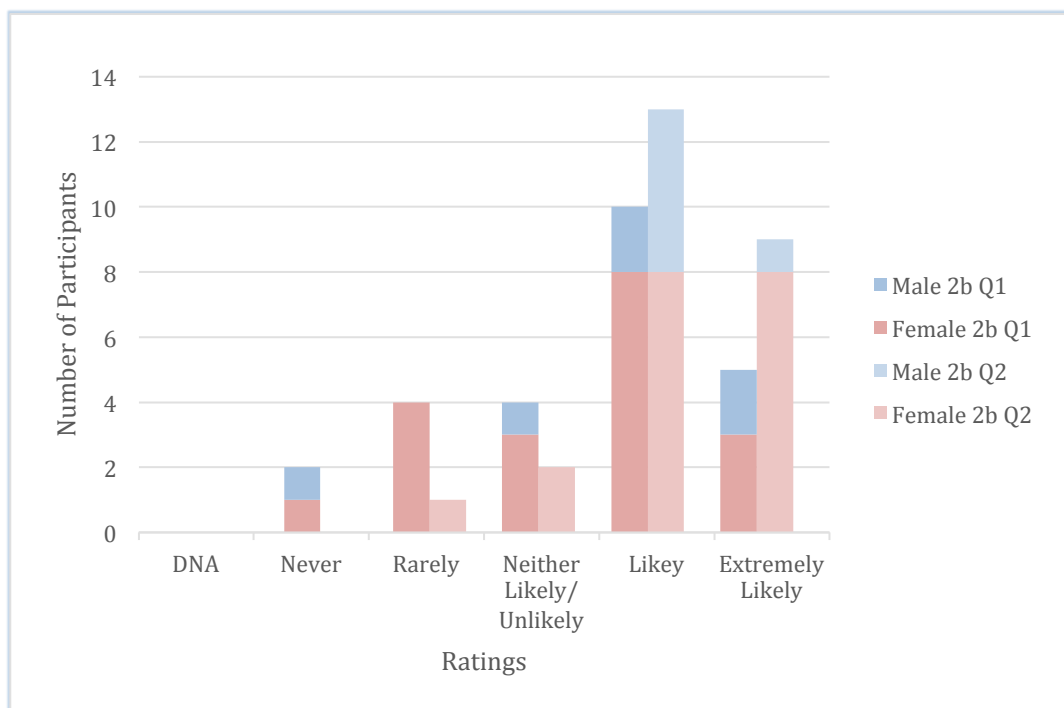
Figure 4: Responses to Question 2 (peers of the opposite sex)

Question 3 - Do something to help a very intoxicated person who is being brought upstairs to a bedroom by a group of people at a party

In relation to question 3, it would seem that the programme had a greater impact on perceptions of behaviour for peers of the opposite sex than of the same sex; this could demonstrate a greater understanding of behaviour of others, made possible by the discussions and supporting materials provided.

In relation to peers of the same sex, 6 females and 2 males increased their levels of likelihood between Q1 and Q2, indicating that they thought them more willing to intervene in a situation in which an intoxicated person may be in a vulnerable situation. Two females and 0 males decreased their levels of likelihood. All other participants maintained their perceptions of their peers' behaviour unaltered before and after the programme.

Figure 5: Responses to Question 3 (peers of the same sex)

In relation to peers of the opposite sex, 7 females increased their perception of the likelihood that males would intervene, compared with 1 male who changed his response in the same way between questionnaires. Female participants seem to have been more positively affected by the programme in terms of perceptions of males' behaviour than males in relation to females' behaviour. Nonetheless, 2 females changed downwards the likelihood that males would intervene between Q1 and Q2.
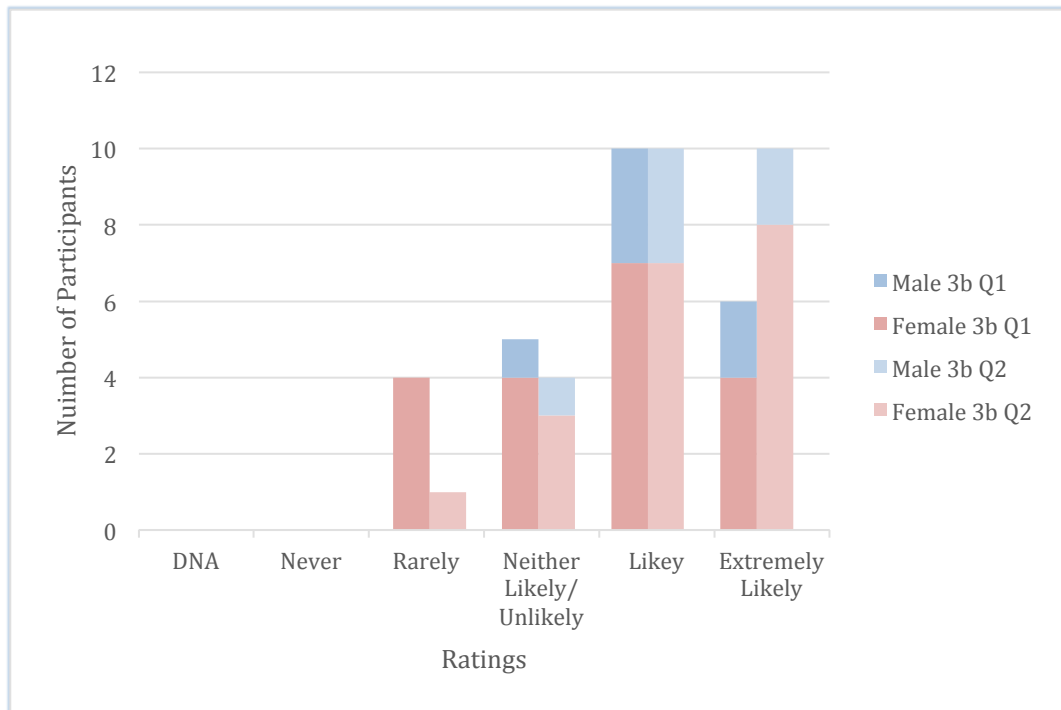
Figure 6: Responses to Question 3 (peers of the opposite sex)

Questions 7 to 9 – respondents' bystander attitudes

Question 7 – Approach a friend if they thought he/she was in an abusive relationship to offer their help or support

In terms of respondents' own behaviour, the interpretation of the data is made more complex due to the fact that in Q1 both female and male participants were already displaying a high inclination to intervene as bystanders. Most said that they would be 'Likely' or 'Extremely Likely' to offer help in the situations described in Questions 7 to 9, which makes the impact that the programme might have had to be either negative, that is, to decrease the declared likelihood of intervention, or marginally positive.

There are, nonetheless, changes in behaviour that are worth noting. Some females reported an increase in likelihood of intervention in relation to Question 7 between Q1 and Q2 (with 1 female decreasing the likelihood of intervention between Q1 and Q2). Two males answered in Q2 that they would be more likely to intervene than they had in Q1, and 1 said that he would be less likely to do so.
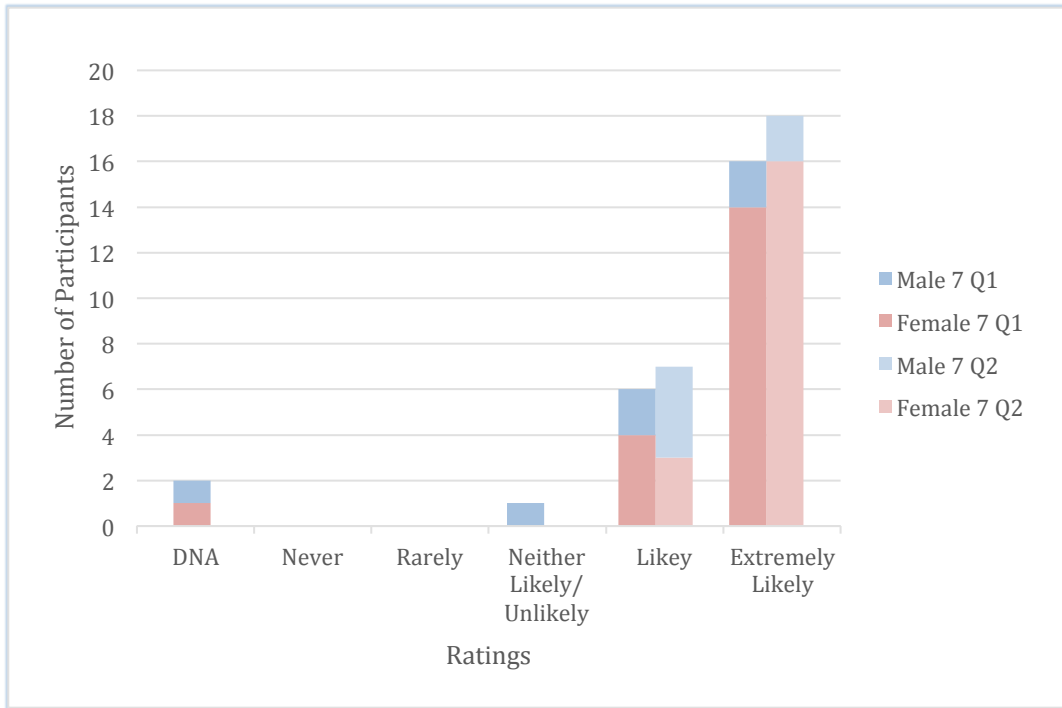
Figure 7: Responses to Question 7

Question 8 – Ask a stranger who looks very upset at a party if they are okay or need help

In relation to Question 8, the only changes were among female participants, with 6 declaring to be more likely to intervene and 1 less likely. There were no changes in answers to Q1 and Q2 for males.
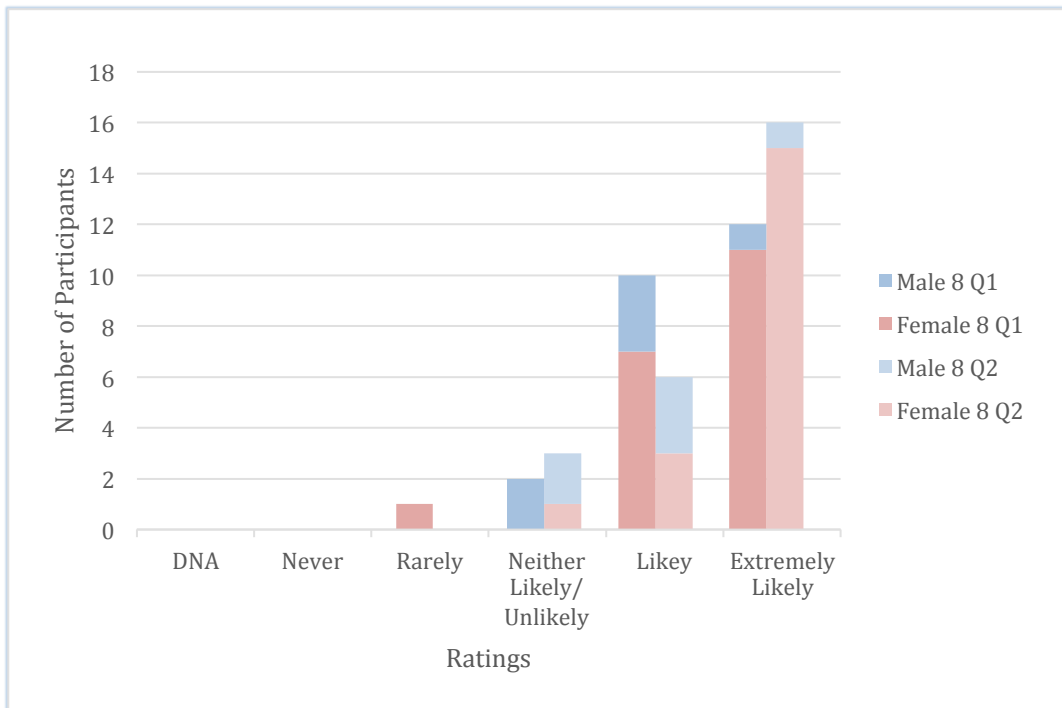

Figure 8: Responses to Question 8

Question 9 - Do something to help a very intoxicated person who is being brought upstairs to a bedroom by a group of people at a party

For Question 9, 4 females and 2 males changed their responses between questionnaires, with 1 male reporting to be less likely to intervene in Q2 than in Q1, and all others saying that they would be more likely to do so.
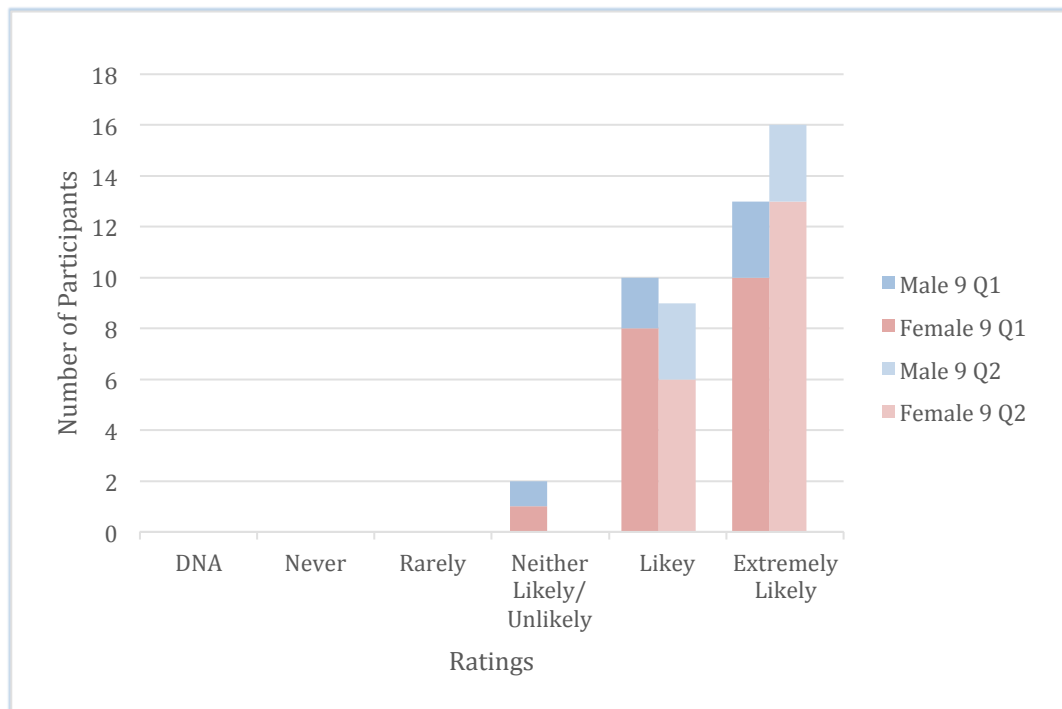
Figure 9: Responses to Question 9

Questions 10 to 18 – social behaviour, gender and rape myths

In terms of perceptions of adequate social behaviour, gender and rape myths, respondents were asked whether they 'Strongly Disagree' (1), 'Slightly Disagree' (2), 'Neither Agree/Disagree' (3), 'Slightly Agree' (4) or 'Strongly Agree' (5) with a number of statements.

Question 10 - When women go to parties wearing low‐cut tops or short skirts, they are asking for trouble

When asked whether they thought that the way women dressed meant that they were partly to blame for their victimisation, most respondents chose the answers 'Strongly Disagree' or 'Disagree' in Q1. In Q2, 3 females and 3 males changed their responses to reflect even further disagreement with the statement (from 'Neither Agree/Disagree' To 'Slightly Disagree' or 'Strongly Disagree' and from 'Slightly Disagree' to 'Strongly Disagree'). Two respondents reported reverse scores, with 1 female going from 'Strongly Disagree' to 'Neither Agree/Disagree' and 1 male from 'Neither Agree/Disagree' to 'Strongly Agree'.
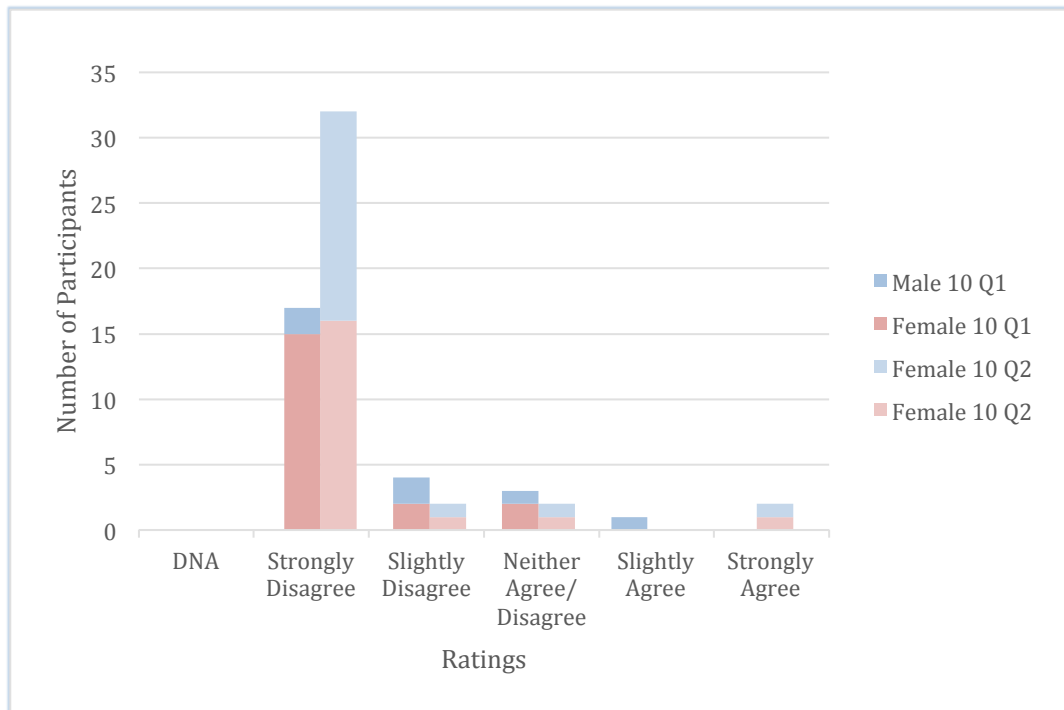
Figure 10: Responses to Question 10

Question 11- If a woman is raped after getting drunk, she is partly responsible for letting things get out of control

Most respondents strongly disagreed or disagreed with this assertion in Q1. In Q2, there are not many changes in responses, as with Question 10. Of note, however, if the fact that 2 females increased the level of disagreement with the statement from 'Slightly Agree' to 'Slightly Disagree' and one from 'Slightly Disagree' to 'Strongly Disagree'. One female changed her response from 'Strongly Disagree' to 'Slightly Disagree'. None of the males changed their responses between Q1 and Q2.
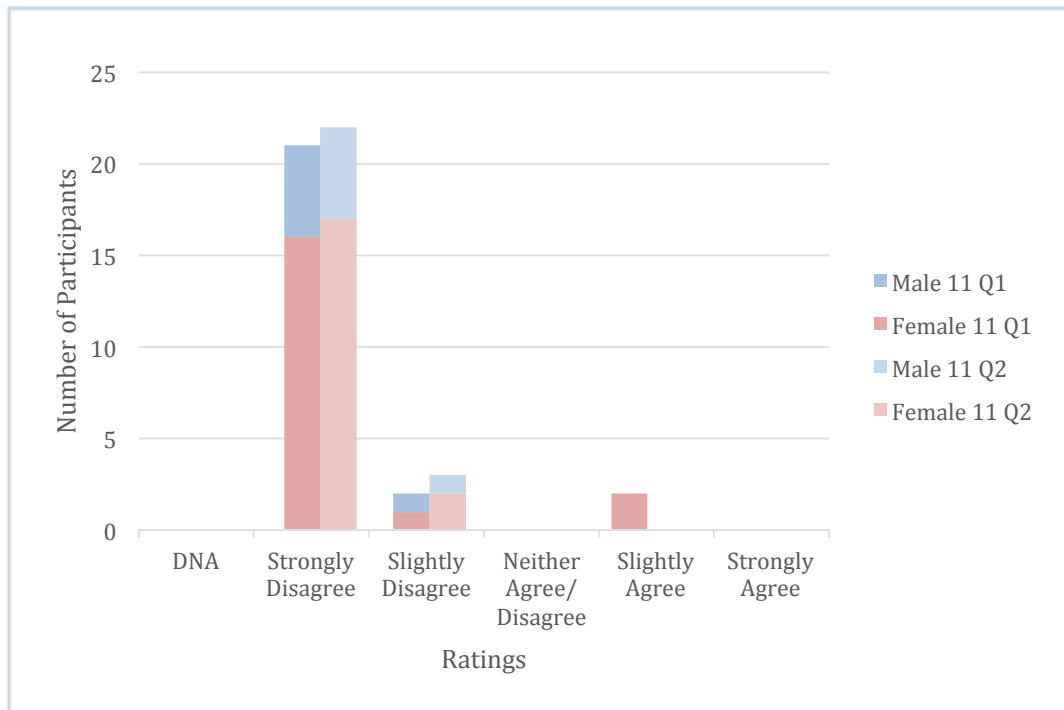
Figure 11: Responses to Question 11

Question 12 - If a woman doesn't physically resist sex – even if protesting verbally – it cannot be considered rape

Here, the changes in answers between Q1 and Q2 were even smaller than for the previous two questions. Two females changed their answers, one from 'Strongly Disagree' to 'Neither Agree/Disagree' and the other from 'Slightly Disagree' to 'Strongly Disagree'. None of the other respondents changed their answers between questionnaires.
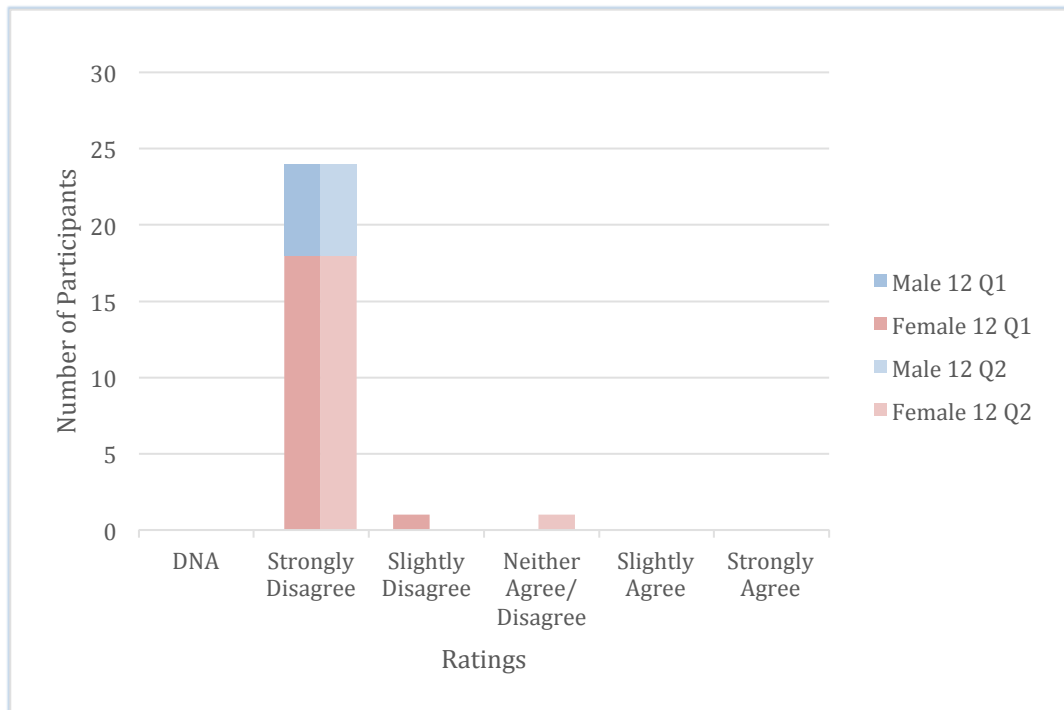
Figure 12: Responses to Question 12

Question 13 - Going home with a man at the end of a date is a woman's way of communicating to him that she wants to have sex

Three females and 2 males changed their answers between Q1 and Q2 to reflect an increase in their level of disagreement; 1 female increased her level of agreement with the statement. All other respondents' level of agreement with the statement remained the same between questionnaires.
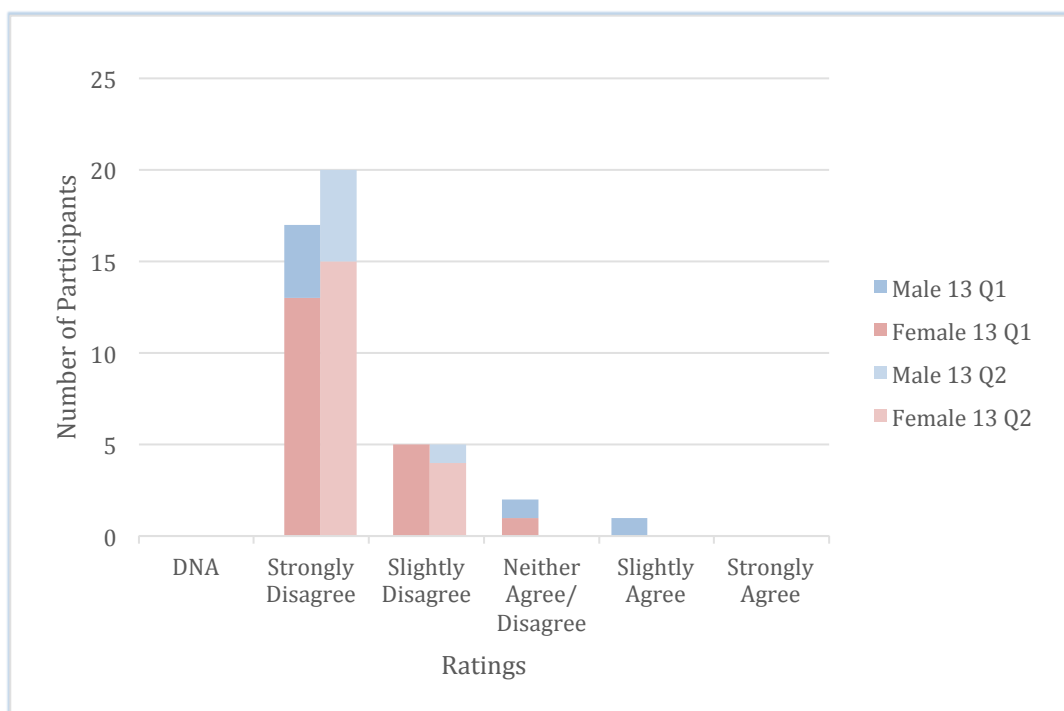

Figure 13: Responses to Question 13

Question 14 - Women often say 'no' to sex when they really mean 'yes'
Most respondents did not change their views between questionnaires, with an overwhelming majority already strongly disagreeing with the statement in Q1. Those who changed their responses were all female, and the changes were in the direction of increasing their disagreement with the statement.
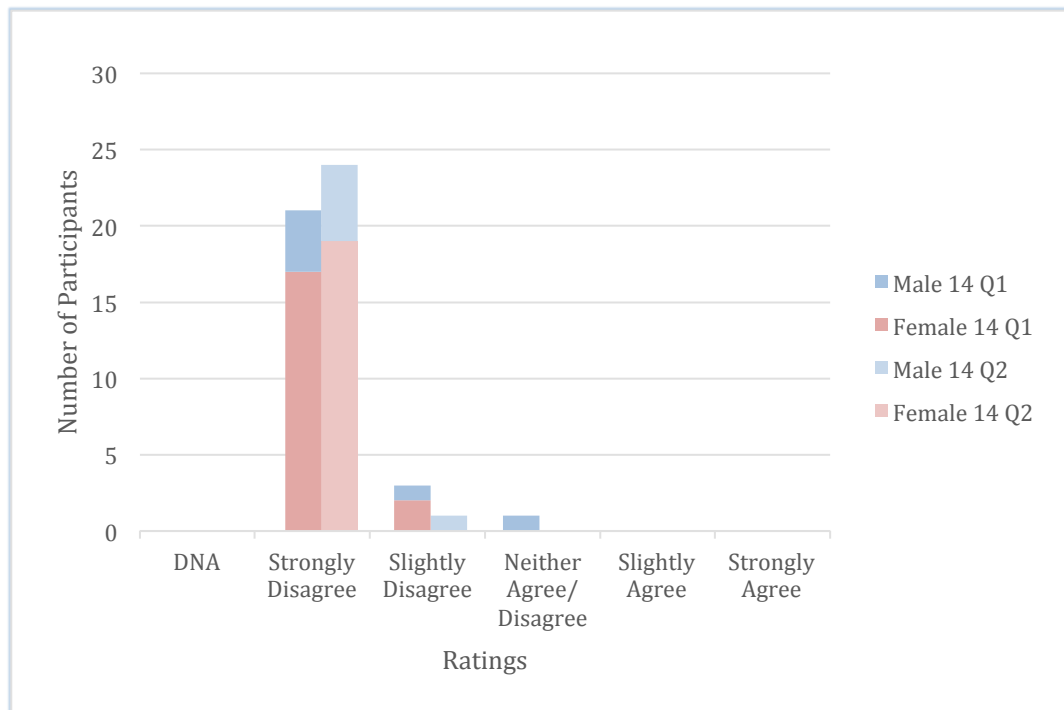

Figure 14: Responses to Question 14

Question 15 - A woman is much more likely to be raped by a stranger than by her boyfriend
Thirteen respondents increased their level of disagreement with the statement between Q1 and Q2 (9 females and 4 males), and 3 females decreased it (1 from 'Strongly Disagree' to 'Slightly Disagree', 1 from 'Slightly Disagree' to 'Neither Agree/Disagree' and 1 from 'Strongly Disagree' to 'Neither Agree/Disagree').
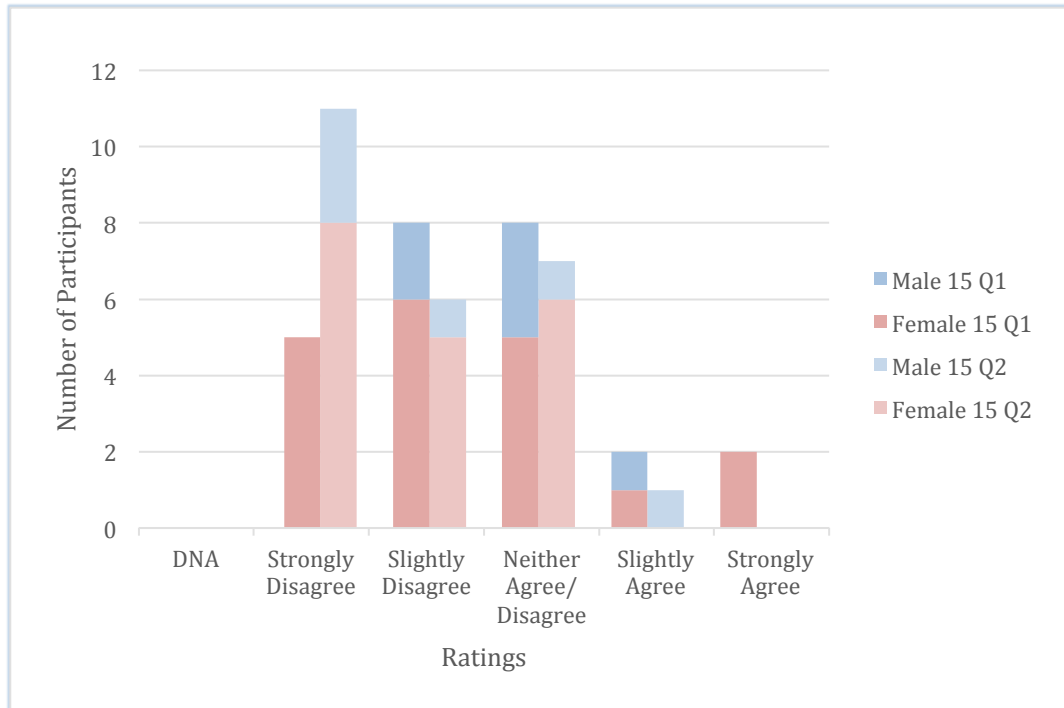
Figure 15: Responses to Question 15

Question 16 - If a woman claims to have been raped but has no bruises or scrapes, she probably shouldn't be taken very seriously

Only female participants changed their answers to this question between Q1 and Q2, with 5 increasing their levels of disagreement (all to 'Strongly Disagree') and 2 decreasing it (1 from 'Strongly Disagree' to 'Slightly Disagree' and the other from 'Slightly Disagree' to 'Slightly Agree').
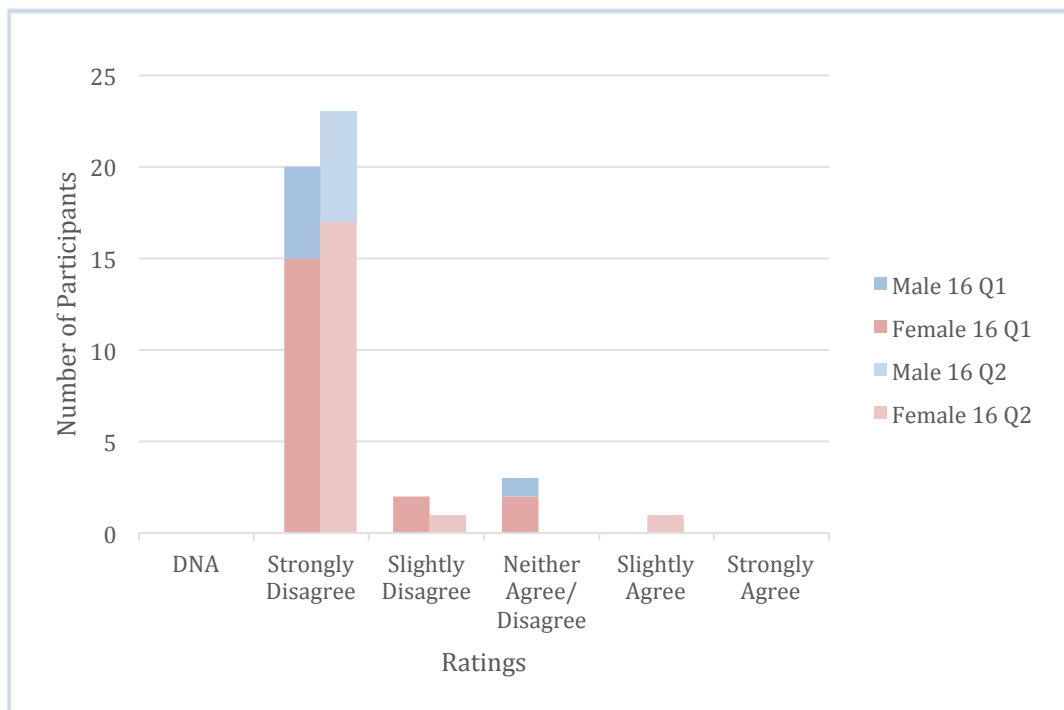

Figure 16: Responses to Question 16

Question 17 - A lot of women find wolf whistling and catcalling flattering rather than offensive

A total of 12 respondents changed their responses between Q1 and Q2; 5 females and 3 males increased their level of disagreement with the statement, and 3 females and 1 male decreased it. Increases in levels of disagreement were from 'Slightly Disagree' to 'Strongly Disagree' (3 females), from 'Neither Agree/Disagree' to 'Strongly Disagree' (1 female), from 'Neither Agree/Disagree' to 'Slightly Disagree' (1 female and 2 males), and from 'Slightly Agree' to 'Slightly Disagree' (1 male).
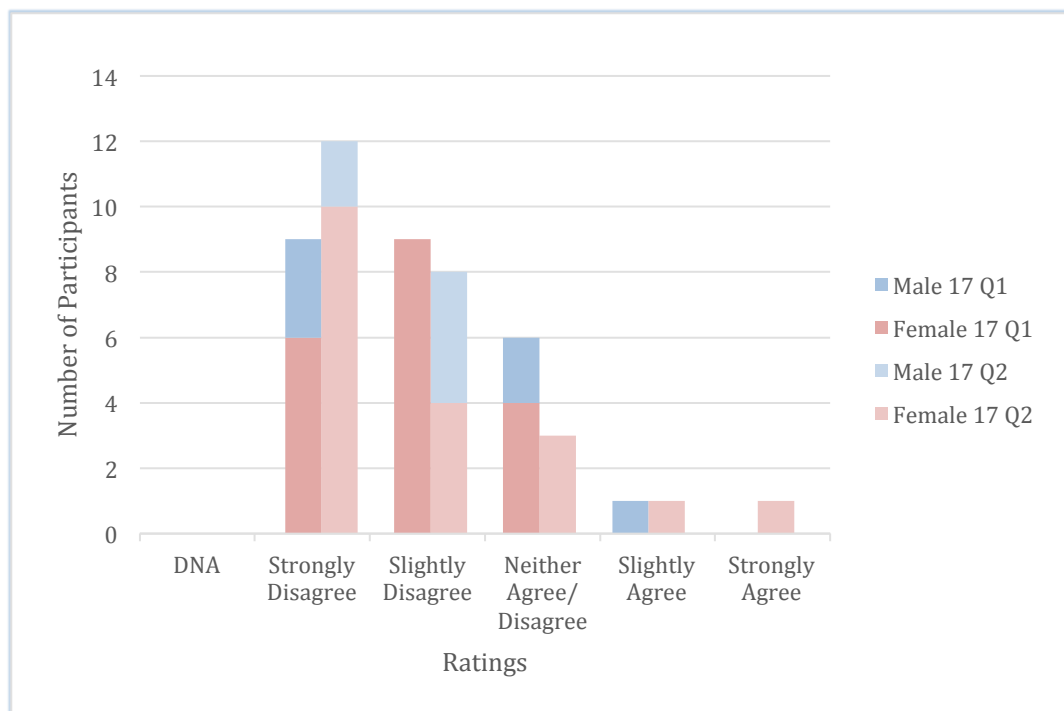

Figure 17: Responses to Question 17

Question 18 - Men cannot be raped

Here, 1 female changed her response between Q1 and Q2 from 'Slightly Disagree' to 'Strongly Disagree'. Conversely, 3 females and 1 male decreased their levels of disagreement with the statement. Changes in the latter varied from 'Strongly Disagree' to 'Neither Agree/Disagree' (1 female), 'Strongly Disagree' to 'Slightly Disagree' (2 females) and from 'Strongly Disagree' to 'Strongly Agree' (1 female).

The change in answers may be due to a better understanding of the legal definition of rape and its erroneous interchangeable use with the concept of sexual assault. This should not, however, exclude an understanding that men can be raped by other men.
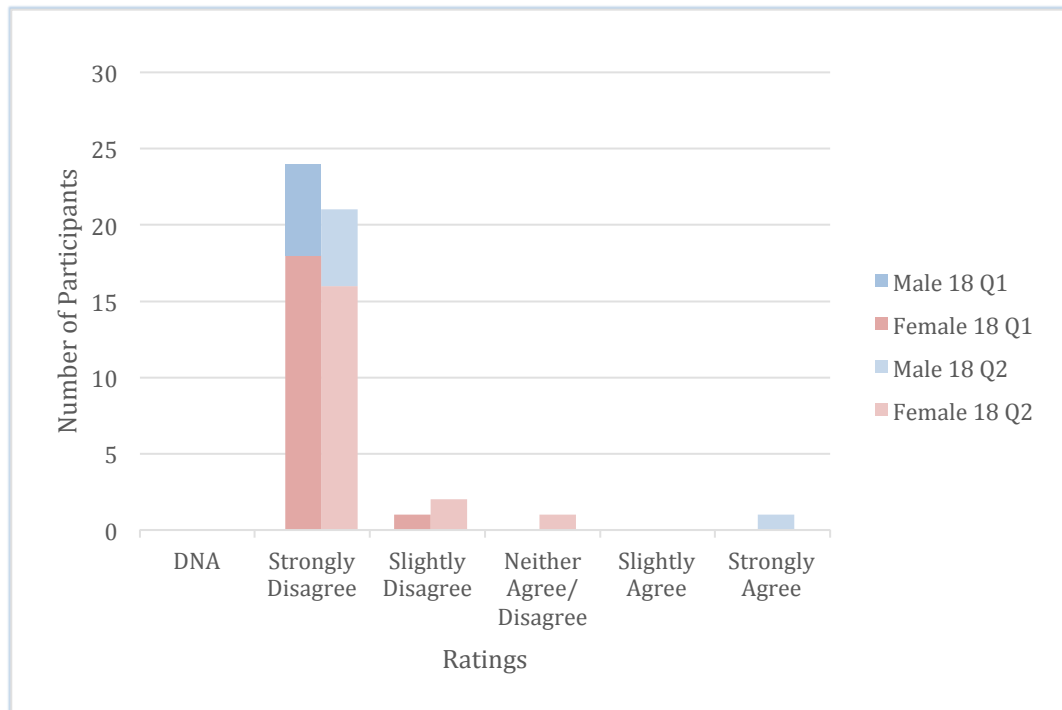
Figure 18: Responses to Question 18

Questions 19 to 21 – domestic abuse and inter-partner violence

Questions 19 to 21 focus on respondents' perceptions of domestic abuse and appropriate responses to it. The questions presented participants with a variety of scenarios to assess their knowledge of domestic abuse (for example, whether it included forms of coercive and controlling behaviour, as introduced by the Serious Crime Act 2015) and appropriate responses to it (for example, whether this included seeking help from an external party, such as the police or the University).

Question 19
Question 19 asked participants to identify, from 13 options, which forms of behaviour they considered indicative of an unhealthy relationship (coded as 1) and which they did not (coded as 0). Unanswered questions were coded as 'DNA' and are not taken into account for the analysis presented here. The options given were: 'Physically assaulting someone', 'Yelling at someone', 'Checking someone's whereabouts without their permission', 'Checking someone's phone, email and/or social media accounts without their permission', 'Telling someone what to do', 'Telling someone what to wear', 'Telling someone who to see', 'Justifying unwelcome behaviour by telling someone that it is because they love them very much', 'Always accompanying someone', 'Making all or most of the financial decisions' and 'Insulting someone when they adopt behaviour that they don't agree with'.

In relation to 'Yelling at someone', there was an increase in the number of females identifying it as a sign of an unhealthy relationship from 13 to 18, and of males from 4 to 5. One female identified 'Yelling at someone' in Q1 but not in Q2.

'Checking someone's whereabouts with their permission' saw an increase in selection between Q1 and Q2, among the female population (with 6 females identifying it as indicative of an unhealthy relationship in Q2 when they had not in Q1, and 1 changing her answer in the opposite direction). The male population, however, saw 2 respondents select it as abusive behaviour in Q1 but not in Q2. Other 2 males did not change their answers between questionnaires, with 1 deeming it as inappropriate behaviour and the other not. The other 2 males did not answer the question in either one or both questionnaires.

In relation to 'Checking someone's phone, email and/or social media accounts with their permission', 6 females identified it as unhealthy in Q2 when they had not in Q1, and 1 female and 1 male changed their answers in the opposite direction.
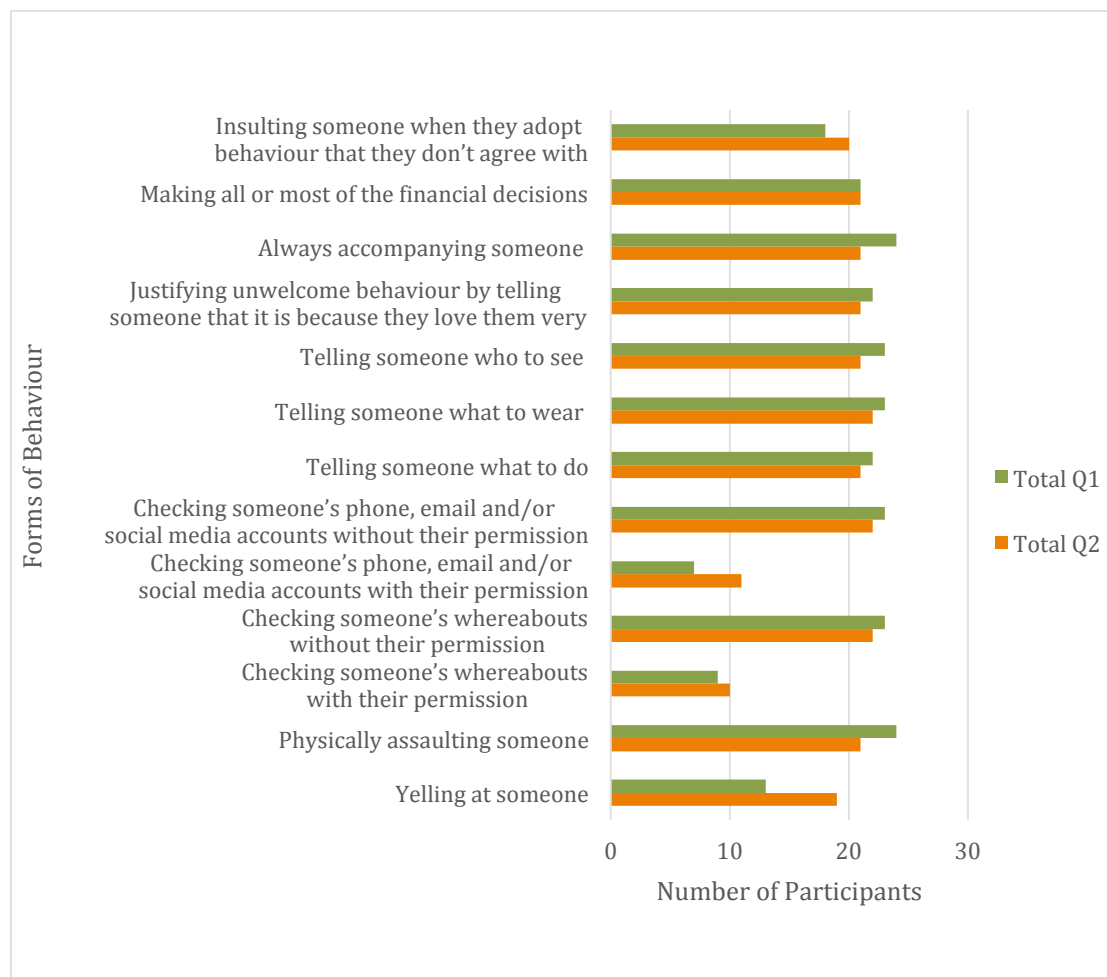

Figure 19: Responses to Question 19

25

Question 20

Question 20 asked respondents to order, in a scale of 1 to 10, the best ways to address a situation of domestic violence, where 1 was the best and 10 the worse way to do so (with 0 if they would not adopt the behaviour altogether). These included actions such as going to the police or seeking help from University staff. The analysis of the data from this question is challenging, as some respondents did not interpret the options given as mutually exclusive, while others did. This makes comparisons among the population and a robust analysis of the data difficult, and will not be addressed in this report.

Question 21

Question 21 asked participants to select as many options as they wanted from a number of actions to end domestic violence. The actions were: 'Ensure that the violence stops', 'Do nothing', 'Take responsibility for their choice of partner and try to make things work', 'Think first about what is best for the children and then for themselves' and 'Involve a third party'. Two males did not answer this question in Q2 and 1 female did not answer this question in both questionnaires. Their answers are not taken into account in this description of the data.

For all other respondents, no changes in answers were identified between Q1 and Q2 for the actions: 'Ensure that the violence stops' (chosen by all as an appropriate course of action in both questionnaires), 'Do nothing' (chosen by all as a not appropriate course of action in both questionnaires) and 'Take responsibility for their choice of partner and try to make things work' (chosen by all respondents, except one female, as a not appropriate course of action in both questionnaires).

Regarding 'Think first about what is best for the children and then for themselves', 2 females selected the option in Q1 but not n Q2, and 1 female and 1 male selected it in Q2 but not in Q1. Regarding the option 'Involve a third party', 1 female and 1 male selected the option in Q1 but not n Q2, and 1 female and 1 male selected it in Q2 but not in Q1.
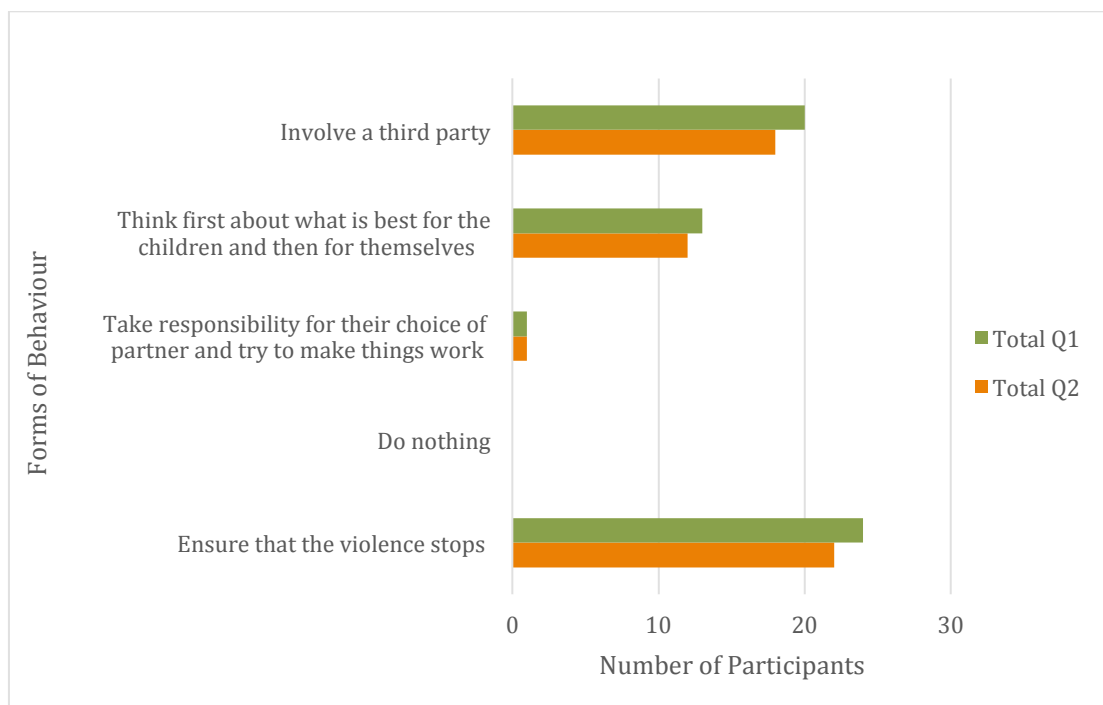
Figure 20: Responses to Question 21

Questions 22 to 26 – gender roles and lad culture in relation to peers of the same and opposite sex

Questions 22 to 26 asked about gender roles and 'lad culture'. Participants were given a number of statements and asked what peers of their own sex and peers of the opposite sex would think about them. Specifically, they were asked whether their peers would 'Strongly Disagree' (1), 'Slightly Disagree' (2), 'Neither Agree/Disagree' (3), 'Slightly Agree' (4) or 'Strongly Agree' (5) with each statement.

Question 22 - Gender roles when it comes to sexuality are socially constructed
The majority of respondents seem to have developed a more positive view of opinions that the peers of their own sex would have in this respect, indicated by higher levels of agreement with the statement in Q2 than those demonstrated in Q1. This is particularly so in relation to the female population, with not only the highest number of changes in answers between questionnaires, but also the highest increases in categories (9 females increased their levels of agreement and 4 decreased it). Three of the 6 males also increased the level of agreement with the statement, and none decreased it.
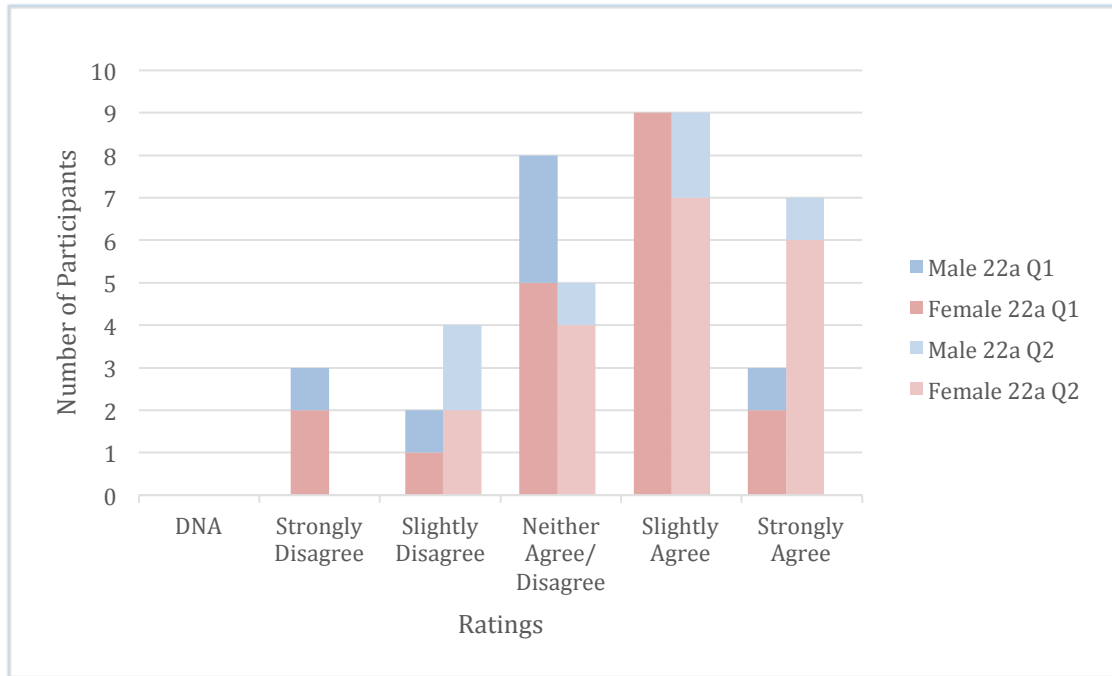
Figure 21: Responses to Question 22 (peers of the same sex)

In relation to peers of the opposite sex, the degrees of variation between questionnaires are similar to those for peers of the same sex. Although there are fewer positive changes in females' responses in relation to peers of the opposite sex, the numbers are similar to those for peers of the same sex (7 respondents increased the level of agreement with the statement for peers of the same sex, versus 9 for peers of the opposite sex). There are also changes in the opposite direction in the female population regarding peers of the opposite sex, but the numbers remain similar to those for peers of the same sex (4 versus 5). Among the male population, the changes in the levels of agreement for peers of the opposite sex are the same as those in relation to peers of the same sex (3 out of 6 respondents).
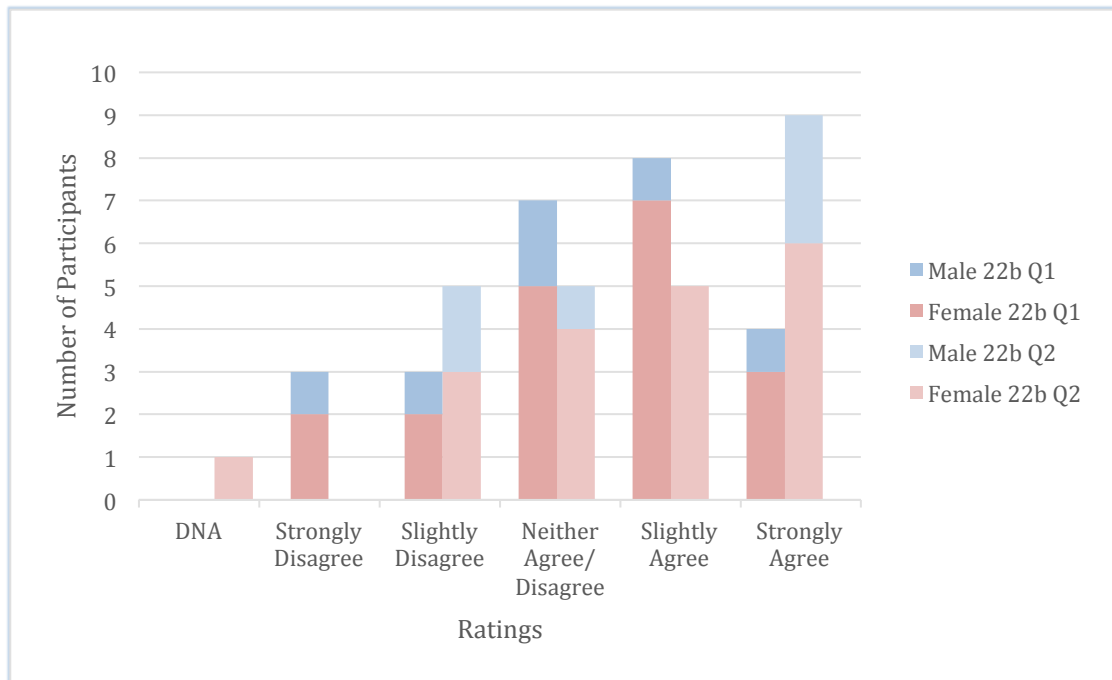
Figure 22: Responses to Question 22 (peers of the opposite sex)

Question 23 - There are expectations to act according to gender roles when it comes to sexuality

In relation to peers of the same sex, 6 females increased the level of agreement that they thought other women would have with the statement, between Q1 and Q2, and 5 decreased it. In terms of the male population, 2 males increased their perceptions of the levels of agreement of peers of the same sex, and 1 decreased it.
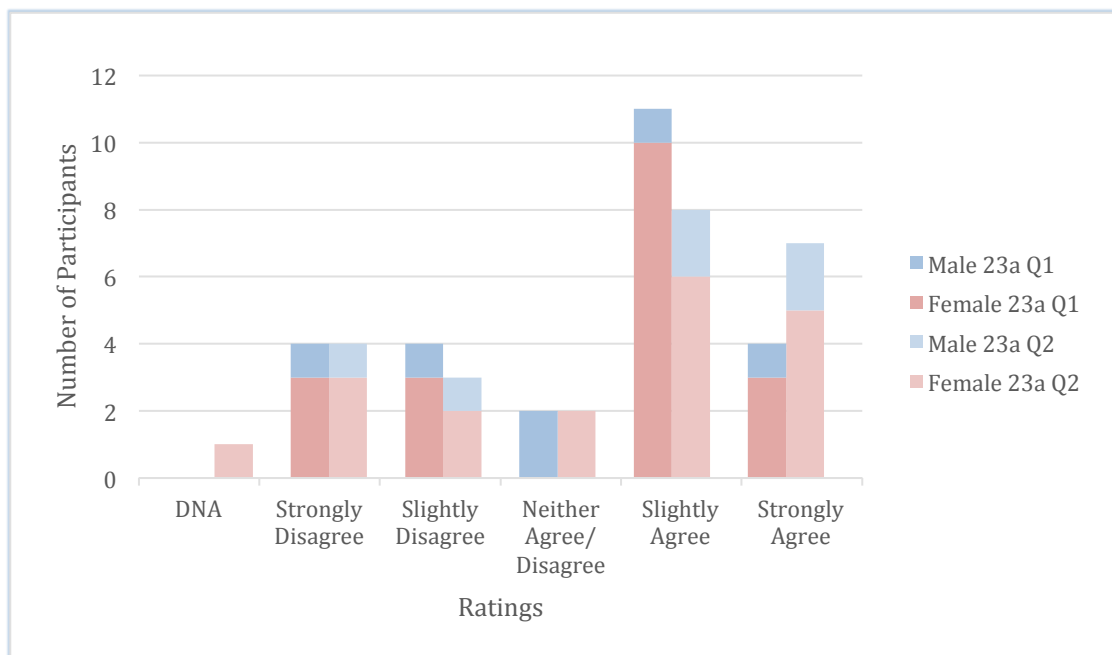

Figure 23: Responses to Question 23 (peers of the same sex)

As for peers of the opposite sex, 4 females increased their levels of agreement between questionnaires and 4 decreased it, while 3 males increased theirs and none decreased it.
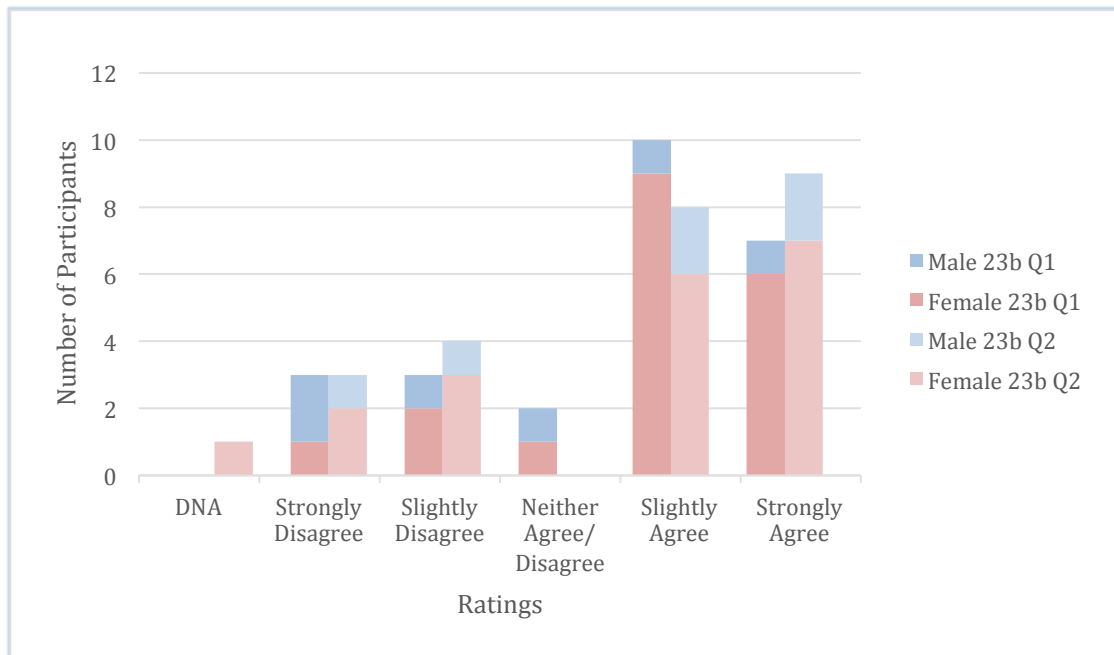

Figure 24: Responses to Question 23 (peers of the opposite sex)

Question 24 - Lad culture can lead to the sexual victimisation of women
In relation to peers of the same sex, 6 females increased their levels of agreement between Q1 and Q2 and 5 decreased them; 4 males increased and 1 decreased them.
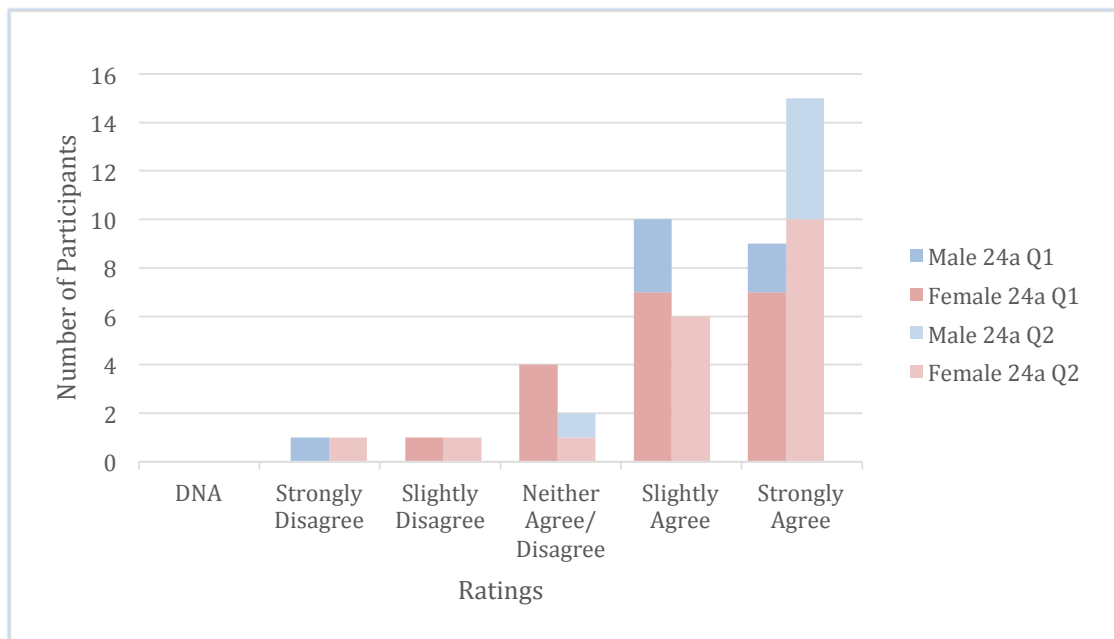

Figure 25: Responses to Question 24 (peers of the same sex)

In relation to peers of the opposite sex, 9 female respondents increased their levels of agreement between Q1 and Q2, and 4 decreased them. Three males increased and 1 decreased their levels of agreement.

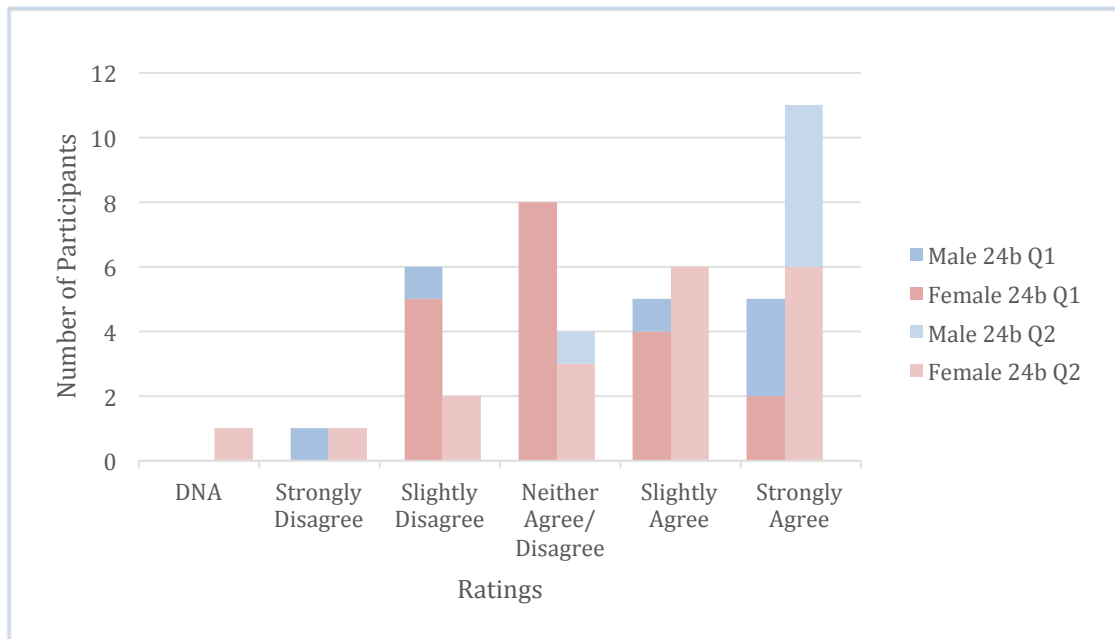Figure 26: Responses to Question 24 (peers of the opposite sex)

Question 25 - Lad culture should be discouraged because of the harm it can cause women

Eight females increased their levels of agreement between Q1 and Q2 and 3 decreased them in relation to peers of the same sex. As for males, 3 increased and 1 decreased them between questionnaires.
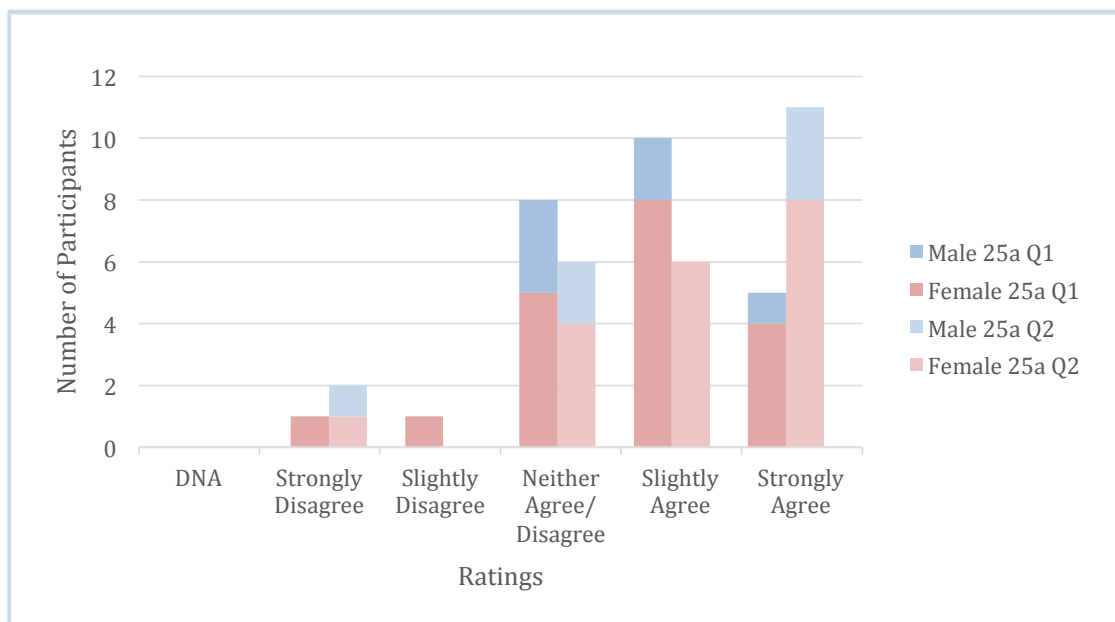
Figure 27: Responses to Question 25 (peers of the same sex)

Regarding peers of the opposite sex, 9 females increased their levels of agreement between questionnaires and 5 decreased them.

Figure 28: Responses to Question 25 (peers of the opposite sex)

Question 26 - Most male students act appropriately when it comes to socially interacting with female ones

Thirteen female respondents increased their levels of agreement and 4 decreased them between Q1 and Q2, in relation to peers of the same sex; 2 males increased their levels of agreement between questionnaires and one decreased it.
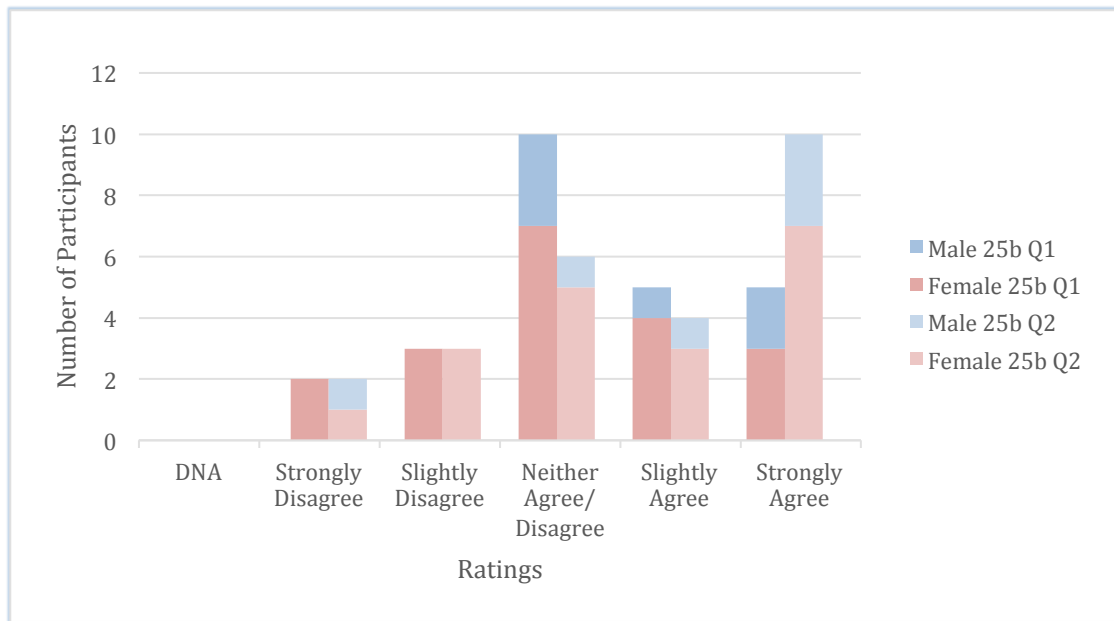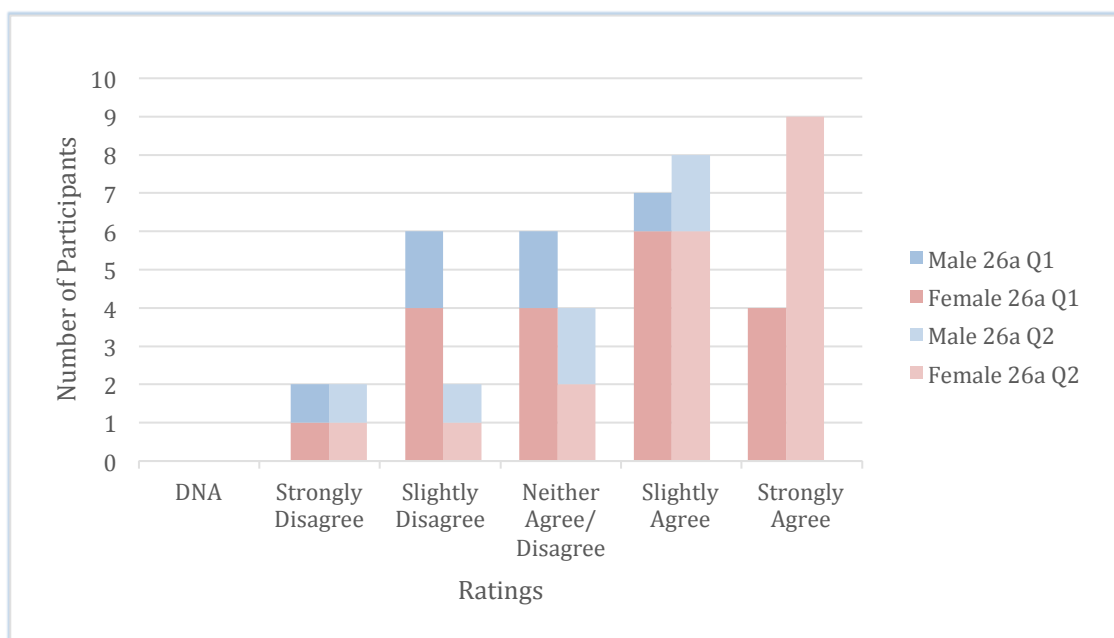
Figure 29: Responses to Question 26 (peers of the same sex)

In relation to peers of the opposite sex, 10 female respondents increased their levels of agreement and 5 decreased them, between Q1 and Q2; 1 male increased and 1 male decreased the levels of agreement with the statement between questionnaires.
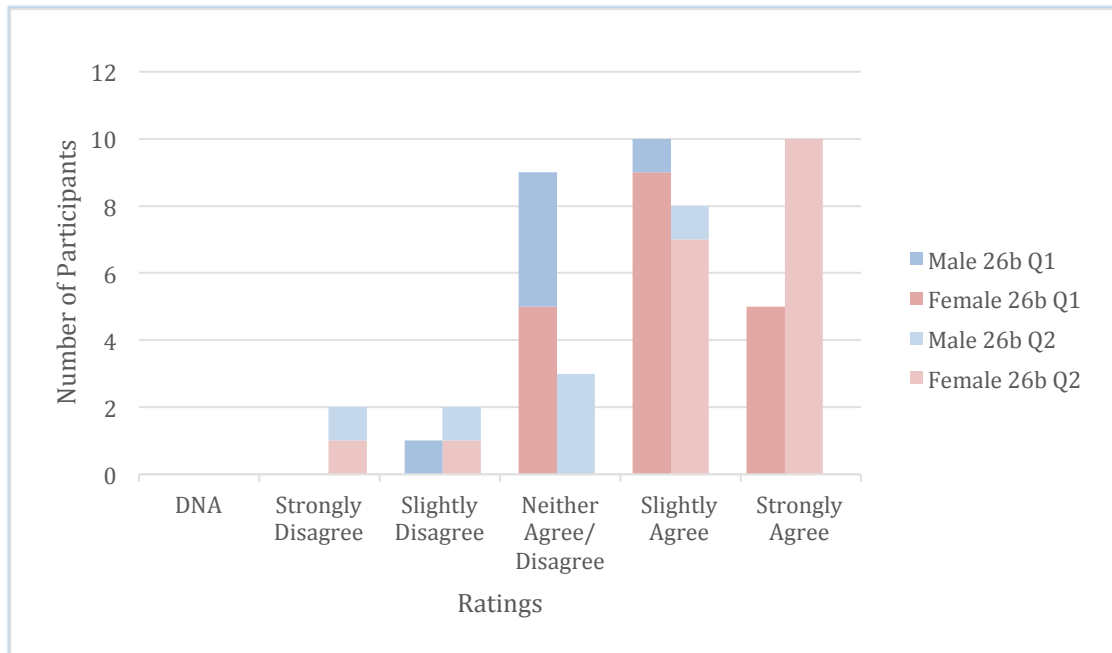

Figure 30: Responses to Question 26 (peers of the opposite sex)

Questions 27 to 31 – own perceptions of gender roles and lad culture

Questions 27 to 31 asked participants' own level of agreement with the same statements included in questions 22 to 26. Results indicate the impact of the programme in respondents' own behaviour and potential willingness to intervene as bystanders.

Respondents were asked to demonstrate how they related to each proposition by choosing one of the options: 'Strongly Disagree' (1), 'Disagree' (2), 'Neither Agree/Disagree' (3), 'Agree' (4) or 'Strongly Agree' (5).

Question 27 - Gender roles when it comes to sexuality are socially constructed
Two females and 1 male changed their levels of agreement from 'Strongly Disagree' to 'Agree', and the rest of respondents changed their opinion by no more than one level. On the opposite direction, of the 5 females who changed their responses to more negative ones, one female changed her response from 'Agree' to 'Strongly Disagree'; 1 male changed his level of agreement from 'Disagree' to 'Strongly Disagree' and another from 'Neither Agree/Disagree' to 'Disagree'.
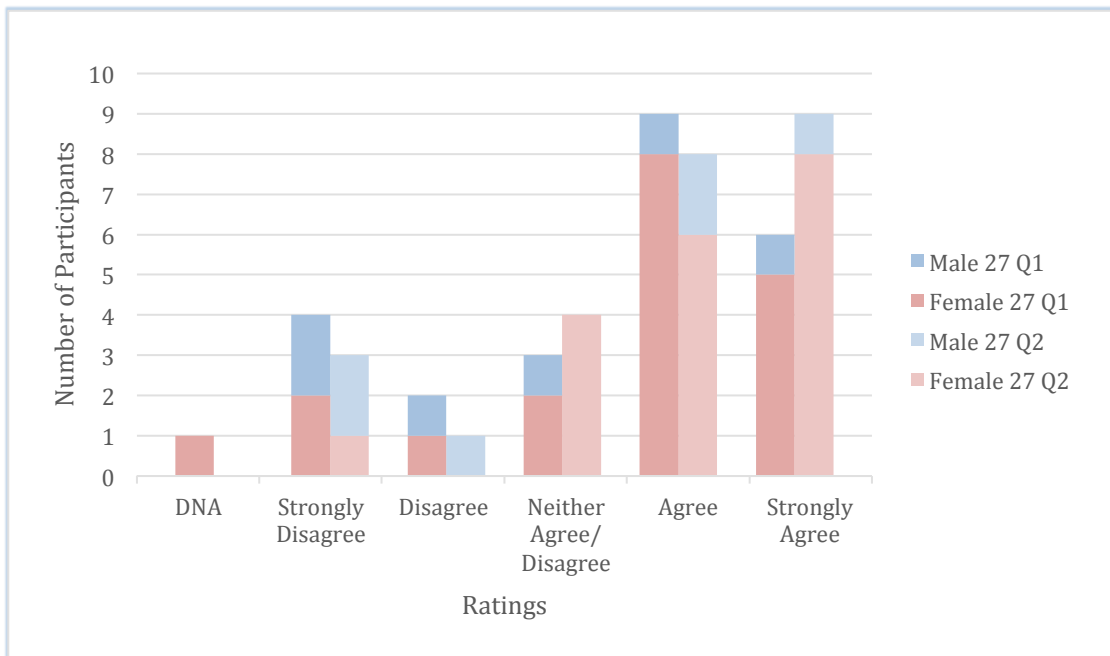
Figure 31: Responses to Question 27

Question 28 - There are expectations to act according to gender roles when it comes to sexuality

Six females and 3 males increased their level of agreement with the statement (with one female going from 'Strongly Disagree' to 'Agree'). Three females increased their levels of disagreement between Q1 and Q2; no males increased their levels of disagreement between questionnaires.
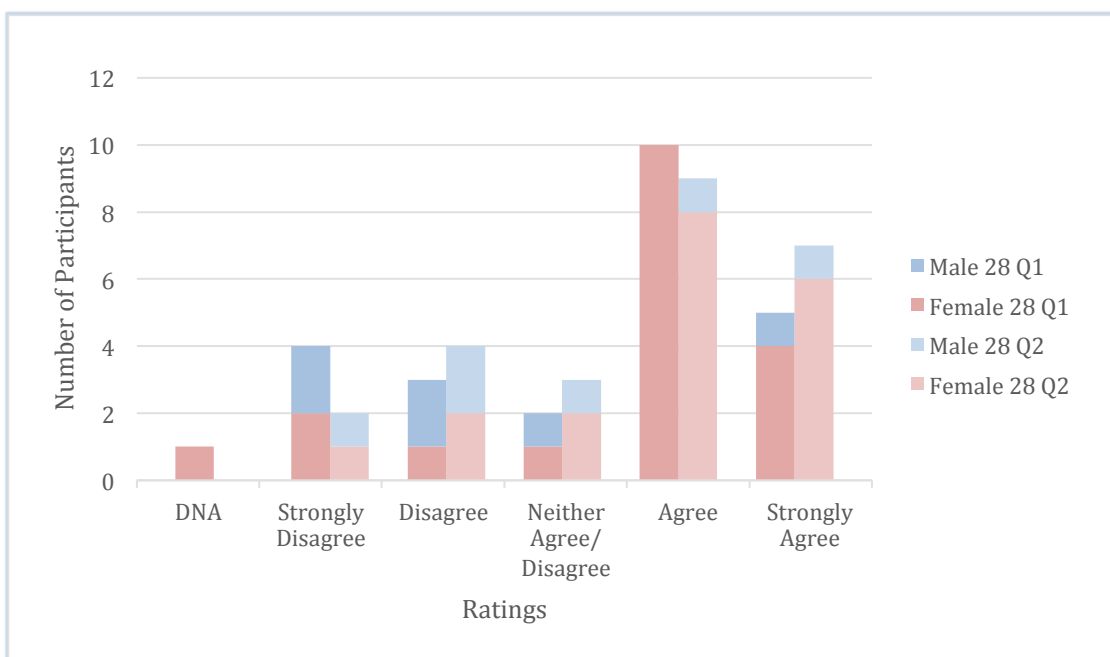
Figure 32: Responses to Question 28

Question 29 - Lad culture can lead to the sexual victimisation of women

The largest changes in responses were those of 6 females and 2 males, who increased their level of agreement with the statement, with the male going from 'Disagree' to 'Agree'. In the opposite direction, 3 females increased their levels of disagreement, with one going from 'Agree' to 'Strongly Disagree'; no male increased their level of disagreement with the statement between questionnaires. The remaining respondents changed their responses up or down one category.
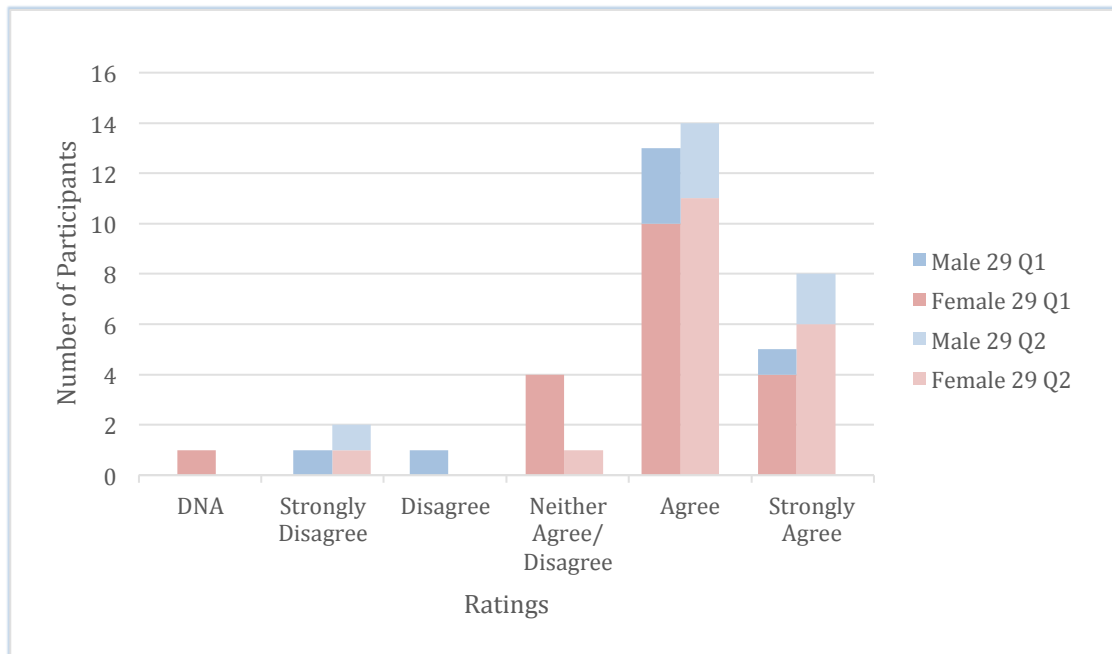
Figure 32: Responses to Question 29

Question 30 - Lad culture should be discouraged because of the harm it can cause women

Six females and 2 males increased their levels of agreement with the statement, with 1 male going from 'Neither Agree/Disagree' to 'Strongly Agree' and 1 female from 'Disagree' to 'Agree'. All other respondents changed their responses by one category. Three females and no male changed their responses in the opposite direction, with 1 female going from 'Strongly Agree' to 'Strongly Disagree'.
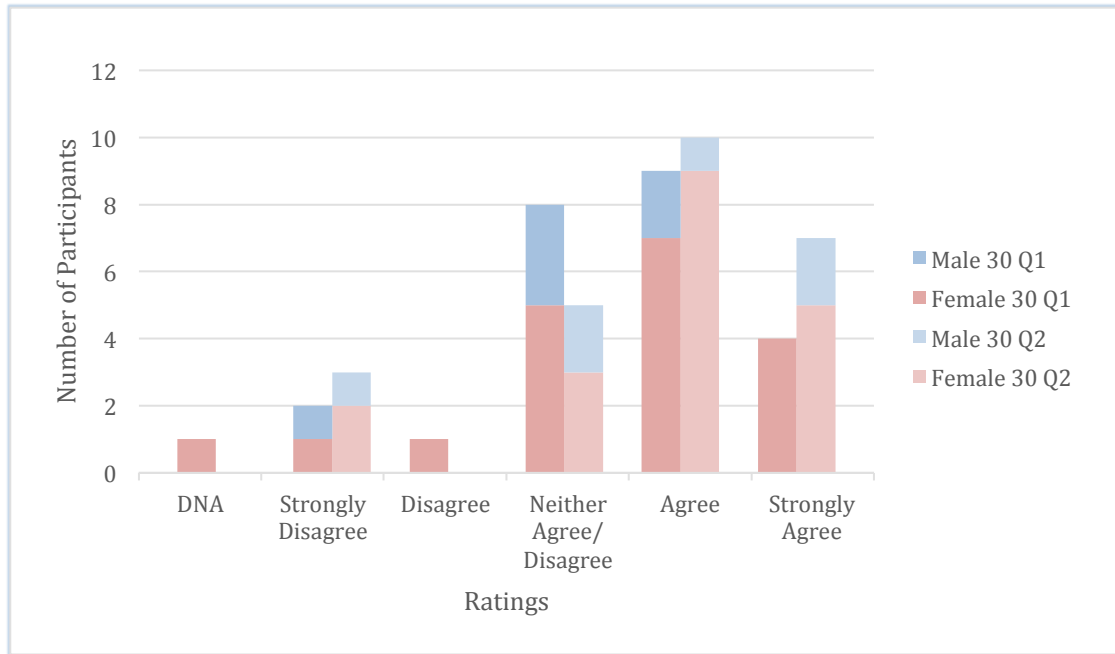
Figure 33: Responses to Question 30

Question 31 - Most male students act appropriately when it comes to socially interacting with female ones

Seven females and 2 males increased their levels of agreement between Q1 and Q2, with 1 female going from 'Disagree' to 'Strongly Agree'. Five females and 2 males changed their responses in the opposite direction, with 1 female going from 'Strongly Agree' to 'Disagree'. Two females changed their answers from 'Neither agree/Disagree' to 'Strongly Disagree'; 1 male went from 'Agree' to 'Disagree'. All other respondents changed their views by one category.

Figure 34: Responses to Question 31

Discussion and conclusions

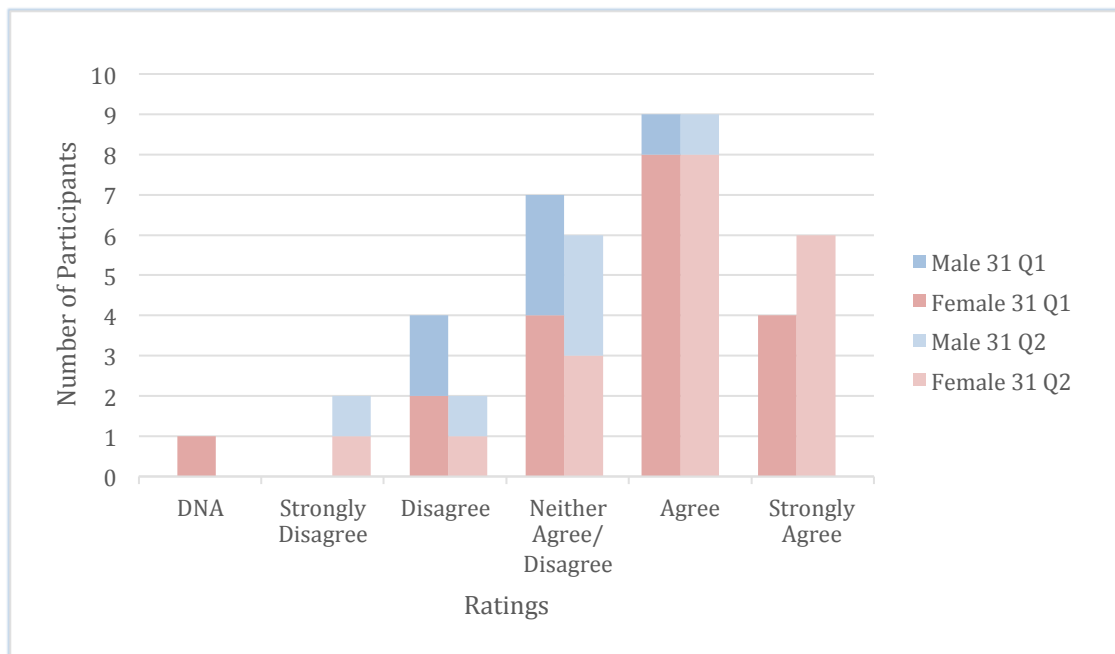Research on bystander intervention programmes on university campuses has consistently found a number of behaviours that students adopt when confronted with situations of sexual or domestic abuse. For example, women are more likely to display bystander intention (particularly in terms of supporting victims) than men, who are, in turn, more likely to display the intent to confront a perpetrator they do not know (Bennet et al, 2017: 696, 697; Brown et al, 2014: 351). In relation to rape myths, gender stereotypes and lad culture, research has shown that supporting sexist attitudes, or believing in rape myths, is negatively correlated with men and women's willingness to intervene as bystanders (Orchowski et al, 2016: 2839; Bannon et al, 2013: 74; Banyard et al, 2004: 71; Brown et al, 2014: 358). However, women tend to have lower rape myth acceptance than men (McMahon, 2010).

Bystander programmes usually include information that dispel sexual and domestic violence myths and the overestimation of unhealthy behaviour among peers. For example, by telling both male and female students how peers of the same and opposite sex feel about certain behaviour, such as levels of alcohol consumption, number of sexual partners, or sexual activity (Banyard et al, 2004; Brown & Messman-Moore, 2009; Fabiano et al, 2003; Loh et al, 2005; Miller and Prentice, 1994; Stein, 2007; Kramer and Stover, 2015; Alegría-Flores et al, 2017: 1116). In doing so, the programmes have the potential to re-shape the values of the group and, in turn, impact on how students themselves behave (Fabiano et al, 2003: 110; Miller and Prentice, 1994: 547). Conveying this information helps to dismiss inaccurate perceptions of others' behaviour that can either contribute to the alienation of students who do not identify with these forms of behaviour, or reinforce negative behaviour from others, who may feel compelled to act in such way in order to 'fit in'. With this information, the sense of being an outsider would cease to exist (Miller and Prentice, 1994: 547), positive behaviour would be reinforced and individuals would not feel pressured to conform to false perceptions of the beliefs of others (Fabiano et al, 2003: 110; Miller and Prentice, 1994: 547, 548).

The questionnaires that inform this report tried to address the programme's impact on some of these aspects. The first nine questions confronted participants with a variety of scenarios, including common myths regarding sexual violence. They were designed to assess bystander intention, that is, participants' willingness to act positively as bystanders, should the opportunity arise. The questionnaires did not ask about actual intervention as a bystander, but a correlation between intention and actual bystander activity has been identified in some research (Banyard, 2008). This correlation is complex due to the potential influence of personal and environmental factors, such as gender, race,

age, opportunity to intervene and the bystander's relationship with the victim and the perpetrator (Brown et al, 2014; Bennet et al, 2017). These are not aspects that can be assessed with the data gathered and will therefore not be discussed here. A follow up with the same cohort of students could explore actual bystander behaviour to try to further clarify the impact of the programme.

The data revealed certain patterns that will be discussed here under the themes: 'social behaviour, gender and rape myths', 'domestic abuse and intimate partner violence', 'gender attitudes and "lad culture"' and 'bystander attitudes'. The patterns identified in the research are generally positive and indicate that the programme had the desired effect on participants, particularly in enhancing their knowledge of sexual and domestic abuse, perceptions of their peers' behaviour and willingness to act as bystanders. There is also a tendency for the outliers (that is, the answers at the extremes of the spectrum of ranking possibilities) to disappear when we compare the results of Q1 with those of Q2. The indicative impact of the programme varies, however, with some subject areas being more affected than others. Many areas did not see a substantial change in the answers given by participants before and after undergoing the programme. One possible justification for this is the fact that participants already displayed high levels of awareness of certain aspects covered by the programme, such as rape myths, rather than a lack of impact of the programme altogether. Gathering information from participants with a more diverse makeup in terms of academic background, and characteristics such as ethnicity, age and mode of study would help further understand these results. This could be done by offering the programme to a wider variety of students and conducting an attitudinal survey of HE4 students to assess their knowledge of the topics covered in the programme as they join the University.

Social behaviour, gender and rape myths
The programme seems to have had a positive impact on respondents' perceptions of social behaviour, gender and rape myths. This is an important aspect, as the first step before a bystander is able to intervene is to identify a situation as problematic (Berkowitz, 2010:3). Males were more affected by the programme overall in this respect than females. In relation to of 'victim blaming', for example, fewer participants considered victims responsible for their own victimisation after undergoing the programme than they had done so before. However, the greatest changes were in relation to perceptions of violence in relationships and rape. Answers to the question 'a woman is much more likely to be raped by a stranger than by her boyfriend' saw 13 respondents increase their level of disagreement with the statement between Q1 and Q2 (9 females and 4 males). Also relevant are the changes in relation to perceptions of sexual harassment. When asked whether they agreed that 'A lot of women find wolf

whistling and catcalling flattering rather than offensive', 5 females and 3 males increased their level of disagreement with the statement.

Domestic abuse and inter-partner violence
In terms of domestic abuse and inter-partner violence, respondents displayed a good level of awareness of contemporary and wide perceptions of such behaviour at the onset of the programme. This is visible when they selected a variety of examples of domestic abuse that included forms of coercive behaviour. As with other areas covered in the questionnaires, answers here did not change substantially between Q1 and Q2. The forms of behaviour for which there was a more distinctive (yet still marginal) change in opinion relate to perceptions of what is controlling and coercive behaviour. Specifically, the options for which there were greater changes between Q1 and Q2 are: 'Yelling at someone', 'Checking someone's whereabouts with their permission' and 'Checking someone's phone, email and/or social media accounts with their permission'. This indicates that the programme was successful in enhancing participants' knowledge of the forms of coercive and controlling behaviour that have been recognised more recently by the Home Office's definition of domestic abuse (Home Office, 2013) and section 76 of the Serious Crime Act 2015.

Gender roles and 'lad culture'
The programme seems to have had its greatest impact in this area, as it is where the highest degree of variation in answers between Q1 and Q2 can be found. Both women and men seem to have developed a more positive view of their peers of the same sex's understanding of gender roles, although variations between questionnaires are marginal. Responses also indicate that the programme had an overall greater effect on respondents' perceptions of how peers of the opposite sex see 'lad culture'. All males changed their responses between questionnaires, but one, possibly indicating that they developed a better understanding of how 'lad culture' impacts women, after sitting the programme. A qualitative exploration of such answers could prove enlightening in this respect.

The programme also had a generally positive impact regarding participants' own behaviour. This is visible in changes in responses between questionnaires, such as 8 females and 1 male increasing their level of agreement with the statement 'Gender roles when it comes to sexuality are socially constructed'. When asked about their level of agreement with the statement 'There are expectations to act according to gender roles when it comes to sexuality', 6 females and 3 males increased their level of agreement with it. When asked about their level of agreement with the statement 'Lad culture can lead to the sexual victimisation of women', 6 females and 2 males increased their level of agreement with it, with the male going from 'Disagree' to 'Agree'. These are important outcomes, as, as

already stated, identifying a situation as problematic is the first step in adopting an active bystander stance in abusive situations (Berkowitz, 2010:3).

Bystander attitudes
Here, women seem to have benefited more substantially from the programme than men. Although all respondents already displayed high levels of intention to intervene as bystanders in Q1, women, in particular, increased the most their intended intervention levels. This may be due to an increase in confidence to address certain situations (for example, to approach strangers), resulting from the strategies offered by the programme to do so safely. A qualitative exploration of the participants' bystander attitudes could contribute to a better understanding of this dynamic. As a link between intention to intervene and actual intervention has been established in some literature (Bannyard, 2008), the programme seems to have contributed positively to the development of a safer and more positive community of students.

Conclusions
Overall, the programme appears to have had a positive impact on participants', knowledge of abusive situations and intended behaviour as bystanders. Its content and delivery seem adequate to students' expectations and the programme's aims (as already partly established in the report by Graca et al, 2017). Information on a wider student population, both before and after completing the programme, would be useful to establish a baseline against which to compare the findings of these studies. For example, students may bring with them strong perceptions of abusive behaviour when they join the university that can be more or less affected by the programme and that could indicate whether the programme needs to be adjusted. A university-wide survey of HE4 students' attitudes towards sexual and domestic violence, for example, would contribute to this. This could be done in conjunction with existing surveys of this population, so as not to overburden participants with surveys. Such information could also serve as a basis to assess the impact of other strategies adopted under the Expect Respect agenda, such as the impact of the media and communications campaigns.

The findings presented here also indicate that the programme meets the University's Strategic Aims for 'Student Experience', 'Education' and 'Research and Knowledge Exchange', as well as the cross-cutting themes of 'Widening Access, Inclusion and Participation', 'Employability', 'Sustainability' and 'Partnerships and Community' (CCCU, 2015a: 2) and its Academic Priorities of providing a 'continued enhancement of the student experience, with a particular focus on': 'student opportunity, retention and success' (by promoting a positive community environment, contributing for student wellbeing, and engaging with students early in their studies), 'the interrelationship of learning, teaching and

research' (through research-informed teaching, the development of a relevant and engaging curriculum, with ethical and clear social impact in the local community), and 'employability' (by providing students with key transferable skills, such as subject knowledge and confidence to intervene as a bystander) (CCCU, 2018).

Bystander intervention programmes have the potential to provide students with the skills to recognise and intervene in situations that they might have not have otherwise recognised as abusive, with the consequent increase of levels of safety for themselves and the communities in which they operate. Involving students in these programmes is, potentially, one way of meeting the University's strategic aim of providing a 'high quality holistic student experience in relation to learning, the wider experience of the University and global citizenship' (CCCU, 2015a: 2). This approach could be the basis for the introduction of a series of complementary cross-thematic modules on social responsibility that could include information on sexual and domestic violence in universities, acting safely as a bystander, as well as other sustainability goals. Moreover, a module of this nature, informed by research from staff and engagement with external stakeholders, would meet the objectives of the University's Sustainability agenda under 'Education for Sustainable Development' and 'Research and Knowledge Exchange' (CCCU, 2015b: 5,6).

Greater availability of data and further analysis are necessary to strengthen the conclusions suggested in this report. The findings are nonetheless encouraging for the provision of further iterations of the programme and its expansion to the student population as a whole.

Recommendations

Based on the data analysis conducted and the conclusions above, the following recommendations are made:

1. Broaden the makeup of participants by:
   a. offering the programme to students in other programmes and modes of study and
   b. measuring the impact of the programme across groups.
2. Enhance the participation of male students in the programme.
3. Gather information on participants' ethnicity, age and other protected characteristics and cross-reference it with perceptions and attitudes towards sexual and domestic violence.
4. Do a university-wide survey or HE4 students' attitudes towards sexual and domestic violence to discern more clearly the impact of the

programme, and identify early any students or areas that may need specific support.

5. Consider tailoring the programme content and delivery to different populations, if necessary.

6. Compare the implementation and impact of the programme at CCCU with other universities in order to gain a better understanding of how its impact compares across the HE sector.

7. Develop a cross-Faculty module on social responsibility that includes the bystander programme, as well as other University sustainability goals. Such a module should use knowledge from across Faculties, thus building on economies of scale in terms of capacity of delivery, ensuring its sustainability and maximising its impact regarding student experience and retention.

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