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Office for Students: Sexual Misconduct Survey Cognitive Testing – Stage 2

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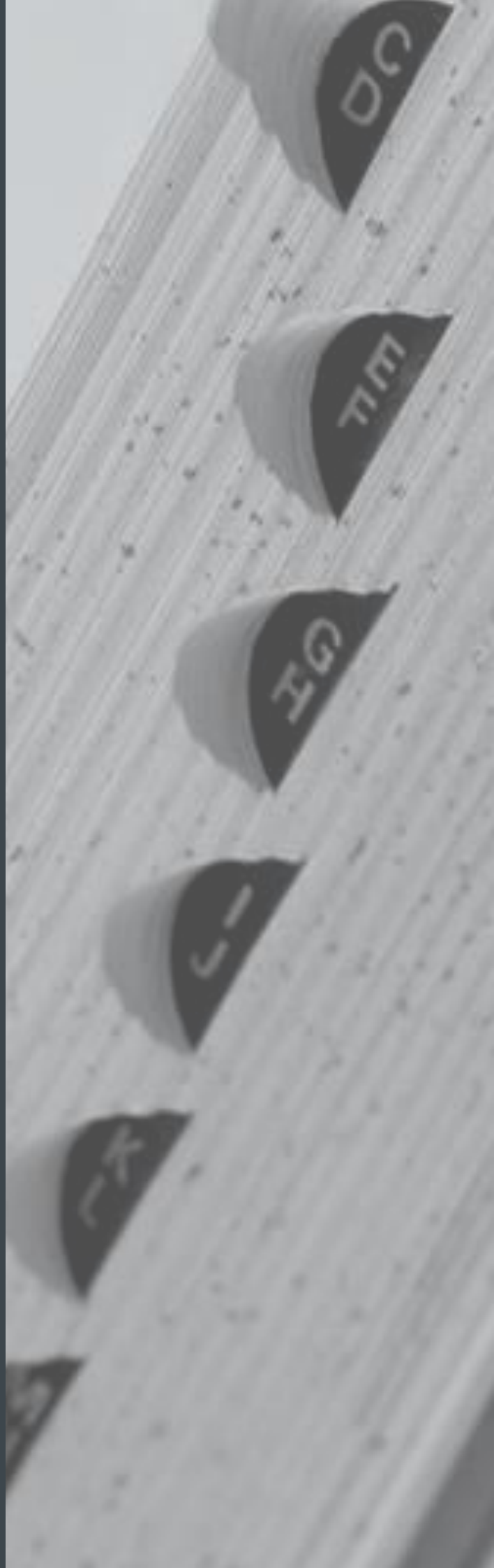
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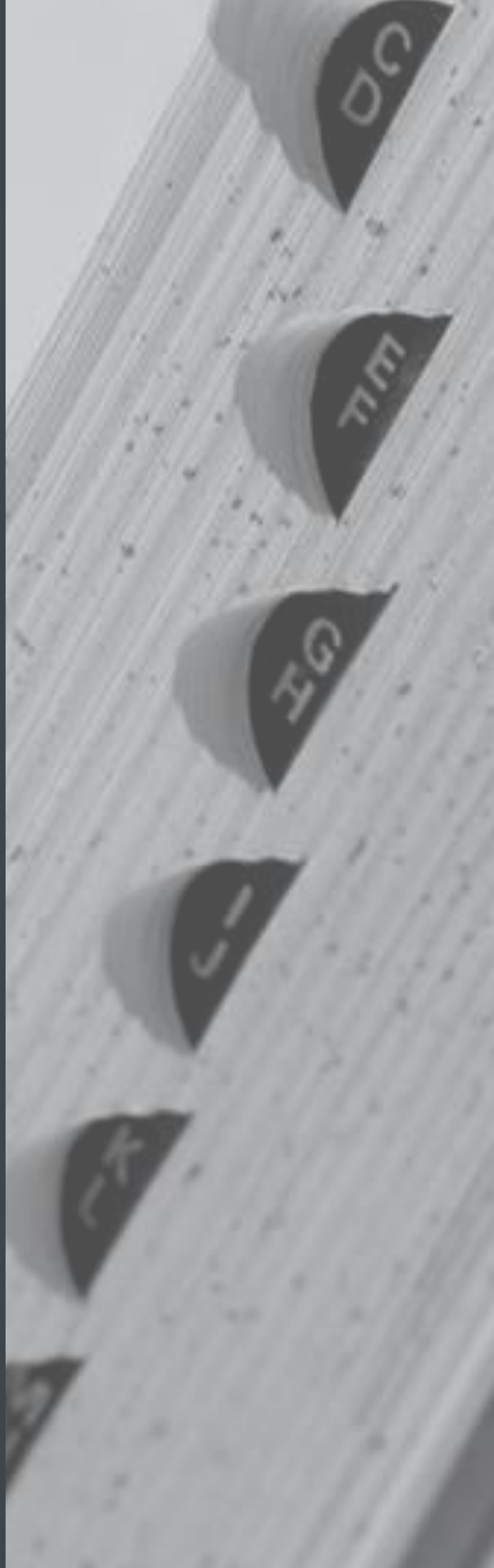
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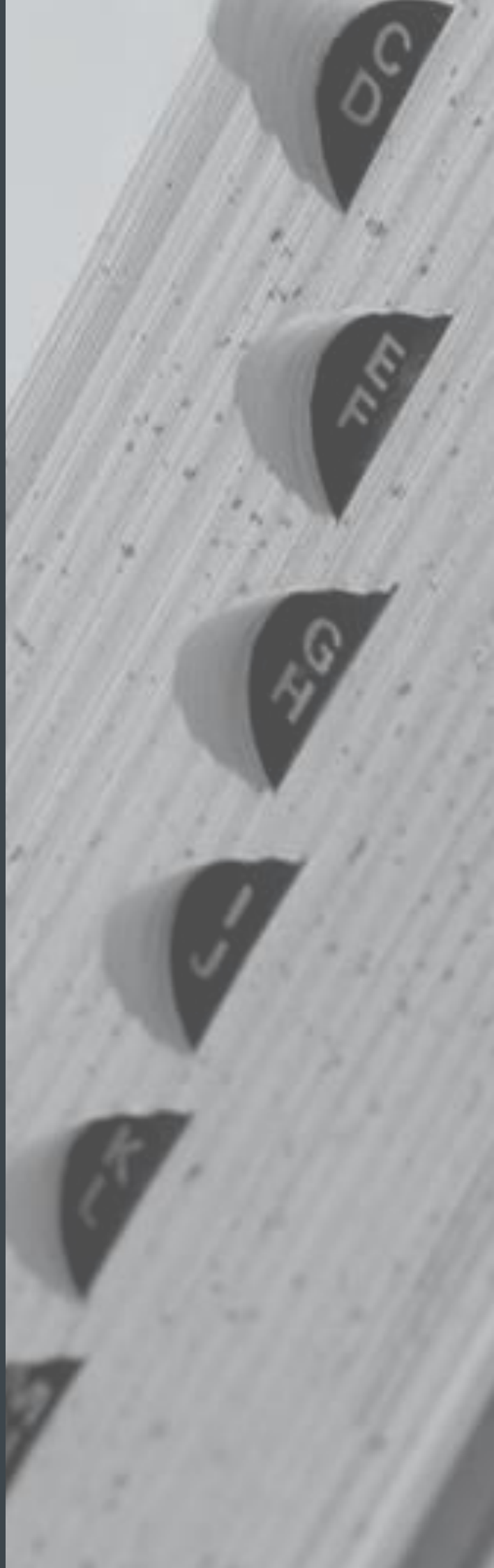
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Executive summary

Background and methodology

Through a series of stakeholder consultations to refine question inclusion and wording, the Office for Students (OfS) had developed a bank of questions to be included in their pilot prevalence survey on sexual misconduct, known in this report as the Sexual Misconduct Survey – designed to understand the prevalence of sexual harassment and misconduct across UK higher education institutions.

The OfS commissioned Shift Insight to conduct qualitative research to test comprehension of the survey questions. Following the initial research stage around overall survey comprehension, this second stage aimed to test the wording of a subset of 10 questions related to students' opinions, experiences and observations of student/staff relationships.

To achieve this, Shift Insight conducted 15 cognitive interviews with a range of students studying undergraduate or postgraduate higher education courses in England. The aim of the interviews was to test the wording of the questions, to ensure they were phrased appropriately for the intended audience.

Overarching findings and recommendations

Overall, the survey questions were well understood by participants. The majority felt that the survey questions were well thought-out and sensitively phrased.

The points below provide an overview of the high-priority recommendations resulting from the research. A full set of prioritised recommendations can be found in the conclusion.

Introductory text

- Rephrase 'student/staff relationships' to 'relationships between students and staff'.
- Correct apostrophe error so it reads 'students' opinions' rather than 'student's opinions'.

Question A.1

- Statement A: be specific about whose time this refers to.
- Statement A: include examples of socialising. Any examples should be used to illustrate a level

of appropriateness, such as context or one-on-one versus a group setting.

- Statement B: extend the employment examples to include part-time employment, such as working in a tutor clinic. Instead of including specific examples, this could just be stated as including cash-in-hand jobs or part-time employment.
- Statement C: emphasise that the contact was for non-study related reasons.
- Statement L: state if this is in a sexual or non-sexual way. If it is intimate only in a non-sexual way, it would be useful to provide an example.
- Statement M: provide a clear definition of financial dependency, with examples.
- Scale: change the 'sometimes appropriate' option to clarify that it means depending on the situation.
- Scale: replace 'appropriate' with 'comfortable'. Participants recommended using 'appropriate', as they felt it helped them answer the questions in an objective way. However, OfS are interested in what student's subjective opinions are and therefore the word comfortable would be more beneficial to use for this context.
- Scale: split the 'don't know / prefer not to say' option in two.

Question A.2

- Add an explanation earlier in the survey to account for the inclusion of a time frame.
- Either provide a brief explanation of 'financial dependency', or create a separate question about 'financial dependency', in which more detail and examples could be provided.

Question A.3

- Replace 'is/was' with 'was', as this reflects past experiences and aids readability.
- Replace 'and/or' to 'or'.

Question A.4

- Replace 'did/does' with 'did' as this reflects past experiences and aids readability.

Question A.6

- Underline or bold 'attempted' and 'other' in the question's opening statement to help differentiate it from question A.5.

Question A.9

- Add an explanation earlier in the survey to account for the inclusion of a time frame.
- Clarify whether the people involved have to be current staff and students.
- Clarify whether those involved had to be at the responding student's own university.
- Include a 'suspected / I think so' option to help cover scenarios that students had heard about or suspected, but did not know the student involved well enough to be sure.
- Either remove all of the bolding for readability or only bold the key phrase 'know of any students who have been, or are currently, involved in an intimate relationship with a university staff member'.

Question A.12

- Rephrase 'student/staff relationships' to 'relationships between students and staff' to avoid ambiguity and make the sentence read more smoothly.
- Change to the scale used in A.1. to ensure scale options are consistent throughout.
- Use bolding throughout the four statements to help distinguish them from each other and make the question more readable. For example, 'favourable treatment' in statement B and 'negatively affect their studies, or their future career' in statement C.
- Statement B: Remove the comma after 'e.g.'
- Add full stops to each option to ensure consistency throughout.

Question A.13

- Split the question into two, where it might read, 'Are you aware of the following happening at your university?' And then present the two scenarios with yes / no / prefer not to say response options.
 - o There was an intimate relationship between a staff member and a student, but for whatever reason it has stopped.

- o A student rejected a staff member's advances.

Question A.14

- Specify that this question is about professional and educational consequences, then ask a separate question about emotional impact, with a number of scenarios, including the impact on either their mental or physical health. A question on emotional consequences should be given the same weighting as this question on educational impact to ensure students feel their wellbeing is taken seriously.
- Replace 'adverse' and 'derogatory' with 'offensive'.
- Re-phrase statement D to read 'Experience offensive behaviour from the staff member (such as bullying, shaming or rumour spreading).
- Change 'Did the student:' to 'Did the student...?'
- Re-phrase statement A to read 'change or avoid choosing a particular module or course'
- Remove the full-stop after visas in statement E.

Additional

- Split out 'prefer not to say / don't know' options throughout this section, as they mean separate things.
- Use bolding throughout this section to ensure the questions are as clear and readable as possible.

Background and methodology

Background

The Office for Students (OfS) was developing a survey to understand the prevalence of sexual misconduct across higher education institutions in the UK. The findings may help universities take action to prevent incidents, and in the future, could deepen understanding of whether activities are having an impact.

Through a series of stakeholder consultations to refine question inclusion and wording, the OfS developed a bank of questions to be included in the new Sexual Misconduct Survey. Before piloting the survey, the OfS commissioned Shift Insight to cognitively test the bank of questions to ensure survey participants interpret them as intended, thereby reducing the potential for measurement error.

This research provides cognitive testing on the Sexual Misconduct Survey questions in relation to students studying undergraduate or postgraduate higher education courses in England.

Following the initial stage of research, which tested comprehension of the overall sexual misconduct prevalence survey, Shift Insight conducted a further 15 cognitive testing interviews focused on testing 10 questions related to students' opinions, experiences and observations of student/staff relationships.

Methodology

Research stages

The research included the following stages:

- **Key stakeholder consultations:** Internal review workshops conducted by the OfS with key stakeholders, to inform the development of the survey.
- **15 cognitive interviews:**
 - o These involved participants reading the questions and 'thinking aloud' as they considered the wording of each question, rather than actually answering the question and having to share their personal experiences. The interviews tested comprehension of the question wording and any difficulties with the language used. The cognitive testing approach helps to ensure survey participants interpret questions in the way they were intended, reducing the potential for measurement error.
 - o Due to the sensitive nature of the research, participants were given the list of questions under review and a detailed project information sheet prior to the interview. All participants then provided informed consent for taking part in the research.
 - o Participants were offered £60 as an incentive.
 - o Interviews lasted approximately 45 minutes each and were conducted over Zoom or by phone.

Question list

This research tested a subset of the Sexual Misconduct Survey questions under development, as opposed to the whole survey. These questions related to students' opinions, experiences and observations of student/staff relationships. A full list of the questions tested is given in [Appendix 1: Question list](#).

Approach to analysis

Interviews were analysed using the following steps:

- **Analysis grid:** To provide an overview of key findings and begin to develop key themes.
- **Interviewer workshop:**
 - o To develop key themes in relation to each question and the survey overall.
 - o To inform development of a code frame.
- **Coding of transcripts in Atlas.ti by:**
 - o Question.

- Question group.
- Top-line themes.
- **Secondary coding by question to specifically identify the nature of:**
 - Difficulties in answering the questions.
 - Difficulties with specific language used in the questions.
 - Missing options.
 - Suggested ordering changes.

To support and evidence future decision making, the OfS wanted to understand the frequency with which areas of difficulty or ambiguity arose during interviews. Code frequencies relating to any difficulties have been reported in brackets in the report commentary to allow the 'tracking back' of any future decisions to specific examples.

Recruitment of participants

We completed 15 interviews in July 2023. Participants were recruited through Shift Insight's research panel and from those who had taken part in the first round of testing.

A sampling strategy was designed to ensure representation from student groups across the audience, including course subject, delivery format, mode of study, provider type, provider location, and participant demographic profile.

Quotes have been used throughout the report to illustrate the findings. These are referenced with an interview identification number.

Findings

Introductory text

Wording tested

The final section asks about student's opinions, experiences and observations of student/staff relationships.

Please be assured that your answers will remain entirely confidential, and you will not be asked to identify specific individuals.

Please note: *The member of staff could be any person employed by your university, including postgraduate students acting in a teaching, supervisory or pastoral capacity.*

Note: the introduction was asked to all of the participants (15).

Participants' interpretation of 'staff'

Interview participants were shown the introductory text and asked about their initial impressions of the wording and who they would consider to be university staff in this context.

The majority of participants thought the introduction was clear and reassuring. They understood what was going to be covered in this section and thought the definition provided for 'staff' was useful, as it helped them to broaden their perspective on who could be considered university staff. The inclusion of postgraduate students within this list was particularly helpful and well received.

However, although the definition includes pastoral staff, some (5) recognised that when considering university staff, they were more likely to think about teaching staff.¹ When discussing student/staff relationships, they immediately thought about staff in a teaching role. As the definition already includes non-teaching staff, it's difficult to make this clearer, but it's important to recognise that students might default to thinking about staff in a teaching capacity.

Two participants (2) felt the 'staff' definition did not reflect the experiences of those attending; a partner organisation linked with a university, an independent university, or a further education college.² One (1) felt this definition needed to include staff who work at such places, while the other (1) questioned how wide the scope was.

Some participants (3) felt that, although it was helpful to highlight non-teaching staff members, it made them question whether certain other staff members would be included in the definition.³ Examples included catering staff (2), gardening staff (1) and visiting staff (1).

Reasons for any difficulties and issues with language used

While reading the introductory text, some participants felt that certain sentences could be restructured to help make it clearer and easier to read. Three participants (3) had difficulty with the way 'student/staff' was written.⁴ They questioned whether this referred to staff or student relationships, or students who were also staff. They wanted the text to clarify that this survey referred to relationships between students and staff. One participant (1) felt that 'student's opinions, experiences and observations' was unclear and instead would prefer it if the word 'student' was replaced with 'your'.⁵ This might be due to an apostrophe error, where instead of reading 'student's opinions' it should read 'students' opinions'.

¹ Introduction _Understanding of staff_Default to teaching staff (5)

² Introduction _Understanding of staff_Partner universities (2)

³ Introduction _Understanding of staff_Missing options (3)

⁴ Introduction _Difficulties with language_Staff/student (3)

⁵ Introduction _Difficulties with language_Ask about student's (1)

“I would think student or staff. I would be also thinking about my peers and obviously that's not what the survey wants me to do. So, I would probably make that mistake unless I read these specific questions below. So, I would probably clarify relationships between student and staff or more specific to staff.”

Postgraduate taught, STEM, Campus learner, Interview #4

Three participants (3) had difficulty with the word ‘pastoral’.⁶ One (1) was unfamiliar with the word, while the other two (2) questioned whether everyone would understand ‘pastoral’. One participant (1) suggested including examples to help clarify the meaning of the word.

A couple of participants (2) questioned what defined a relationship and whether these relationships had to be sexual in nature.⁷ One (1) suggested changing it to ‘sexual relationship’, but they had not taken part in the previous round of testing, meaning they were less familiar with the survey as a whole, and after having this explained they thought the wording worked well within the context of the wider survey.

One participant (1) challenged the phrase ‘will not be asked to identify specific individuals’, as they felt this could cause confusion or upset for someone who had a negative experience related to this topic, and wanted to be able to name and report that person.⁸ However, they recognised that this would likely be covered in any signposting about where to go for help if there has been an issue.

Recommendations

High priority

- Rephrase ‘student/staff relationships’ to ‘relationships between students and staff’ to avoid ambiguity and make the sentence read more smoothly.
- Correct apostrophe error so it reads ‘students’ opinions’ rather than ‘student’s opinions’.

Mid priority

- Consider replacing ‘pastoral capacity’ with ‘wellbeing/ support capacity’.
- Consider including how to report individuals in any signposting materials.

Low priority

- Consider including a reference to partner organisations linked with a university, independent universities, or further education colleges, within either the introduction the whole survey, or the publicity materials. We would avoid including it in the introduction to this section, as it could make the text too clunky and potentially confuse others.
- Consider replacing the word ‘student’ with ‘your’ before ‘opinions, experiences and observations of student/staff relationships’.

Question A.1

Wording tested

In your view, is it appropriate for a member of university staff to behave in the following ways...

For each of these, please select one option per row.

⁶ Introduction _Difficulties with language _Pastoral (3)

⁷ Introduction _Difficulties with language _Relationship (2)

⁸ Introduction _Difficulties answering _Identifying individuals (1)

- a) *Socialise with students in their own time*
- b) *Employ students for work outside of the university environment (such as babysitting or dog-walking)*
- c) *Ask for phone numbers to contact students*
- d) *Single out specific students for favourable attention*
- e) *Follow students' personal social media accounts*
- f) *Send private messages to students' personal social media accounts*
- g) *Contact students at the same university on dating apps*
- h) *Make comments to students about their physical appearance*
- i) *Flirt or have sexualised conversations with students*
- j) *Go on dates or have sexual encounters with students*
- k) *Have ongoing romantic or sexual relationships with students*
- l) *Have emotionally intimate relationships with students*
- m) *Have relationships in which the student is financially dependent on them (but the staff member is not a parent/guardian of that student)*

Response options for each statement: Always appropriate, Sometimes appropriate, Never appropriate, Don't know / prefer not to say.

Note: question A.1 was asked to all of the participants (15).

Reasons for any difficulties and issues with language used

Participants generally seemed confident about what the description of 'staff' included or had previously raised the concerns when the introduction was discussed. However, one (1) struggled to know how to answer the question, as they felt there were different levels of appropriateness if the staff member taught you or not.⁹

A different participant (1) was unsure about who was included under the definition, highlighting that some staff were on paid contracts, while others might be in voluntary roles.

One participant (1) was unsure about the word 'appropriate', but could not think of a better word.¹⁰

Overall, participants responded positively to the list of options, as it helped them to reflect and think about past experiences.

Statement a

- Some participants (4) were confused about what 'socialising' meant and felt it could be interpreted in numerous different ways.¹¹ They recognised different scenarios people might interpret as socialising, such as staying after a lecture to talk to the lecturer, going to the pub with their tutor, or on a study trip organised as part of their course. Three of these participants (3) felt it referred to interactions outside of university, while the other participant (1) thought it was interactions outside of their tuition hours, such as visiting a pub or café, that has no relevance to their course. Some of these participants (3) felt that this statement related to social interactions that were deemed unprofessional and in an inappropriate place outside of anything to do with university. One of the participants (1) recognised that a university campus can have a wide variety of facilities for both students and staff to use and as a result it makes it difficult to interpret what is social.
- Others (4) were unsure whose time this referred to: staff member, student or both.¹² One participant (1) also wanted further clarification around whether this referred to time spent inside or outside of university hours.

⁹ A1_Difficulties answering_Levels of appropriateness (1)

¹⁰ A1_Difficulties answering_Appropriate (1)

¹¹ A1_Difficulties with language _Option A_Socialising (4)

¹² A1_Difficulties with language _Option A_Whose time (4)

- Two participants (2) thought that ‘socialising’ in this context meant any social setting that involved drugs or alcohol.¹³ They noted the difference in appropriateness between a coffee after a lecture with a group of students, compared to going out to a club.
- Another participant (1) recognised that levels of appropriateness could vary depending on whether the situation was one-on-one or in a group setting.¹⁴

Statement b

- A few participants (3) thought the examples provided were too specific, as they only refer to cash-in-hand jobs that are very personal to the staff member and it did not include other part-time employment, such as working in tutor clinics.¹⁵

Statement c

- Many participants (7) felt clarification was needed around whether this was for study or non-study related reasons.¹⁶ They felt it depended on context and acknowledged situations where it would be appropriate for a staff member to have a student’s phone number, such as for a field trip or regarding their attendance.

Statement d

- Some participants (4) questioned what ‘favourable attention’ meant.¹⁷ Two (2) were unsure what it meant and asked if it was in terms of studies or another reason. One (1) felt this referred to special attention related to their studies, such as giving one student an extension opposed to the whole class. However, another participant (1) argued that favourable attention in response to their academic performance could be appropriate, such as selecting academically strong students to attend a conference.

Statement f

- One participant (1) felt that the level of appropriateness was connected to who started the conversation.¹⁸ They felt it would be more appropriate if the staff member was replying to a message from the student, rather than initiating the conversation.

Statement g

- One participant (1) thought it would be helpful to say ‘contact or interact with’ rather than just ‘contact’.¹⁹ They felt this would add further clarification about the interaction.

Statement h

- Some participants (3) felt it would be useful to explain whether comments about someone’s physical appearance were given in a sexual or inappropriate way.²⁰ Of these, two (2) thought that comments could be appropriate if someone was working in a professional capacity and they were inappropriately dressed. Two others (2) thought that this statement suggested comments that were derogatory or sexualised. Another participant (1) questioned whether they were positive or negative comments.
- One participant (1) thought it would be helpful to clarify that the staff member could be making these comments either to students directly or about other students.²¹ They suggested changing the wording to

¹³ A1_Difficulties answering_Option A_Alcohol or drugs (2)

¹⁴ A1_Difficulties answering_Option A_Individual or group (1)

¹⁵ A1_Difficulties with language_Option B_Too specific (3)

¹⁶ A1_Difficulties with language_Option C_Clarification (7)

¹⁷ A1_Difficulties with language_Option D_Favourable attention (4)

¹⁸ A1_Difficulties with language_Option F_Context (1)

¹⁹ A1_Difficulties with language_Option G_Contact or interact (1)

²⁰ A1_Difficulties with language_Option H_Sexual or not (3)

²¹ A1_Difficulties with language_Option H_Direct or indirect (1)

‘making comments about students’ physical appearance’, or including an additional statement to highlight both comments directed to a student and comments about other students’ appearances.

Statement i

- A participant (1) wasn’t sure how to interpret ‘sexualised conversations’.²² They questioned at what point a conversation becomes flirtatious or sexualised.

Statement j

- A participant (1) was unsure what would be defined as a ‘sexual encounter’ and thought people would have different interpretations of the meaning.²³ They questioned if a kiss would be seen as a sexual encounter, or if only penetrative sex counted.

Statement l

- Many participants (6) were unsure what was meant by ‘emotionally intimate relationships’ and whether it was intended to mean sexual relationships.²⁴ Some of them (4) felt that someone could have an intimate relationship with a teacher/pastoral staff member yet the relationship remained professional and appropriate.
- When asked to define ‘intimate relationship’ most (13) felt this referred to emotional support, a sense of closeness – not necessarily sexual but potentially crossing professional boundaries between staff and student.²⁵

Statement m

- Participants (15) had varied understanding of what ‘financial dependency’ meant.²⁶ Most (8) understood it as a student depending on financial aid from a staff member in order to survive and study. A few (3) thought financial dependency could include ad hoc financial encounters, such as a staff member buying a student coffee or dinner. Two participants (2) believed it was when there is a financial imbalance, where a person is reliant on another person for money, which can lead to an abuse of power and make it difficult for them to leave that relationship. One participant (1) thought it included students relying on money from staff to sustain a lifestyle that might have been promised by the staff member. Another participant (1) explained that it could include students who depend on staff for legitimate work, such as working in tutoring clinics.

Suggested ordering changes

Order changes

- One participant (1) would prefer statement m to come before f.²⁷ They saw statements a to f as less sexual and felt m fitted best with the top half of the statements, while seeing statements g to l as more sexualised.
- Another participant (1) thought that as the list increased in intimacy as it went down, statement d could be moved lower down the list.²⁸

²² A1_Difficulties with language _Option I_ Interpretation (1)

²³ A1_Difficulties with language _Option J_ Sexual encounter (1)

²⁴ A1_Difficulties with language _Option L_ Clarification (6)

²⁵ A1_Difficulties with language _Option L_ Their definition (13)

²⁶ A1_Difficulties with language _Option M_ Financial dependency (15)

²⁷ A1_Difficulties answering_Order needs changing_M after F (1)

²⁸ A1_Difficulties answering_Order needs changing_Move D lower (1)

- One participant (1) thought that g and h could be swapped around, as they felt g was definitely sexual or intimate, while h wasn't necessarily of that nature, and as a result it makes sense to have g alongside the other more intimate options.²⁹

Overlap between statements

- One participant (1) saw potential overlap between j, k and l.³⁰ However, they also agreed it made sense to keep these options separate.
- One participant (1) thought that i and j were too similar and suggested merging.³¹
- Another participant (1) thought k and l were too similar and didn't see a difference between emotionally intimate relationships and sexual relationships.³²
- Others (2) saw overlap between j and k.³³ Although they recognised that one was ongoing, they thought this could be made clearer and more distinct. One of them (1) though it would be better to change statement k to 'continued romantic encounters' to distinguish it from statement j.

Scale

We tested alternative response scale wording to help understand a preference for scale options.

- Most participants (8) preferred the word 'appropriate' to 'comfortable'.³⁴ Five participants (5) felt the options could be objectively 'appropriate', but the word 'comfortable' made it more personal and subjective, while two participants (2) thought that 'appropriate' was more professional and better for this context.
- One participant (1) preferred the word 'comfortable' as they thought it might encourage students to open up about their own experiences.³⁵
- Many participants (5) were confused by the option 'sometimes appropriate' and instead preferred an 'it depends' option.³⁶ One participant (1) also suggested that if they selected an 'it depends' option, an open text box would be helpful for them to expand on their response.
- One participant (1) thought that the 'don't know / prefer not to say' option should be split in two as they mean different things.³⁷

"I think appropriateness is more of an objective viewpoint, whereas someone's comfort could be very subjective. And I might be comfortable with something that others might not be, and I think that just adds a lot more subjectivity to the answers. I think appropriateness is a better option."

Postgraduate taught, HSS, Campus learner, Interview #9

Recommendations

High priority

- Statement a: be specific about whose time this refers to.
- Statement a: include examples of socialising. Any examples should be used to illustrate a level of appropriateness, such as context or one-on-one versus a group setting.

²⁹ A1_Difficulties answering_Order needs changing_Swap G and H

³⁰ A1_Difficulties answering_Overall J, K and L (1)

³¹ A1_Difficulties answering_Options I and J_Overlap (1)

³² A1_Difficulties answering_Options K and L_Overlap (1)

³³ A1_Difficulties answering_Options J and K_Overlap (2)

³⁴ A1_Difficulties answering_Scale_Prefer appropriate (8)

³⁵ A1_Difficulties answering_Scale_Prefer comfortable (1)

³⁶ A1_Difficulties answering_Scale_Sometimes appropriate (5)

³⁷ A1_Difficulties answering_Scale_Don't know/prefer not to say (1)

- Statement b: extend the employment examples to include part-time employment, such as working in a tutor clinic. Instead of including specific examples, this could just be stated as including cash-in-hand jobs or part-time employment.
- Statement c: emphasise that the contact was for non-study related reasons.
- Statement l: state if this is in a sexual or non-sexual way. If it is intimate only in a non-sexual way, it would be useful to provide an example.
- Statement m: provide a clear definition of financial dependency, with examples.
- Scale: change the 'sometimes appropriate' option to clarify that it means depending on the situation.
- Scale: replace 'appropriate' with 'comfortable'. Participants recommended using 'appropriate', as they felt it helped them answer the questions in an objective way. However, the OfS is interested in what student's subjective opinions are and therefore the word comfortable would be more beneficial to use for this context.
- Scale: split the 'don't know / prefer not to say' option in two.

Mid priority

- Statement d: consider clarifying the meaning of 'favourable attention' by providing examples.
- Statement g: consider re-phrasing the sentence to say 'contact or interact with', rather than just contact.
- Statement h: consider explaining whether the comments about someone's physical appearance were given in a sexual or inappropriate way.
- Statement h: consider changing the statement to 'make comments to or about students regarding their physical appearance', to highlight that these could be said to students directly or behind their back.

Low priority

- Statement f: consider clarifying who initiated the conversation.
- Statement i: consider providing examples to help illustrate what is meant by 'sexualised conversations'.
- Statement j: consider including examples to help illustrate what would be defined as a 'sexual encounter'.
- Consider moving statement m to come before statement f.
- Consider moving statement d lower down the list.
- Consider swapping statements g and h around.
- Consider changing statement k to 'continued romantic encounters' to distinguish it from statement j.

Question A.2

Wording tested

During your time as a student between 1 Sept 2022 and 1 Sept 2023, have you had an intimate relationship with a member of staff at your university? Please note:

- ***The member of staff could be any person employed by your university, including postgraduate students acting in a teaching, supervisory or pastoral capacity.***
- ***By intimate relationship we mean any relationship that includes: physical intimacy, including one-off or repeated sexual activity; romantic or emotional intimacy; and/or financial dependency. This includes both in person and online, or via electronic communication.***

Response options for each statement: Yes, No, Don't know, Prefer not to say

Note: question A.2 was asked to all of the participants (15).

Reasons for any difficulties and issues with language used

Participants (15) shared their initial understanding around what they thought ‘intimate relationships’ meant within the context of this survey.³⁸ Most (10) felt the term had sexual or romantic connotations and thought it meant a mixture of emotional and physical. Many of them (6) felt it was a relationship that had crossed a professional boundary, while some (4) regarded it as a relationship that was particularly close.

Some participants (4) felt it was difficult and surprising to link financial dependency with intimate relationships, as they didn’t consider this to be something that was intimate.³⁹ However, two of these (2) could see the relevance of financial dependency once they had given it some thought.

“Financial dependency wouldn't immediately be intimacy, but I suppose it is an aspect. It's just something that wouldn't have necessarily jumped out at me. But that's not to say you shouldn't include it, it's just something that didn't occur to me.”

Undergraduate, STEM, Blended learner, Interview #6

Some participants (4) were unsure about the inclusion of ‘emotional intimacy’ within this description.⁴⁰

- Three (3) of them sought clarification as they did not know what would be covered by the term and whether it included general closeness and being friends.
- One (1) thought it would be helpful and much clearer to separate ‘physical intimacy, sexual romantic intimacy and financial dependency’ into three bullet points, with an example for each.
- One (1) thought it was inappropriate to include emotional intimacy when talking about sexual misconduct, as it implies that being emotionally intimate with someone is wrong. They felt that the other examples had negative or sexual connotations, while being emotionally intimate could be seen as a positive in the right circumstances. They highlighted that there was a difference between emotional and sexual intimacy, and any definition would need to clarify that. They felt ‘romantically intimate’ was a more appropriate term.

Although it is important to be aware that some students might have difficulties with ‘emotional intimacy’, the term is a core component of the survey and has been included in order to collect specific information.

“By intimate relationship, we mean any relationship that includes physical intimacy, including one-off repeated sexual activity. So that's clear. A romantic or emotional intimacy, I think it's emotional, like if it was just romantic intimacy, it would be clearer. And again, I feel that I can probably quite biased to an extent because I've just done a really intense two-year course in therapy, which I guess could be seen as emotional literature. Therapy is deeply intense and intimate but not in a sexual way.”

Postgraduate taught, Arts, Campus learner, Interview #15

Some participants (3) were unsure about the use of ‘intimate relationship’ and thought it didn’t have to be considered negative.⁴¹ Two of these (2) felt that an intimate relationship didn’t have to be a romantic relationship and could just be a friend. Meanwhile, one of them (1) thought it made the question quite aggressive and that it could be softened to prevent people from disengaging.

Including a time frame in the question confused a couple of participants (2) and they were concerned that it dismissed students’ experiences prior to those dates.⁴² One of them (1) felt that if the dates were kept, it would be valuable to add an explanation as to why they had been included.

³⁸ A2_Initial understanding (15)

³⁹ A2_Difficulties answering_Intimate relationships_Financial dependency (4)

⁴⁰ A2_Difficulties with language _Emotional intimacy (4)

⁴¹ A2_Difficulties answering_Intimate relationships_Not negative (3)

⁴² A2_Difficulties answering_Time frame (2)

A couple of participants (2) felt the description of staff was not clear enough to know exactly who was included.⁴³ Both automatically thought about teaching staff and one (1) wasn't sure if this included a student working at the cafeteria, or staff members working at the reception.

One participant (1) felt that the excessive use of bolding made the question difficult to read.⁴⁴

Although it wouldn't stop them from being able to answer the question, one participant (1) felt that 'electronic communication' was not the language most people would use and it could also sound a bit outdated.⁴⁵

One participant (1) was unfamiliar with the word 'pastoral' and did not understand the meaning.⁴⁶

One participant (1) felt the inclusion of 'postgraduate students' implied that any staff acting in a teaching, supervisory or pastoral capacity had to be a postgraduate, rather than any member of staff acting in these roles.⁴⁷

Participants were asked if they thought anything was missing from the description.

- Three participants (3) thought hospitality staff could be included in the description of staff.⁴⁸
- Two participants (2) thought the description of staff could include maintenance staff.⁴⁹

Recommendations

High priority

- Add an explanation earlier in the survey to account for the inclusion of a time frame.
- Either provide a brief explanation of 'financial dependency', or create a separate question about 'financial dependency', in which more detail and examples could be provided.

Mid priority

- Consider including brackets within the description of staff to make sure that postgraduate students are not over-emphasised, so it reads 'The member of staff could be any person employed by your university (including postgraduate students who act in a teaching, supervisory or pastoral capacity).'
- Consider replacing the word 'pastoral', or provide an example to illustrate the description.
- Consider including maintenance staff and hospitality staff in the description of staff.

Low priority

- In order to use familiar language for students, we would recommend replacing the phrase 'electronic communication' with 'in person, by phone or online.'
- To be aware that some students might struggle with the phrase 'emotional intimacy'.

Question A.3

Wording tested

Is/was this university staff member involved with your education and/or assessment? e.g. your lecturer, tutor or supervisor.

⁴³ A2_Difficulties with language_Staff description_Who (2)

⁴⁴ A2_Difficulties answering_Formatting_Excessive bolding (1)

⁴⁵ A2_Difficulties with language_Electronic communications (1)

⁴⁶ A2_Difficulties with language_Pastoral (1)

⁴⁷ A2_Difficulties with language_Staff description_Postgraduate students (1)

⁴⁸ A2_Missing options_Staff description_Hospitality (3)

⁴⁹ A2_Missing options_Staff description_Maintenance (1)

Response options: Yes, No, Don't know, Prefer not to say

Note: question A.3 was asked to all of the participants (15).

Reasons for any difficulties and issues with language used

Apart from the feedback provided below, this question was generally well understood by the participants.

One participant (1) commented that 'is/was' and 'and/or' was quite jarring and difficult to read.⁵⁰

Another participant (1) felt that it was not always obvious to know if someone was involved in assessing their education, so this question could cause some students confusion.⁵¹

Participants recommended including further types of staff as examples:

- Four (4) suggested including examiners and invigilators.⁵²
- Two (2) suggested including heads of department or course directors.⁵³
- Two (2) suggested including postgraduate students.⁵⁴
- One (1) suggested including guest/visiting lecturers.⁵⁵

Participants were asked if there were any staff members not accounted for in the A.3 and A.4 descriptions:

- Three (3) mentioned library staff.⁵⁶
- Two (2) mentioned academic staff that are not directly involved with their education.⁵⁷
- One (1) mentioned high-level staff, such as directors, deans and chancellors.⁵⁸

Recommendations

High priority

- Replace 'is/was' with 'was', as this reflects past experiences and aids readability.
- Replace 'and/or' to 'or'.

Mid priority

- Although participants recommended numerous examples that could be added, we would advise against creating an exhaustive list – this might actually put someone off including a staff member who does not exactly fit a certain description. Instead, we would suggest only adding examiners, postgraduate students and guest lecturers to the list of examples.
- Consider including academic staff not directly involved in their education, as well as library staff, to A.3.

Low priority

- Consider creating a separate question to address high-level staff who are not directly involved in a student's education, such as directors, deans and chancellors.

⁵⁰ A3_Difficulties with language _Is/was and/or (1)

⁵¹ A3_Difficulties answering_Who assesses them (1)

⁵² A3_Missing options_Examiners and invigilators (4)

⁵³ A3_Missing options_Course director (2)

⁵⁴ A3_Missing options_Postgraduate students (2)

⁵⁵ A3_Missing options_Visiting or guest lecturers (1)

⁵⁶ A4_Missing options_A3 and A4_Library staff (3)

⁵⁷ A4_Missing options_A3 and A4_Indirect academic staff (2)

⁵⁸ A4_Missing options_A3 and A4_High level staff (1)

Question A.4

Wording tested

Did/does the university staff member have pastoral or some other non-academic professional responsibility for you? For example, a student welfare worker, a sports coach, or security personnel.

Response options: Yes, No, Don't know, Prefer not to say

Note: question A.4 was asked to all of the participants (15).

Reasons for any difficulties and issues with language used

Some participants (3) struggled with the inclusion of 'pastoral'.⁵⁹ Two of them (2) did not know what the word meant, while the third (1) highlighted that others might not understand the word.

Some participants (3) felt it was hard to know who has a 'professional responsibility' for them and thought this question could cause some students confusion.⁶⁰ One of them (1) recognised that the term is incredibly broad and makes them think of an inexhaustible list of potential staff members, while the other two (2) questioned what the nature of that relationship had to be, and whether it had to be someone who they were close to.

"Non-academic professional responsibilities is quite a broad spectrum. I would really have to think about it and think about everyone that I've met at the university. Again, there's so many people. It's such a huge organisation. Especially some universities can be huge with like five or six campuses and whatnot, it would be impossible to be able to list all of them. I think probably better to attempt at actually defining or explaining very well what non-academic professional responsibility could be, rather than actually providing a list of examples."

Postgraduate taught, HSS, Campus learner, Interview #9

Two participants (2) commented that 'did/does' was quite jarring and difficult to read.⁶¹

Participants recommended including further types of staff as examples:

- Four (4) suggested including both internal and external hospitality and catering staff.⁶²
- Two (2) suggested including maintenance staff.⁶³
- Five (5) suggested including office and administrative staff.⁶⁴
- Two (2) suggested including advisers.⁶⁵

Recommendations

High priority

- Replace 'did/does' with 'did' as this reflects past experiences and aids readability.

⁵⁹ A4_Difficulties with language_Meaning of pastoral (3)

⁶⁰ A4_Difficulties answering_Who's responsible for them (3)

⁶¹ A4_Difficulties with language_Did/ does (2)

⁶² A4_Missing options_Hospitality and catering (4)

⁶³ A4_Missing options_Maintenance (2)

⁶⁴ A4_Missing options_Administrative and office staff (5)

⁶⁵ A4_Missing options_Student advisors (2)

- Although participants recommended many examples that could be added, we advise against an exhaustive list – this might actually put someone off including a staff member who does not exactly fit a certain description. Instead, we would suggest including broader terms like hospitality and administrative staff.

Question A.5

Wording tested

Have you ever felt pressure to begin, continue or take the relationship with the member of staff further than you wanted to because...

Please select one option per row.

- a) You were worried that refusing would negatively impact you, your studies or career in some way, even though the member of staff did not say or imply that would happen*
- b) The member of staff stated/implied that refusing might negatively affect you, your studies or career in some way, e.g. you would receive poorer grades or less positive employment references*
- c) A member of staff stated or implied that doing so would mean you were treated more favourably, e.g. by suggesting that you would get better grades, or that they would put you forward for employment opportunities.*

Response options for each statement: Yes, No, Don't know / Prefer not to say

Note: question A.5 was asked to 14 out of 15 participants (14).

Reasons for any difficulties and issues with language used

A couple of participants (2) were unsure what the word 'relationship' would entail.⁶⁶ One of them (1) questioned if it would include scenarios like a kiss, or a fling, while the other (1) challenged if it had to be over a period of time, or if it could be a one-off incident.

One participant (1) thought it would be helpful to include a content warning before this question as they felt that some people might only realise they were pressurised on reflection.⁶⁷ However, it is important to note that this participant did not take part in the initial round of testing and, as a result, was unaware of the warnings and signposting presented at the beginning of the survey.

Another participant (1) thought the current scenarios order was confusing and made it difficult to differentiate them.⁶⁸ They would prefer to see it in reverse order, so that it started with the enticement scenario, followed by the threatening scenario and ending with the scenario in which the staff member did not say or imply what might happen. They also thought the text could be reduced to make it more readable.

One participant (1) recommended including a scenario stating that 'you had to continue the relationship despite not wanting to'.⁶⁹ However, this highlights that they had misread and misunderstood the question being asked.

⁶⁶ A5_Difficulties with language _Relationship (2)

⁶⁷ A5_Difficulties answering_Trigger warning (1)

⁶⁸ A5_Difficulties answering_Order of answer scenarios (1)

⁶⁹ A5__Misunderstood (1)

In scenarios b and c, one participant (1) felt that 'stated' and 'implied' meant different things, and thought it would be helpful to split them out into separate statements.⁷⁰ They saw 'stated' as meaning the staff member physically saying or writing something, which they felt was different to implying something.

Recommendations

Mid priority

- Consider just using 'implied' in scenarios b and c, as it is a broad concept that could also cover 'stated', or bolding/underlining to highlight both 'stated' and 'implied'.
- Consider stating 'intimate relationships' to help connect it back to question A.2, in which examples were provided.

Low priority

- Consider including a content warning at the beginning of this question.
- Consider reversing the order of the three scenarios.

Question A.6

Wording tested

During your time as a student between 1 Sept 2022 and 1 Sept 2023, have any other university staff members ever attempted to pressure you, either in person or online, into an intimate relationship (e.g. sexual, romantic, emotional or financial) by:

- Stating or implying that refusing them might negatively affect you, your studies or career in some way, e.g. you would receive poorer grades or less positive employment references***
- Stating or implying that doing so would mean you would be treated more favourably, e.g. you would receive better grades, or be put forward for better employment opportunities***

Response options for each statement: Yes, No, Don't know / Prefer not to say

Note: question A.6 was asked to all of the participants (15).

Reasons for any difficulties answering and issues with language used

Some participants (4) struggled to see a difference between questions A.6. and A.5.⁷¹ For two of them (2), it was only after reading it a few times and comparing with the previous question that they were able to understand A.6 was about other experiences in which a staff member has attempted to pressure them.

As shown below, one participant (1) thought the word 'other' was used to refer to non-academic staff, which implied they thought the focus of A.5 was on academic staff.

"I think I'm quite surprised with this question because it's just a repeat of the other one. I'm just getting A.5. It's talking about other university staff members. I would want to see 'non-academic' as a word. So maybe people not involved in having that control over your grade or assessing you. So maybe having that wording instead of 'other university staff members'."

Postgraduate research, HEI, Blended learner, Interview #13

⁷⁰ A5_Difficulties with language_Stated and implied (1)

⁷¹ A6_Difficulties answering_Similar to A5 (4)

A couple of participants (2) thought it would be helpful to repeat the definition of 'staff' to help them know how broadly they need to be thinking.⁷²

One participant (1) thought the word 'other' needed bolding or different formatting to make the question clearer.⁷³

Similarly to A.5, the same participant (1) recommended that both scenarios A and B should be split out into two statements, as they felt 'stated' and 'implied' meant different things.⁷⁴

Recommendations

High priority

- Underline or bold 'attempted' and 'other' in the question's opening statement to help differentiate it from question A.5.

Mid priority

- Consider just using 'implied' in scenarios b and c, as it is a broad concept that could also cover 'stated', or bolding/underlining to highlight both 'stated' and 'implied'.
- Consider including a higher-level definition of staff in brackets, e.g. (whether academic, administrative or anyone else employed by the university).

Question A.9

Wording tested

During your time as a student between 1 Sept 2022 and 1 Sept 2023, do you know of any students who have been, or are currently, involved in an intimate relationship with a university staff member? Please note:

- ***The member of staff could be any person employed by your university, including postgraduate students acting in a teaching, supervisory or pastoral capacity.***
- ***By intimate relationship we mean any relationship that includes: physical intimacy, including one-off or repeated sexual activity; romantic or emotional intimacy; and/or financial dependency. This includes both in person and online, or via electronic communication.***

Response options: Yes, No, Don't know, Prefer not to say

Note: question A.9 was asked to 14 out of 15 participants (14).

Reasons for any difficulties and issues with language used

Some participants (4) queried how well they had to know either of the people involved, or if they could just know of a situation or rumour.⁷⁵ They wanted to know how direct that information needed to be and suggested included a 'suspected / I think so' option for incidents they were not certain about. One participant (1) wanted further clarification and suggested including wording such as 'have you witnessed it or is there reasonable evidence to suggest it?'.

⁷² A6_Difficulties answering_Repeat staff definition (2)

⁷³ A6_Difficulties answering_Formatting_Needs bolding (1)

⁷⁴ A6_Difficulties answering_Stated and implied (1)

⁷⁵ A9_Difficulties answering_Whose included_Direct or indirect (4)

“Do we mean something that I've actively witnessed myself or something I've heard about through the grapevine, because also the way that information spreads and rumours spread, sometimes we might know for a fact that there is some intimate relationship going on, but also we might just infer it or we might surmise something. Maybe have you witnessed or is there reasonable evidence to suggest?”

Postgraduate taught, Arts, Campus learner, Interview #14

Four participants (4) struggled with the definition of 'staff'.⁷⁶ One (1) wanted the definition to include more examples, such as gardeners, while another (1) thought it would be helpful to specify that this could be either someone related to your course or hired at your institution. Another (1) thought the phrasing over-emphasised postgraduate students, rather than including postgraduate students in the list.

One participant (1) disliked the inclusion of 'emotional intimacy' and felt it should either be removed or re-defined.

Some participants (3) questioned why a time frame had been included.⁷⁷ Two (2) of them asked whether this would only include situations occurring within that time frame and exclude situations that sat outside those dates.

Some participants (2) questioned whether the people involved had to be current staff and students.⁷⁸ They explained that a student could have dropped out, or a lecturer moved on to a different university.

One participant (1) commented on the excessive use of bolding within the question.⁷⁹ They found it distracting and thought bolding everything defeated the point of bolding to help make words stand out.

Another participant (1) questioned whether these students or staff had to be at their own university, or if it could include those at other universities.⁸⁰ They felt the current wording implied it could be at any university and questioned whether that was the case.

One participant (1) wanted to see clarification around the meaning of 'financial dependency'.⁸¹

Recommendations

High priority

- Add an explanation earlier in the survey to account for the inclusion of a time frame.
- Clarify whether the people involved have to be current staff and students.
- Clarify whether those involved had to be at the responding student's own university.
- Include a 'suspected / I think so' option to help cover scenarios that students had heard about or suspected, but did not know the student involved well enough to be sure.
- Either remove all of the bolding for readability or only bold the key phrase 'know of any students who have been, or are currently, involved in an intimate relationship with a university staff member'.

Mid priority

- Consider including brackets within the description of staff to make sure that postgraduate students are not over-emphasised, so it reads 'The member of staff could be any person employed by your university (including postgraduate students who act in a teaching, supervisory or pastoral capacity).'
- Consider either providing a brief explanation of 'financial dependency', or creating a separate question about 'financial dependency', in which more detail and examples could be provided.

⁷⁶ A9_Difficulties with language_Definition of staff (4)

⁷⁷ A9_Difficulties answering_Time frame (3)

⁷⁸ A9_Difficulties answering_Whose included_Current people (2)

⁷⁹ A9_Difficulties answering_Formatting_Excessive bolding (1)

⁸⁰ A9_Difficulties answering_Whose included_Own university (1)

⁸¹ A9_Difficulties with language_Definition of financial dependency (1)

- Consider including some examples in brackets at the end of the sentence within the definition of university staff, to ensure students understand the meaning of each type of staff member.
- To be aware that some students might struggle with the phrase 'emotional intimacy'.

Question A.12

Wording tested

To the best of your knowledge, do you agree or disagree with the following statements (if you are aware of more than one other staff-student relationship, please think about the one you're more familiar with):

PLEASE SELECT ONE OPTION PER ROW.

- a) *The intimate relationship appears/appeared to be consensual*
- b) *The student felt pressured into the intimate relationship, or took the relationship further than they wanted to, because they believed that they would gain favourable treatment (e.g., receiving better grades, being put forward for opportunities, having missed deadlines overlooked)*
- c) *The student felt pressured into the intimate relationship, or took the relationship further than they wanted to, because they were worried that refusing would negatively affect their studies, or their future career*
- d) *The student is/was worried that ending the intimate relationship might negatively affect their studies or their future career*

Response options for each statement: Strongly agree, Agree, Neither agree nor disagree, Strongly disagree, Don't know / prefer not to say

Note: question A.12 was asked to 13 out of 15 participants (13).

Reasons for any difficulties and issues with language used

Some participants (4) felt that this question was quite long, making it difficult to read.⁸² However, a couple (2) recognised the information provided being beneficial. One (1) thought that statements b and c could be streamlined, while statements a and d were fine as they were. Another (1) suggested splitting it up into shorter statements or using bolding to make it more readable.

In statement a, a couple of participants (2) questioned whether consent had to be mutual, or if consent could be for just one person in this context.⁸³ One participant (1) thought the question implied that it could be consensual while still being pressured.

Two participants (2) wondered why this question had more options compared to earlier questions, such as A.1, and whether 'Strongly agree' and 'Strongly disagree' were necessary.⁸⁴ They thought the scale should be consistent throughout the survey and use the same agree scale as previous questions.

⁸² A12_Difficulties answering_Chunky (4)

⁸³ A12_Difficulties answering_Option A _Meaning of consent (2)

⁸⁴ A12_Difficulties answering_Scale_Change in scale (2)

“I've just noticed now that you've given me more options on this, so I've got the Neither agree or disagree and the Disagree, whereas at the top we only had Strongly agree, Agree and Strongly disagree. I think it was, so I don't know why this is more important than if it was between myself and an employee. Why that has less options than this? I don't know what the reasoning for that is. Yeah, I don't know if you want to have it the same because some people will be like, well why do you get more options here?”

Undergraduate, STEM, Campus learner, Interview #2

One participant (1) observed that the word ‘consent’ is used for the first and only time in this question, towards the end of the section.⁸⁵ They felt that consent is an important topic to include in other questions and that only mentioning it this late in the survey felt odd and inappropriate.

Suggested ordering changes

Some participants (3) thought statements c and d were similar.⁸⁶ Two (2) of them didn't instantly recognise that statement c is about feeling pressured, while one (1) didn't immediately see how feeling worried that something will impact your studies/career negatively is also a form of pressure. Two participants (2) suggested putting the ending of statement c in bold.

Two participants (2) thought statements b and c and were similar at first, as they focused on the first half of the sentence.⁸⁷ However, when they read them again, they understood the difference. Although they could see statement c was about their future career, one participant (1) thought it was too repetitive.

One participant (1) recommended using bolding throughout the statements to distinguish them from each other.⁸⁸

Recommendations

High priority

- Rephrase ‘student/staff relationships’ to ‘relationships between students and staff’ to avoid ambiguity and make the sentence read more smoothly.
- Change to the scale used in A.1 to ensure scale options are consistent throughout.
- Use bolding throughout the four statements to help distinguish them from each other and make the question more readable. For example, ‘favourable treatment’ in statement b and ‘negatively affect their studies, or their future career’ in statement c.
- Statement b: Remove the comma after ‘e.g.’
- Add full stops to each option to ensure consistency throughout.

Mid priority

- Although consent is covered implicitly in previous questions, such as those about feeling pressured, it would be helpful to consider using it more explicitly – it is a word that people might expect to see throughout.
- Consider merging statement c and d, so it read ‘The student felt pressured into the intimate relationship, took it further than they wanted or was afraid to end it because of worry that refusing would negatively affect their studies or their future career’.

Low priority

- Consider combining statement b and c.

⁸⁵ A12_Difficulties with language_Consent (1)

⁸⁶ A12_Difficulties answering_Overlap_C and D (3)

⁸⁷ A12_Difficulties answering_Overlap_B and C (2)

⁸⁸ A12_Difficulties answering_Formatting_Needs bolding (1)

- Consider clarifying and defining if consent had to be mutual, so it reads ‘The intimate relationship appears/appeared to be mutually consensual.’ However, the word ‘consensual’ actually means ‘done with mutual consent’.

Question A.13

Wording tested

During your time as a student between 1 Sept 2022 and 1 Sept 2023, do you know of an intimate relationship between a staff member and a student that ended, or where a student rejected the advances of a staff member?

Response options: Yes, No, Don’t know/ Prefer not to say

Note: question A.13 was asked to 12 out of 15 participants (12).

Reasons for any difficulties and issues with language used

Some participants (5) thought it would be better to split this question into two statements – feeling that a relationship ending is very different to someone rejecting another’s advances.⁸⁹ One participant (1) explained that splitting this question into two would help clarify it and make it more specific. Another (1) felt that if the OfS was not expecting highly granular responses, it was fine to keep the question as it is, as the question remained clear.

A couple of participants (2) thought it would be helpful to repeat the definition of staff.⁹⁰ They appreciated that it was repeated throughout, but felt it would be useful to be reminded of the definition once again.

Two participants (2) also thought it would be helpful to repeat the definition of intimate relationships.⁹¹ They felt it would be useful to prevent people from having to refer back to previous questions to be reminded of the definition.

One participant (1) who spoke English as a second language questioned what the word ‘rejected’ meant.⁹² They felt it would be helpful to replace this with a simpler phrase to make it easier for everyone to understand.

Recommendations

High priority

- Split the question into two, where it might read, ‘Are you aware of the following happening at your university?’ And then present the two scenarios with yes / no / prefer not to say response options.
 - o There was an intimate relationship between a staff member and a student, but for whatever reason it has stopped.
 - o A student rejected a staff member’s advances [or alternative phrasing per mid-priority recommendation below]

Mid priority

- Consider repeating the definition of staff.
- Consider repeating the definition of intimate relationships.
- Consider alternative phrasing for ‘rejected the advances’ to aid understanding for those with English as a second language. For example, ‘said no to starting a relationship with a staff member’ or ‘refused to start a relationship with a staff member’.

⁸⁹ A13_Difficulties answering_Split sentences_Yes (5)

⁹⁰ A13_Difficulties with language_Repeat definition_Staff (2)

⁹¹ A13_Difficulties with language_Repeat definition_Intimate relationship (2)

⁹² A13_Difficulties with language_Rejected (1)

Question A.14

Wording tested

Are you aware of any negative consequences for the student? Did the student:

PLEASE SELECT ALL THAT APPLY.

- a) *Change module or course or avoid choosing a particular module/course*
- b) *Change university*
- c) *Change career*
- d) *Experience adverse or derogatory behaviour from the staff member (such as name slurring, shaming or rumour spreading)*
- e) *Lose access to essential resources or activities (such as field trips, work placements, accommodation, visas.)*
- f) *Other*
- g) *I am not aware of negative consequences for the student*
- h) *Prefer not to say*

Note: question A.14 was asked to 12 out of 15 participants (12).

Reasons for any difficulties and issues with language used

In statement d, many participants (8) were unsure about using 'adverse' or 'derogatory' and preferred words like 'offensive'.⁹³ Two of these participants (2) thought others might have difficulty understanding these words and felt simpler language could be used instead. Two (2) thought the words were all right, but still preferred 'offensive'. Two (1) thought they were odd words to use, while another (1) considered them very loaded. Another participant (1) only associated 'derogatory' with language, rather than offensive behaviour more broadly.

Many other participants (7) also struggled with the phrase 'name slurring'.⁹⁴ Three participants (3) did not understand the term. One (1) felt it was not a particularly appropriate phrase to use in this context. Another (1) thought the phrase too loaded, while someone else (1) felt it was a strange phrase to use. These participants preferred phrases like 'bad-mouthing' and 'public criticism' instead. Two of them (2) felt that these phrases are more likely to be widely understood and one participant (1) felt they were more formal phrases and more appropriate for the context of this survey.

Several participants (5) noted that these options only referred to professional and educational consequences, and thought this question failed to recognise any emotional impact.⁹⁵ Those who discussed this felt very strongly that emotional consequences should be included in such a survey. One (1) felt that the question could clarify that it is specifically focusing on the negative educational consequences, rather than all negative consequences.

"Quite obviously it's very university focused, like educational focused. I think it's all about modules and careers and things like that, whereas it doesn't really think maybe of the emotional side of that – [what] the negative consequence could be for the student."

Undergraduate, STEM, Distance learner, Interview #7

⁹³ A14_Difficulties with language_Statement D_Adverse and derogatory (8)

⁹⁴ A14_Difficulties with language_Statement D_Name slurring (7)

⁹⁵ A14_Difficulties with answering_Emotional impact (5)

A few participants (3) thought it was difficult to accurately know if a negative consequence was a direct result of a relationship ending or rejection.⁹⁶ They felt that these scenarios might have happened, but were not necessarily related to a student/staff relationship.

One participant (1) felt that only bolding 'negative consequences' would make the question clearer.⁹⁷

Participants provided recommendations of further scenarios they would like included in this list:

- Two (2) suggested reduced attendance at university.⁹⁸
- One (1) suggested a decline in grades or poor academic performance.⁹⁹
- One (1) suggested bullying a student.¹⁰⁰

Recommendations

High priority

- Emotional impacts were specifically not included, as the focus was on the bystander's view and such a question would be difficult for them to answer. However, it would be helpful to specify that this question is about professional and educational consequences, then ask a separate question about emotional impact, with a number of scenarios, including the impact on either their mental or physical health. A question on emotional consequences should be given the same weighting as this question on educational impact to ensure students feel their wellbeing is taken seriously.
- Replace 'adverse' and 'derogatory' with 'offensive'.
- Re-phrase statement d to read 'Experience offensive behaviour from the staff member (such as bullying, shaming or rumour spreading).
- Change 'Did the student:' to 'Did the student...?'
- Re-phrase statement a to read 'change or avoid choosing a particular module or course'.
- Remove the full stop after visas in statement e.

Mid priority

- Consider clarifying if the negative consequence was a direct result of a relationship ending or rejection. For example, 'Are you aware of any negative consequences for the student as a direct result of this?'
- Consider only bolding 'negative consequences' in the opening question.
- Consider including 'reduced attendance' in the list of negative consequences.

Low priority

- Consider including 'a decline in academic performance' in the list of negative consequences.

Other comments

Intimate relationships

Participants were asked their opinions of the use of the phrase 'intimate relationships' throughout the survey.

⁹⁶ A14_Difficulties answering_What is included_Direct or indirect (3)

⁹⁷ A14_Difficulties answering_Formatting_Needs bolding (1)

⁹⁸ A14_Missing options_Increased absences (2)

⁹⁹ A14_Missing options_Decreased academic performance (1)

¹⁰⁰ A14_Missing options_Bullying (1)

The majority (9) thought the term worked well.¹⁰¹ They recognised this was a difficult idea to capture and were unsure what else they would call it. Five participants (5) felt this was a much better term than ‘personal relationships’, which could easily be seen as professional and appropriate and therefore not the focus of the survey. Others (3) felt that ‘intimate relationship’ successfully encapsulates a relationship that has crossed the line and gone beyond a professional boundary. Two participants (2) felt this term was much more specific and would help students focus on certain relationships rather than their relationships more broadly.

However, three participants (3) had some difficulties with the term ‘intimate relationships’.¹⁰² One (1) thought the term implied extreme scenarios and meant the survey was at risk of excluding the experiences of students who don’t believe their experience are extreme enough to mention. Another participant (1) thought the term sounded old-fashioned and made them slightly ‘cringe’.

“I just think that [intimate relationship] is just a bit old-fashioned, isn't it? Also, intimate sort of makes me cringe a bit. But would I class that sort of financial relationship as intimate? I don't know whether I would really. I think you might need to sort of set out what you mean by intimate.”

Postgraduate research, HSS, Blended learner, Interview #13

One participant (1) struggled with the use of ‘emotional intimacy’ in the definition, as they felt a relationship can still be emotionally intimate without it being sexual in nature or necessarily inappropriate. They thought the survey should focus on sexual misconduct, rather than intimacy.

Another participant (1) felt that there should be a question on reporting or raising concerns.¹⁰³ They thought some students might fear consequences if they were to go and talk to somebody about an experience or concern, and that the survey should include information on how students can deal with such situations. This participant was unaware that this is covered elsewhere in the survey.

Recommendations

Low priority

- To be aware that some students might struggle with the phrase ‘emotional intimacy’.

General recommendations

Some of the feedback within the interviews can be applied more broadly across the survey.

High priority

- Split out ‘prefer not to say / don’t know’ options throughout this section, as they mean separate things.
- Use bolding throughout this section to ensure the questions are as clear and readable as possible.

Mid priority

- Consider including pop-ups for various definitions throughout, including ‘staff’, ‘intimate relationships’ and ‘financial dependency’. Pop-ups will not take up too much space, but would be available to students who want to be reminded of any definitions.
- Consider ensuring scales are consistent throughout.

¹⁰¹ Additional _Difficulties with language_It's fine (9)

¹⁰² Additional _Difficulties with language_Issues (3)

¹⁰³ Additional _Missing options_Missing question_Reporting or help

Conclusion and recommendations

Conclusion

On the whole, participants thought the survey questions were well thought-out and designed. They largely felt confident in their ability to answer the questions. While this survey section was felt to be quite sensitive and heavy, participants generally acknowledged – and often appreciated – the need for such detailed questions. The majority of participants felt that, given sufficient preparatory information, they would have no issues responding to the survey.

While most of the questions tested within this research were relevant and understandable, the interviews did uncover questions in which the wording could lead to confusion or disparity in interpretation if used on a wider scale. We have suggested the following recommendations, grouped by priority level. Note, the priority of recommendations is based on a combination of how frequently issues were raised and researcher judgement.

Recommendations

High priority

Introductory text

- Rephrase ‘student/staff relationships’ to ‘relationships between students and staff’ to avoid ambiguity and make the sentence read more smoothly.
- Correct apostrophe error so it reads ‘students’ opinions’ rather than ‘student’s opinions’.

Question A.1

- Statement a: be specific about whose time this refers to.
- Statement a: include examples of socialising. Any examples should be used to illustrate a level of appropriateness, such as context or one-on-one versus a group setting.
- Statement b: extend the employment examples to include part-time employment, such as working in a tutor clinic. Instead of including specific examples, this could just be stated as including cash-in-hand jobs or part-time employment.
- Statement c: emphasise that the contact was for non-study related reasons.
- Statement l: state if this is in a sexual or non-sexual way. If it is intimate only in a non-sexual way, it would be useful to provide an example.
- Statement m: provide a clear definition of financial dependency, with examples.
- Scale: change the ‘sometimes appropriate’ option to clarify that it means depending on the situation.
- Scale: replace ‘appropriate’ with ‘comfortable’. Participants recommended using ‘appropriate’, as they felt it helped them answer the questions in an objective way. However, the OfS is interested in what students’ subjective opinions are and therefore the word comfortable would be more beneficial to use for this context.
- Scale: split the ‘don’t know / prefer not to say’ option in two.

Question A.2

- Add an explanation earlier in the survey to account for the inclusion of a time frame.
- Either provide a brief explanation of ‘financial dependency’, or create a separate question about ‘financial dependency’, in which more detail and examples could be provided.

Question A.3

- Replace ‘is/was’ with ‘was’, as this reflects past experiences and aids readability.
- Replace ‘and/or’ to ‘or’.

Question A.4

- Replace 'did/does' with 'did' as this reflects past experiences and aids readability.

Question A.6

- Underline or bold 'attempted' and 'other' in the question's opening statement to help differentiate it from question A.5.

Question A.9

- Add an explanation earlier in the survey to account for the inclusion of a time frame.
- Clarify whether the people involved have to be current staff and students.
- Clarify whether those involved had to be at the responding student's own university.
- Include a 'suspected / I think so' option to help cover scenarios that students had heard about or suspected, but did not know the student involved well enough to be sure.
- Either remove all of the bolding for readability or only bold the key phrase 'know of any students who have been, or are currently, involved in an intimate relationship with a university staff member'.

Question A.12

- Rephrase 'student/staff relationships' to 'relationships between students and staff' to avoid ambiguity and make the sentence read more smoothly.
- Change to the scale used in A.1 to ensure scale options are consistent throughout.
- Use bolding throughout the four statements to help distinguish them from each other and make the question more readable. For example, 'favourable treatment' in statement B and 'negatively affect their studies, or their future career' in statement c.
- Statement b: Remove the comma after 'e.g.'
- Add full stops to each option to ensure consistency throughout.

Question A.13

- Split the question into two, where it might read, 'Are you aware of the following happening at your university?' And then present the two scenarios with yes / no / prefer not to say response options.
 - o There was an intimate relationship between a staff member and a student, but for whatever reason it has stopped.
 - o A student rejected a staff member's advances.

Question A.14

- Emotional impacts were specifically not included as the focus was on the bystander's view and such a question would be difficult for them to answer. However, it would be helpful to specify that this question is about professional and educational consequences, then ask a separate question about emotional impact, with a number of scenarios, including the impact on either their mental or physical health. A question on emotional consequences should be given the same weighting as this question on educational impact to ensure students feel their wellbeing is taken seriously.
- Replace 'adverse' and 'derogatory' with 'offensive'.
- Re-phrase statement d to read 'Experience offensive behaviour from the staff member (such as bullying, shaming or rumour spreading)'.
- Change 'Did the student:' to 'Did the student...?'
- Re-phrase statement a to read 'change or avoid choosing a particular module or course'.
- Remove the full-stop after visas in statement e.

General comments

- Split out 'prefer not to say / don't know' options throughout this section, as they mean separate things.
- Use bolding throughout this section to ensure the questions are as clear and readable as possible.

Mid priority

Introductory text

- Consider replacing 'pastoral capacity' with 'wellbeing/ support capacity'.
- Consider including how to report individuals in any signposting materials.

Question A.1

- Statement d: consider clarifying the meaning of 'favourable attention' by providing examples.
- Statement g: consider re-phrasing the sentence to say 'contact or interact with', rather than just contact.
- Statement h: consider explaining whether the comments about someone's physical appearance were given in a sexual or inappropriate way.
- Statement h: consider changing the statement to 'make comments to or about students regarding their physical appearance', to highlight that these could be said to students directly or behind their back.

Question A.2

- Consider including brackets within the description of staff to make sure that postgraduate students are not over-emphasised, so it reads 'The member of staff could be any person employed by your university (including postgraduate students who act in a teaching, supervisory or pastoral capacity).'
- Consider replacing the word 'pastoral', or provide an example to illustrate the description.
- Consider including maintenance staff and hospitality staff in the description of staff.

Question A.3

- Although participants recommended numerous examples that could be added, we would advise against creating an exhaustive list – this might actually put someone off including a staff member who does not exactly fit a certain description. Instead, we would suggest only adding examiners, postgraduate students and guest lecturers to the list of examples.
- Consider including academic staff not directly involved in their education, as well as library staff, to A.3.

Question A.4

- Although participants recommended many examples that could be added, we advise against an exhaustive list – this might actually put someone off including a staff member who does not exactly fit a certain description. Instead, we would suggest including broader terms like hospitality and administrative staff.

Question A.5

- Consider just using 'implied' in scenarios b and c, as it is a broad concept that could also cover 'stated', or bolding/underlining to highlight both 'stated' and 'implied'.
- Consider stating 'intimate relationships' to help connect it back to question A.2, in which examples were provided.

Question A.6

- Consider just using 'implied' in scenarios b and c, as it is a broad concept that could also cover 'stated', or bolding/underlining to highlight both 'stated' and 'implied'.

- Consider including a higher-level definition of staff in brackets, e.g. (whether academic, administrative or anyone else employed by the university).

Question A.9

- Consider including brackets within the description of staff to make sure that postgraduate students are not over-emphasised, so it reads 'The member of staff could be any person employed by your university (including postgraduate students who act in a teaching, supervisory or pastoral capacity).'
- Consider either providing a brief explanation of 'financial dependency', or creating a separate question about 'financial dependency', in which more detail and examples could be provided.

Question A.12

- Although consent is covered implicitly in previous questions, such as those about feeling pressured, it would be helpful to consider using it more explicitly – it is a word that people might expect to see throughout.
- Consider merging statement c and d, so it read 'The student felt pressured into the intimate relationship, took it further than they wanted or is/was afraid to end it because of worry that refusing would negatively affect their studies or their future career'.

Question A.13

- Consider repeating the definition of staff.
- Consider repeating the definition of intimate relationships.
- Consider alternative phrasing for 'rejected the advances' to aid understanding for those with English as a second language. For example, 'said no to starting a relationship with a staff member' or 'refused to start a relationship with a staff member'.

Question A.14

- Consider clarifying if the negative consequence was a direct result of a relationship ending or rejection. For example, 'Are you aware of any negative consequences for the student as a direct result of this?'
- Consider only bolding 'negative consequences' in the opening question.
- Consider including 'reduced attendance' in the list of negative consequences.

General recommendations

- Consider including pop-ups for various definitions throughout, including 'staff', 'intimate relationships' and 'financial dependency'. Pop-ups will not take up too much space, but would be available to students who want to be reminded of any definitions.
- Consider ensuring scales are consistent throughout.

Low priority

Introductory text

- Consider including a reference to partner organisations linked with a university, independent universities, or further education colleges, within either the introduction the whole survey, or the publicity materials. We would avoid including it in the introduction to this section, as it could make the text too clunky and potentially confuse others.
- Consider replacing the word 'student' with 'your' before 'opinions, experiences and observations of student/staff relationships'.

Question A.1

- Statement f: consider clarifying who initiated the conversation.

- Statement i: consider providing examples to help illustrate what is meant by 'sexualised conversations'.
- Statement j: consider including examples to help illustrate what would be defined as a 'sexual encounter'.
- Consider moving statement m to come before statement f.
- Consider moving statement d lower down the list.
- Consider swapping statements g and h around.
- Consider changing statement k to 'continued romantic encounters' to distinguish it from statement j.

Question A.2

- In order to use familiar language for students, we would recommend replacing the phrase 'electronic communication' with 'in person, by phone or online.'
- To be aware that some students might struggle with the phrase 'emotional intimacy'.

Question A.3

- Consider creating a separate question to address high-level staff who are not directly involved in a student's education, such as directors, deans and chancellors.

Question A.5

- Consider including a content warning at the beginning of this question.
- Consider reversing the order of the three scenarios.

Question A.9

- Consider including some examples in brackets at the end of the sentence within the definition of university staff, to ensure students understand the meaning of each type of staff member.
- To be aware that some students might struggle with the phrase 'emotional intimacy'.

Question A.12

- Consider combining statement b and c.
- Consider clarifying and defining if consent had to be mutual, so it reads 'The intimate relationship appears/appeared to be mutually consensual.' However, the word 'consensual' actually means 'done with mutual consent'.

Question A.14

- Consider including 'a decline in academic performance' in the list of negative consequences.

General comments

- To be aware that some students might struggle with the phrase 'emotional intimacy' throughout the survey.

Appendix

Appendix 1: Question list

Due to time limitations, some participants were unable to answer all fifteen questions. The table below contains the survey questions and highlights the number of participants who were able to review that question.

Question number	Question	Participants
Introduction	<p>The final section asks about student’s opinions, experiences and observations of student/ staff relationships. As before, please be assured that your answers will remain entirely confidential, and you will not be asked to identify specific individuals.</p> <p>Please note:</p> <p>The member of staff could be any person employed by your university, including postgraduate students acting in a teaching, supervisory or pastoral capacity</p>	Asked - 15/15
A.1	<p>In your view, is it appropriate for a member of university staff to behave in the following ways...</p> <p>For each of these, please select one option per row.</p> <p>a) Socialise with students in their own time</p> <ul style="list-style-type: none"> • Always appropriate, sometimes appropriate, never appropriate, don’t know/ prefer not to say <p>b) Employ students for work outside of the university environment (such as babysitting or dog-walking)</p> <ul style="list-style-type: none"> • Always appropriate, sometimes appropriate, never appropriate, don’t know/ prefer not to say <p>c) Ask for phone numbers to contact students</p> <ul style="list-style-type: none"> • Always appropriate, sometimes appropriate, never appropriate, don’t know/ prefer not to say <p>d) Single out specific students for favourable attention</p> <ul style="list-style-type: none"> • Always appropriate, sometimes appropriate, never appropriate, don’t know/ prefer not to say <p>e) Follow students’ personal social media accounts</p> <ul style="list-style-type: none"> • Always appropriate, sometimes appropriate, never appropriate, don’t know/ prefer not to say <p>f) Send private messages to students’ personal social media accounts</p> <ul style="list-style-type: none"> • Always appropriate, sometimes appropriate, never appropriate, don’t know/ prefer not to say <p>g) Contact students at the same university on dating apps</p>	Asked - 15/15

Question number	Question	Participants
	<ul style="list-style-type: none"> • Always appropriate, sometimes appropriate, never appropriate, don't know/ prefer not to say <p>h) Make comments to students about their physical appearance</p> <ul style="list-style-type: none"> • Always appropriate, sometimes appropriate, never appropriate, don't know/ prefer not to say <p>i) Flirt or have sexualised conversations with students</p> <ul style="list-style-type: none"> • Always appropriate, sometimes appropriate, never appropriate, don't know/ prefer not to say <p>j) Go on dates or have sexual encounters with students</p> <ul style="list-style-type: none"> • Always appropriate, sometimes appropriate, never appropriate, don't know/ prefer not to say <p>k) Have ongoing romantic or sexual relationships with students</p> <ul style="list-style-type: none"> • Always appropriate, sometimes appropriate, never appropriate, don't know/ prefer not to say <p>l) Have emotionally intimate relationships with students</p> <ul style="list-style-type: none"> • Always appropriate, sometimes appropriate, never appropriate, don't know/ prefer not to say <p>m) Have relationships in which the student is financially dependent on them (but the staff member is not a parent/ guardian of that student)</p> <ul style="list-style-type: none"> • Always appropriate, sometimes appropriate, never appropriate, don't know/ prefer not to say 	
A.2	<p>During your time as a student between 1 Sept 2022 and 1 Sept 2023, have you had an intimate relationship with a member of staff at your university? Please note:</p> <ul style="list-style-type: none"> • The member of staff could be any person employed by your university, including postgraduate students acting in a teaching, supervisory or pastoral capacity. • By intimate relationship we mean any relationship that includes: physical intimacy, including one-off or repeated sexual activity; romantic or emotional intimacy; and/or financial dependency. This includes both in person and online, or via electronic communication • Yes, No, Don't know, Prefer not to say 	Asked - 15/15
A.3	<p>Is/was this university staff member involved with your education and/or assessment? E.g. your lecturer, tutor or supervisor.</p> <ul style="list-style-type: none"> • Yes, No, Don't know, Prefer not to say 	Asked - 15/15

Question number	Question	Participants
A.4	<p>Did/does the university staff member have pastoral or some other non-academic professional responsibility for you? For example, a student welfare worker, a sports coach, or security personnel.</p> <ul style="list-style-type: none"> • Yes, No, Don't know, Prefer not to say 	Asked - 15/15
A.5	<p>Have you ever felt pressure to begin, continue or take the relationship with the member of staff further than you wanted to because...</p> <p>Please select one option per row.</p> <p>a) You were worried that refusing would negatively impact you, your studies or career in some way, even though the member of staff did not say or imply that would happen</p> <ul style="list-style-type: none"> • Yes, No, Don't know, Prefer not to say <p>b) The member of staff stated/implied that refusing might negatively affect you, your studies or career in some way, e.g., you would receive poorer grades or less positive employment references</p> <ul style="list-style-type: none"> • Yes, No, Don't know, Prefer not to say <p>c) A member of staff stated or implied that doing so would mean you were treated more favourably e.g., by suggesting that you would get better grades, or that they would put you forward for employment opportunities.</p> <ul style="list-style-type: none"> • Yes, No, Don't know, Prefer not to say 	Asked - 14/15
A.6	<p>During your time as a student between 1 Sept 2022 and 1 Sept 2023, have any other staff members ever attempted to pressure you, either in person or online, into an intimate relationship (e.g. sexual, romantic, emotional or financial) by:</p> <p>a) Stating or implying that refusing them might negatively affect you, your studies or career in some way, e.g., you would receive poorer grades or less positive employment references</p> <p>b) Stating or implying that doing so would mean you would be treated more favourably e.g., you would receive better grades, or be put forward for better employment opportunities</p> <ul style="list-style-type: none"> • Yes, No, Don't know, Prefer not to say 	Asked - 15/15
A.9	<p>During your time as a student between 1 Sept 2022 and 1 Sept 2023, do you know of any students who have been, or are currently involved in an intimate relationship with a university staff member? Please note:</p>	Asked - 14/15

Question number	Question	Participants
	<ul style="list-style-type: none"> • The member of staff could be any person employed by your university, including postgraduate students acting in a teaching, supervisory or pastoral capacity. • By intimate relationship we mean any relationship that includes: physical intimacy, including one-off or repeated sexual activity; romantic or emotional intimacy; and/or financial dependency. This includes both in person and online, or via electronic communication. • Yes, No, Don't know, Prefer not to say 	
A.12	<p>To the best of your knowledge, do you agree or disagree with the following statements (if you are aware of more than one other staff-student relationship, please think about the one you're more familiar with):</p> <p>PLEASE SELECT ONE OPTION PER ROW.</p> <p>a) The intimate relationship appears/ appeared to be consensual</p> <ul style="list-style-type: none"> • Strongly agree, agree, neither agree not disagree, disagree, strongly disagree, don't know/ prefer not to say <p>b) The student felt pressured into the intimate relationship, or took the relationship further than they wanted to, because they believed that they would gain favourable treatment (e.g. receiving better grades, being put forward for opportunities, having missed deadlines overlooked.)</p> <ul style="list-style-type: none"> • Strongly agree, agree, neither agree not disagree, disagree, strongly disagree, don't know/ prefer not to say <p>c) The student felt pressured into the intimate relationship, or took the relationship further than they wanted to, because they were worried that refusing would negatively affect their studies, or their future career.</p> <ul style="list-style-type: none"> • Strongly agree, agree, neither agree not disagree, disagree, strongly disagree, don't know/ prefer not to say <p>d) The student is/was worried that ending the intimate relationship might negatively affect their studies or their future career.</p> <ul style="list-style-type: none"> • Strongly agree, agree, neither agree not disagree, disagree, strongly disagree, don't know/ prefer not to say 	Asked - 13/15
A.13	<p>During your time as a student between 1 Sept 2022 and 1 Sept 2023, do you know of an intimate relationship between a staff member and a student that ended, or where a student rejected the advances of a staff member?</p>	Asked - 12/15

Question number	Question	Participants
	<ul style="list-style-type: none"> • Yes, No, Don't know, Prefer not to say 	
A.14	<p>Are you aware of any negative consequences to the student? Did the student:</p> <p>PLEASE SELECT ALL THAT APPLY.</p> <ul style="list-style-type: none"> a) Change module or course or avoid choosing a particular module/course b) Change university c) Change career d) Experience adverse or derogatory behaviour from the staff member (such as name slurring, shaming or rumour spreading) e) Lose access to essential resources or activities (such as field trips, work placements, accommodation, visas etc.) f) Other g) I do not know of any such intimate relationships or intimate contact h) Prefer not to say 	Asked - 12/15

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