Report to the Office for Students by Advance HE

Evaluation of Safeguarding Students Catalyst Fund Projects

Thematic Analysis Report 1

September 2018

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Contact details for enquiries about this document:

Helen Baird

Managing Consultant

Email: helen.baird@advance-he.ac.uk

Advance HE

www.advance-he.ac.uk/consultancy

1. INTRODUCTION

1.1. About this report

This is the first substantive report from the evaluation of the Office for Students (OfS) Catalyst student safeguarding funding. The report presents a thematic analysis of the results of all the research for the evaluation undertaken to date, with a focus on the Round One Catalyst projects. The purpose of the report is to inform sector and institutional practice with the findings from what we have learned so far about 'what works' in safeguarding students. It contains many examples from what we have learned in our research with providers so far in student safeguarding practice. This is intended to help support and enable learning, exchange and dissemination of innovative and good practice in safeguarding students from and between the various Catalyst projects.

1.2. Background and context to Catalyst safeguarding funding

The Universities UK (UUK) Harassment Taskforce's report *Changing the Culture*[1] considered harassment, sexual violence and hate crime[2] within the higher education (HE) sector in all its forms. It found that HE providers could '…*be more systematic in their approaches and not every university had all of the necessary building blocks in place for effective prevention and response'*. The Taskforce made recommendations on what these building blocks should be and revised the guidance on handling alleged student misconduct which may also be a criminal offence[3].

Since then, UUK has developed a programme of work to support providers in implementing the report's recommendations. This includes further research to assess the sector's progress and to identify what further information, action or support may be required. This resulted in a progress report published earlier this year with additional recommendations for the sector based on effective practice identified during the research[4].

Aligned with UUK's work, and in response to the recommendations in the Taskforce's report, HEFCE (the Higher Education Funding Council for England), whose role in promoting safeguarding has now been inherited by the OfS, provided funding support to English HE providers through two Catalyst funding calls.

The aim of the Catalyst funding is to identify and support good practice in the sector to improve and enhance student safeguarding, looking specifically at tackling sexual misconduct, hate crime and online harassment. The rationale for the Catalyst funding approach was to make a short-term diverse intervention, designed to support high coverage activity and thereby stimulate sector-level culture change. This was based on the recommendations for providers to undertake a coordinated set of actions as outlined by the UUK Taskforce's report.

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[1] Universities UK (2016). *Changing the Culture: Report of the Universities UK Taskforce examining violence against women, harassment and hate crime affecting university students*. Available at: http://www.universitiesuk.ac.uk/policy-and-analysis/reports/Pages/changing-the-culture-final-report.aspx.

[2] This refers to any incident or crime motivated by hate based on an individual or group's identity. This can include their race, religion, sex, gender identity, sexual orientation, disability or transgender identity.

[3] Universities UK (2016). *Guidance for Higher Education institutions: How to handle alleged student misconduct which may also constitute a criminal offence*. This is a framework to support providers in responding to all student misconduct, but specific recommendations are made in respect of sexual misconduct. Available at: http://www.universitiesuk.ac.uk/policy-and-analysis/reports/Pages/guidance-for-higher-education-institutions.aspx.

[4] Universities UK (2018). *Changing the Culture: One Year On. An assessment of strategies to tackle sexual misconduct, hate crime and harassment affecting higher education students*. Available at: https://www.universitiesuk.ac.uk/policy-and-analysis/reports/Pages/changing-the-culture-one-year-on.aspx.

Accordingly, OfS provided £4.4m in one-to-one matched funding for 108 projects[5] as follows:

i. The first round of funding went to 63 providers for one-year projects addressing safeguarding students on campus. These projects started from April 2017. However, many of these were delayed in getting started (for reasons outlined in Section 2 below), and 18 of these projects are to be completed between now and end-2018.

ii. There was a gap identified in the first set of bids which focussed on tackling sexual misconduct, hence a second round of funding for 45 providers was issued to tackle hate crime and online harassment on campus. These one-year projects commenced in October 2017 and are due for completion by end-2018, or shortly thereafter.

Further to this, OfS provided a third round of funding to 11 providers for two-year projects from March 2018. These projects are being brought together to form a collaborative, nationwide network of specialist knowledge and leading practice in addressing hate crimes directed at students on the grounds of religion or belief. In addition, OfS is working with Research England to support mental health and wellbeing for postgraduate research (PGR) students.

1.3. About the Catalyst safeguarding students evaluation

OfS appointed independent evaluators from Advance HE[6] to support and enable learning, exchange and dissemination of innovative and good practice, and help establish 'what works' in safeguarding students from and between the first two cohorts of Catalyst-funded projects.

Advance HE began the formative and summative evaluation process in January 2018, and it will be completed in March 2019 when the final evaluation report will be produced. The scope of the evaluation is the first two Catalyst funding rounds only. The third round of projects will be monitored separately by OfS, and the fourth by Research England.

Evidence is being collected for the evaluation through a mix of analysis of the projects' documentation, secondary research sources (including grey literature), ongoing discussions with experts and key stakeholder organisations (such as UUK and the National Union of Students (NUS)), through primary research with the providers in receipt of the Catalyst funding and the outputs of communities of practice events.

1.4. Framework for the evaluation

A key part of the evaluation approach was the development at the outset of an evaluation framework with the help of a group of sector experts. This was based on the approach advocated in *Changing the Culture* and effective practice identified in *Changing the Culture: One Year On*.

Outcome relationship mapping (ORM), a form of logic modelling, was used as part of the framework for the evaluation to help identify the impact of the Catalyst funding through developing measures which show the extent to which the programme is contributing to the outcomes it aims to impact.

Further information on the evaluation approach is at Appendix One, including a detailed ORM at Figure 13.

The broad themes and intended outcomes (or benefits) which the Catalyst safeguarding projects collectively are seeking to achieve – and which consequently the research for the evaluation is examining – are summarised in the figure below.

[5] Further information available from: https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/student-safety-and-wellbeing/what-are-the-projects/.
[6] See https://www.advance-he.ac.uk/.

Figure 1 Focus and outcomes of Catalyst safeguarding funding

Themes	Intended outcomes/changes
Leadership and governance of safeguarding projects	Senior leaders are proactively committed to eradicating issues of sexual misconduct, hate crime and incidents, and more providers are taking a provider-wide approach to tackle safety issues as a result, with more senior leaders recognising the need to support this work and are acting to direct the work.
Effective management	More holistic and clearer safeguarding policies and processes are in place across providers for reporting and responding to misconduct, with more revised codes of conduct and staff and student contracts, and increased tackling of safeguarding issues.
Student involvement, training and experience	More co-creation and design of initiatives with students, more student-centred interventions in place, more account taken of victims/survivors' voices, more bystander and other awareness training, all leading to safer students with more positive experiences and ultimately fewer cases of misconduct/harassment taking place on campuses, with this leading in turn to improved student mental health, better retention, attainment and other educational and employment outcomes for students.
Staff involvement, including of academics and specialist resources	More staff training across providers, increased numbers of specialists operating within providers (including more sexual violence liaison officers or equivalents to handle disclosures and provide support and trained investigators), enhanced use of academic expertise and research in making the case for and driving change (such as of criminologists, sociologists and psychologists) and safety issues becoming more embedded in the curriculum.
Reporting mechanisms	More providers have better reporting mechanisms and systems, more holistic reporting process in place, there is increased awareness of how to report among students, leading to more increased reporting of sexual misconduct, of hate crime and harassment, including online incidents, increased confidence of victims/survivors in reporting and ultimately the reporting of sexual misconduct/hate incidents becoming the new norm.
Partnership/ collaboration	More commonly agreed definitions of misconduct across providers, improved collaboration among sector stakeholder organisations and campaign groups, more collaboration and partnerships between HE and third sector organisations, more local, regional partnership working and community engagement, all leading to an enhanced influence on government policy and cross-silo working.
Monitoring to enable evidence-based decision making	Better core metrics are in place across providers, better data are collected by providers, more diverse data are collated and correlated, more trend analysis undertaken, better knowledge and understanding of misconduct (how it manifests and how to prevent and mitigate its impact), more institutional governing bodies being aware of incidents and better decisions and actions to eradicate them, better investment decisions by providers, more understanding of the true level of incidents, better targeted interventions possible, and improved understanding of impact evaluation in HE.

Themes	Intended outcomes/changes
Culture, attitude or behavioural change	More providers recognising cultural change needed (not just changes to policies and practice), more providers with action plans to address cultural barriers, better understanding of barriers to cultural change, better understanding among staff/students of all backgrounds on what constitutes sexual misconduct/hate incidents, more students and staff empowered to advocate for themselves and others, all forms of harassment considered by all to be unacceptable, more providers extending approaches to all student safeguarding issues, less sexual offending, fewer hate incidents and less crime.
Risks or negative outcomes/barriers to change	Potentially including reputational damage to providers and the sector from increased reporting and media spotlighting, reputational risks for providers which try something and get it wrong, lack of work in other areas of equality, diversity and inclusivity as a result through trade-off, the risk of active opposition, issues with identity politics, and potential backlash.
Sustainability and embedding of change	Increased resources within providers committed to tackling issues, more sustained and embedded initiatives and projects, more iterative ongoing training programmes, more sustainable partnerships in place with local and regional partners, enhanced influence on public discourse, and ultimately improved sector reputation on safeguarding issues.

1.5. Research undertaken for the evaluation to date

In summary the research undertaken to date for the evaluation has involved the following strands of activity (further details on the method are included in Appendix Two):

- Facilitated discussions with project teams at the Catalyst conference in February 2018 on their project evaluation approaches and emerging findings.
- Ongoing desk research and review of the literature.
- In-depth research with a cluster-based sample of 11 of the Round One projects, involving semi-structured face-to-face and online or telephone interviews and focus groups (with project leads, external partners, staff and students who were involved in the projects).
- Thematic analysis of the results of the interviews and focus groups using the qualitative analysis software Atlas.ti to identify recurring themes by pinpointing, examining and recording patterns within the data to establish a coherent coding framework.
- An e-survey of student unions/representatives distributed to student unions (of both Rounds One and Two projects), and which received 106 responses from 30 providers, followed by analysis of responses using SPSS.
- Review of the Catalyst projects' documentation, including detailed analysis of the 45 final Round One reports submitted to OfS to date (18 others have requested extensions), using Atlas.ti to establish recurrent themes among them and establish a coherent coding framework, aligned with the main themes of the evaluation framework.
- Analysis and synthesis of all the findings to date and production of this summary thematic report which is focussed mainly on the Round One projects.

The Advance HE team would like to thank all those who have contributed their time and ideas to inform the evaluation research to date.

2. THEMATIC ANALYSIS

2.1. Overview

This section presents the main recurrent themes from the analysis of the field research undertaken to date with providers and the analysis of Round One project documentation (details on the approach are at Appendix Two). It is structured by the key themes from the evaluation framework (set out at Appendix One) as follows:

- Delivery and effective management of the projects
- Leadership and governance of safeguarding projects
- Student involvement
- Staff involvement
- Partnership and collaboration
- Embeddedness and sustainability of change.

2.2. Delivery and effective management of Round One projects

Appendix Three provides a detailed overview of the Round One projects' approaches being used based on their final reports.

Analysis of the Round One final reports showed that project teams have encountered a range of barriers and learned various lessons in managing and delivering the various student safeguarding initiatives. A key barrier which many teams cited was the delays encountered and not having enough time to deliver the projects within the one-year timeframe. This is apparent in that 18 Round One projects have asked for a formal extension from OfS, some until the end of 2018. Moreover, among the 45 projects which have completed their final reports many are still implementing aspects of the initiative(s) and/or completing their project evaluations.

Nineteen of the project reports highlighted that they did not have enough time in which to deliver the projects, with five projects stating that the one-year timeframe for delivery of the changes required to improve safeguarding needed was too short. Additionally, some of the reports highlighted that it might have been helpful to release the funding at the start of the academic year.

> The release of the funds for the projects happened once students had left for the summer recess which slowed down progress. In future the timing of funding allocation could be reviewed so projects can begin working with students immediately.
>
> The identification of an online reporting tool took longer than we expected. This was down to adopting a robust process of researching options and then applying due diligence to ensure the system would meet our institutional need. The Culture Shift 'Report and Support' system has been purchased and we are in the implementation stage now. The system will be ready and operating before the start of the 2018/19 academic year.
>
> We have learnt from starting the procurement and implementation process in the summer how important timing is for engaging new students as they enrol with the university. From what we have learnt from this experience, we are planning to target our prevention initiatives at new students applying to live in residences and incorporating our programmes into overall student induction. It has also been difficult to implement and evaluate such a huge piece of work in the time provided and we would recommend a two-year time period for the project would have been more productive in making and measuring impact.

Many of the projects reported resourcing issues, with six projects highlighting delays in recruiting a project manager, and ten that they had underestimated the amount of staff resource which would be required to deliver the project. Three projects realised early on that their original project scope had been too broad and they had to re-focus this – and many others mentioned that their original plans changed once they had a better understanding of what needed to be done.

> An effective response to the UUK Taskforce report cannot be sustained through Catalyst funding alone. In hindsight, given the size of the agenda, the scope of the project was an extremely ambitious one. That said, an impressive amount of work has been achieved. One measure of the quality of the work could be measured by the external traction being gained. One of the key benefits of our ambitious approach has been to pave the way for the work to be mainstreamed.
>
> …we would reflect that the original bid submission had a very wide agenda to include all the areas covered in the UUK Changing the Culture report. With hindsight this meant we committed to achieving a huge amount of work and cultural change in varied areas in a short space of time. On reflection it would have been more strategic to begin working on one aspect such as sexual violence and focusing attention on this. While we feel we have made tremendous progress across the varied strands of the project this has been challenging, in particular in organising and delivering relevant training to staff so they can handle enquiries across the wide range of issues covered.
>
> As work has progressed on the project, the ripple effect of change has uncovered the scale of what is involved in achieving institutional realignment: for example the need for integrating reporting systems and procedures, re-addressing how formal investigations are handled, and the management of mitigating circumstances. There is still a lot more to do. Linked to this first point, we think that with hindsight we would have invested a larger proportion of the project budget in developments like the training offer and policy/procedure work, which have increased in prominence and are pivotal to achieving long-term, sustainable impact.

Furthermore, eight projects reflected that the provision of more specific guidance at the outset would have been helpful for providers, particularly on which aspects of safeguarding need to be put in place first and what the optimum approach to sequencing may be. Many highlighted the need to train students during induction.

> The timing of interventions can be crucial. Training to sports teams was delivered in November by which time cultural norms around 'banter' may already have been established. In response to this, training has been started earlier with committee members offered training before the 18/19 academic year begins with several further interventions planned, including a mandatory online course.
>
> From a safeguarding perspective this is an area which has potential for harm and should be acknowledged when providing funding focused on hate crime and sexual violence. Guidance and advice should be provided to ensure that those undertaking such projects are aware of the risks, especially around the need to have at least a suitable reporting system in place, before extensive awareness raising is undertaken. Providing a framework or criteria for universities to have in place before they start their projects is a good way to make sure that the Office for Students is helping to support universities and mitigate those risks.

Other projects encountered challenges in the implementation of their planned approaches. Notably, ten of the projects cited challenges with meeting targets for students trained in positive bystander training, due to the time commitment required by students to undertake the training (and staff and students to deliver it), and in some case the lack of accreditation for students.

> The time commitment for an eight-week course that is not accredited proved too much for some of our student cohort. We have asked some of the students who completed the eight-

> week programme whether they thought it could be delivered in a more condensed way and they suggest it could – over two days or four half-days in the first semester. This will be considered for next year's delivery.
>
> Possibly our greatest learning point was the initial assumption that a model of support/training that works for another provider does not necessarily translate directly into our context. From discussion with others in the sector, it is clear that we are not alone in this. This would be obvious in many areas but for an issue which, at the time of initiating the project, was quite new to many and in which the sector as a whole was on a steep learning curve, it was not given direct consideration at the outset. The biggest challenge was attempting to adapt and implement the active bystander training […] it became clear that we could not proceed, and the result is a more manageable, in-house solution.

Overall, the 45 Round One projects have made substantive progress so far in the delivery and effective management of safeguarding initiatives, despite the various challenges and barriers they have encountered in doing so. Most of the issues were in relation to recruiting the right staff, not having enough time for implementation, changes having to be made in flight to the scope of the projects, difficulties in deciding what to prioritise, and in recruiting target numbers of participants onto training programmes. However, within many of the providers new posts have now been created or responsibilities incorporated into permanent roles, many new policies, processes and reporting systems have been developed and have been or are in the process of being implemented, and prevention strategies, particularly training programmes, have been developed and are ready for implementation in the autumn.

2.3. Leadership and governance of safeguarding work

Overall, most (though not all) of the project teams that participated in the fieldwork reported very supportive and positive senior leadership buy-in, which included managers from the highest levels spearheading and championing safeguarding work at their providers.

> I think from our perspective, there's been a fantastic senior management buy-in. Our assistant principal is part of this task force, our vice principal who's our safeguarding lead. He's had an interest throughout the project and he's championed it. So, from our perspective, it's been brilliant. Really good and I think that definitely filters down and just changes the culture of the provider, but it has to start from there and I think we can do that.

Many participating providers viewed senior leadership buy-in to safeguarding work as a direct result of Catalyst funding. Receiving this funding was considered to have alleviated reputational concerns among senior management, given the large number of other providers involved in this work at the national level.

> I think there's huge safety in numbers, there are 108 [projects], and when it comes to something like sexual violence, no one talks about it, society doesn't talk about it. So, if you have safety in numbers [this helps where providers may be] so risk averse… because of its reputation, because of its management, whatever the case may be. If you have all these providers who are also acknowledging the problem, that you can point a finger to as well, 100% you're going to go ahead and do it. And, with all of the criticism that they've experienced from the lad culture, and in the following years thereafter, it seemed like a prime time to say, like, oh, yes, here we are doing something.

The beginnings of culture change and senior management commitment was achieved at one provider by organising specialised training sessions for senior management teams on safeguarding issues, which had high attendance rates.

> We also, which is outside of the remit of the proposal, but we organised special training sessions with [external partner] for all our senior management, so 75% of the senior management. I am talking the Director, the COO [Chief Operating Officer]; 75% of all directors, council members and senior members of the school have attended a training

> session on changing the culture, which was directly around what kind of actions can they take in their roles to change the language, change the attitudes […] we work around changing that culture.

Some of the projects that participated in the fieldwork had either a clear line of reporting and communication into the provider's governance structure or reported directly to an existing committee. This was seen as both ensuring that project work was communicated more broadly within the staff body, and also as securing sustainability of safeguarding work within the provider once the project concluded.

> Just in terms of on a governance level, the project does report to, in terms of updates, both reporting channels under our own directorate and the students' union directorate and also committees the Equality, Diversity and Inclusivity committee as well as other bodies, so it really does kind of do it, the updates in terms of informing the staff are quite widespread on the governance level.
>
> We're trying to make sure that information goes upward as well. And, as part of the project, actually, the governance of the project advisory group feeds into a […] committee. So, at the end of this project, we will do a final report, which will go to them, which will be based upon all the work that we've been doing. Because, I think, that will then maybe start people thinking about what will happen after.

Another provider participating in the fieldwork modified its governance of safeguarding to introduce a committee chaired by a member of the institutional senior leadership team, which was prompted by receipt of the Catalyst funding.

Analysis of the 45 Round One reports identified that 13 providers believe their projects' work will be sustainable because of positive senior leadership support for it. Furthermore, eleven providers consider that the work is sustainable because it is fully embedded within the existing formal governance structure of their institution.

> (Senior) Leadership is crucial. In order for work in a sensitive area such as sexual violence to gain traction in a provider, there needs to be importance and political capital attached to the issue by senior leadership. For our project outcomes we ensured this by having our conference opened by our VC. A number of delegates commented on this fact, with some noting that this would be unlikely at their provider. From the Students' Union side, the President has been involved in steering the project work and so we can say with confidence that we have had senior leadership engaged both from the university and Students' Union side.
>
> The university will be continuing the work undertaken in the project […] and the work overall in this area will be overseen by the establishment of a dedicated Sexual Violence, Harassment and Hate Crime Working Group, involving key personnel from the university and Students' Union and with the Director of Student Support Services acting as chair. It will report to the Provost and Deputy Vice-Chancellor (as a direct connection to the university's Executive Board). We have established a Task and Finish Group with a view to forming an institutional commitment to addressing racism on campus at every level. This group involves the Provost and Deputy Vice-Chancellor and Director of Student Support Services as well as other key university and Students' Union representatives.
>
> The project started with a large steering group representing all the key stakeholders. Midway through we introduced a project board of a small group of senior managers to take key decisions and have responsibility for engaging senior management buy-in. This helped to ensure rapid decision-making and increase institutional impact.
>
> The work will continue, but rather than being a stand-alone short term project, the group will report into the University's governance arrangements through the Equality and Diversity Committee. This will ensure that the work of the group will have a direct impact on

> discussions, policy development and the ongoing work of the committee, as well as receiving corporate oversight.
>
> We have also raised awareness of the campaign and what support it can provide to staff through presentations and discussion at senior and influential committees including: Heads of Department Forum, Director of Studies Forum, Council/Senate/Students' Union Committee and the Equality and Diversity Committee. The last two committees both report directly to our University Council.

Some of the project teams cite that senior leaders are now proactively committed to eradicating issues of sexual misconduct, hate crime and incidents, recognise the need to support this work and are acting to direct it. This in turn means that more providers will take a provider-wide approach to tackling safeguarding issues as a result. Within several of the providers, the Catalyst funding appears to have been motivational in converting the recommendations in *Changing the Culture* for strong leadership and governance into observable change – however this is not universal, and this will be followed up and explored further during the next stage of the research for the evaluation.

2.4. Staff involvement

Project teams reported during the field research that staff involvement was most successful when spread across a variety of academic interest areas. This allowed project teams to draw on in-house specialist expertise, whether that was with regards to the design or delivery of projects or their impact evaluation.

> We had a lecturer from law who reviewed all the materials. She did a pilot with her students the year before. So, she spent a lot of time doing the materials and training team members. I had an academic staff member that helped me interview. We had staff at the focus groups, because with safeguarding again, we had to have staff present at all times. So, that required three or four members of staff every week.
>
> We have a couple of effective colleagues from the psychology department who are leading on that research. And, the lead actually also sits on the project board so that she's up to date with, and she has a better idea of the whole overview of the project rather than just focussing on her research.
>
> The project was run with me as the operational lead for the contact with the colleges and [name] as the academic lead since she's a researcher on these areas, so she's led the evaluation, and ensuring, and supervision. And, it's then [name] in terms of making sure that the project is responding to the academic literature and producing an effective evaluation of the impact of the project. […] The design was informed by research. Everything that we've done is reinforced or based in existing research or our own research that we've done throughout the process. […] So, it was quite good to draw on different university expertise for the institution to be able to build that into our practice and into the way the project's been working.

Some project teams also reported success in staff involvement from a range of central services. However, as the quote below demonstrates, this involvement tended to be the result of extensive personal engagement on the part of project leads; clearly building on individuals' personal interest in the issue is a means of gaining support:

> Involving staff hasn't been challenging at all because I've spoken to so many different staff, just different faculties and directorates who are really interested in this project, really passionate about trying to support students and to support this project. I have had several people say to me that they are really busy, but if there's anything that they can personally do to support the project, then they are there for any support that I might need.

Fieldwork participants also mentioned a number of barriers to successful staff engagement and involvement in their projects. The most frequently provided explanations for why staff did not get involved or did not engage with projects were lack of time and a lack of understanding of the need for their participation in the project in the first place:

> I think it is just time; everybody's schedules. We're all crazy busy, so our training sessions will be completely full two days in advance, so nobody will sign up to it, but you will have all those last-minute cancellations and everything else because an important meeting has cropped up in their diary. We have actually been trying to encourage more academics, because professional services staff are usually much more forthcoming in wanting to go to training and things.
>
> I suppose, for some areas, not everybody understands the point in why we need to raise awareness in these subjects, so at times that was a barrier. And, I had to keep reinforcing, you know, why it's so important.
>
> It was easy to get staff who directly worked with students involved because they can be better at their job, but staff who didn't think they had as much of a student-facing role, didn't really seem to think that they should take up these things, because it's all voluntary. And, the way we do training is not that centralised, so it's very hard to get the information out there. And, getting staff to be able to take off three hours at a day at a time to actually be involved, if it's not in their core management structure or their manager hasn't said they're allowed to go.

Some of the final reports from the Round One projects also indicate successful engagement with academic staff, which is key in ensuring an institution-wide approach is being adopted, for instance:

> Engagement of the whole university community. The project started as an activity with interest primarily for student services and the students' union. It has grown to encompass the interest and support of colleagues from human resources, accommodation, sport and active lifestyles, security, campus police, and marketing. In addition, we have had advice from academic colleagues on relevant research findings, and have incorporated this into communications and training. Our senior management group held a session dedicated to increasing their understanding of sexual harassment/violence and mental health issues.

In addition, six providers mention the creation of new specialist roles either independently or in partnership with local community organisations. These include across various providers the variously named Independent Sexual Liaison Advisors, Sexual Violence Liaison Officers, Sexual Harassment Specialists, Case Managers and Sexual Assault Responders.

> The legacy and sustainability of the project lies in the work of the Students' Union and the Sexual Violence Liaison Officer (SLVLO) team and Case Manager. The temporary SVLO team currently provide empowering support for survivors and a key pathway to report incidents within the university.
>
> The university is currently recruiting a team of senior wardens who will oversee the welfare of students living in university residences. The senior wardens will be the first point of contact for serious incidents involving students, outside of normal working hours and will oversee the work of the assistant wardens. The post holders will commence their employment in September 2018 and we have secured funding initially for two years.

While there is clear variation across providers in the success of efforts to involve staff from across the institution, increased numbers of specialists are now operating within providers, and there is a group of experienced project managers and support staff with experience of implementing measures to tackle safeguarding issues. Moreover, there are clear examples of enhanced use of academic expertise and research in making the case for and driving change (such as that of criminologists, sociologists and psychologists). However, there are fewer instances of safeguarding issues becoming more embedded in the curriculum.

2.5. Student involvement

Participants in the field research rated student involvement and engagement particularly in training as most successful when projects were conducted in collaboration with student unions, or where they were tied to students' academic interest areas.

> I think the Student Officers are really key individuals, and Student Leaders, generally. We have about 2,500 students we train as Student Leaders. And, we have got intentions to do even more. We've got through a significant number of them for this type of training. I think it's their dialogue with students that makes quite a lot of difference. I mean, for example, our Sports Officer has managed to get a, sort of, inclusivity post on each of their sites and there are about 50 sports clubs now having a post that's looking at these types of areas.
>
> There have been two key ways that we've engaged students, one way of engaging them was the academic core areas of interest, so mainly criminology but also coaching, mentoring and counselling. And also by approaching the student union to encourage their volunteers to attend but the offer is open and available to all students and has been publicised by communications portals as being available.

Consequently, co-creation with students, whether with regards to training content or campaigns, was considered by participants to have benefitted the projects.

> In terms of students, we do have a working group which has student representation on it. It's a broader group, it's about sexual well-being as well as sexual violence. So, there's the elected officer from the student union, as well as some of the student society leads. So, they sit on this group and then we talk about our approach and keep them updated and share the ideas with them and get their feedback. And, then another thing that we also did as part of our campaigning and awareness raising, was to recruit a team of community champions. So, those are student volunteers and they've helped us with all our awareness raising and then also some of the training that we've delivered to students.
>
> We had students helping us design the publicity. That was done jointly with the student union, so it was very much a joint project, but it is part of the Catalyst-funded project.

At one college, the project team was able to not only involve and engage students from certain academic subject areas, but also include students from subjects without an obvious content-link to student safeguarding, through giving them the opportunity to utilise their skills in advancing this type of work.

> We've had a good mix. The Childhood Studies and Health and Social Care responded really well, didn't they? I was quite surprised at Art, actually, the Dance jumped on it as well. The Cert Ed students, the teaching, the ones who are training to become teachers. We had Science, actually, and I was quite surprised when Science came along.
>
> I would say, it's an interesting project for the students certainly to do. And, obviously, that has brought links across the college. I personally have become more aware of these issues, and the computing department as well have, because of the topic, because of the wider project, it is good.

Student participants in the fieldwork, whether they had been a part of project development or delivery, or recipients of training, emphasised peer-to-peer learning and mentoring as a particularly impactful way of engaging students in safeguarding work:

> Basically, at first, we thought it was going to be more like teaching, more like a lecture sort of thing, but as time went by, we actually started creating a bond, like a relationship with the students, so it was team work more than anything else. It worked out, it was much more like team work.

> I also think it's good that, like, students are the trainers, because I think sometimes if an adult is presenting it… it's not as relatable whereas when somebody your age is giving it, it kind of brings it home that it can actually happen to you and other people have experienced it and seeing statistics that it does happen to, like, a majority of our age group. I mean, it's all well and good somebody standing there telling you but when it's somebody your age, it makes you realise like, oh, wow, they're giving examples that I've experienced and… that shouldn't have happened to me.
>
> I think that it is necessary for next year, just in the sense that part of the appeal of these workshops, especially if you are going to make them mandatory is that they are student-led, very people-oriented types of environments. If you have students who are capable of leading and I think with the proper training, they would be, I think it would just be much more of a comfortable and open environment and students would be much more willing to open up to their peers. Just a little less intimidating in that sense.

Students also highlighted the need for any initiatives and interventions around safeguarding to be introduced by providers right from the start to first year undergraduates, or even before students enter HE (which is what one participating provider considered as part of their project). As some respondents stated, only in this way could real culture change in HE be achieved:

> I think it's a good thing to aim it at students that are just starting out because it's a really important time and they're on a really important journey of their university life and they're learning a lot of new things, sort of discovering who they are as people. So if you get this really positive, like what we're doing, get it in there straight away […] I just feel like you're helping them out. Not to say that by the end of third year, people are set in their ways and they're never going to change, like, of course you can still sort of do it with third years but I think it's, it kind of, it would be more effective to start to do it with students that are just starting out.
>
> The project itself was based around the University of the West of England Intervention Initiative. We knew that a lot of universities were delivering that initiative to their students, so using higher education students to deliver it to their peers. We wanted to take that one step further and use higher education students to deliver to further education students. So, students predominantly between the ages of 16 and 19, because we thought that by the time students get to university, it is a little bit too late. We recruited a number of students from [town], who then delivered the initiative to students at a college. […] I believe that we are the only university that has gone down this path and actually engaging and collaborating with the local college.

The key issues which need to be addressed in securing student engagement and involvement that participants identified were lack of publicity about the Catalyst-funded project at their provider (as one quote below shows, at one provider this was due to reputational concerns), and difficulty in reaching students who were not directly involved in student unions.

> So, actually the problem is that students who aren't in any societies or clubs, I think those may be the ones who weren't aware of it and there was also some confusion between different societies and some people sometimes thought we were part of the Women Society or we weren't part of this Student Union, so that misunderstanding between what our role was within the university.
>
> I think students were definitely involved, but often it's the students who maybe don't need it as much. Obviously I think they still get something out of it, and we aren't trying to aim at one particular group, we don't want to stereotype people too much. But I think that is an ongoing challenge about how do you get people involved who don't want to be? I think with consent, it is a really difficult one because that goes against what you're saying. If you force people who don't really want to be there, to be there; it feels like a bit you're going against what the whole campaign is about.

> To improve our visibility of [the project], as with everyone who is doing stuff around sexual violence on every university campus, it is like one giant fight against the communications team. The comms team don't want us to talk about sexual violence on campus, because universities across the country are having student recruitment issues. […] This means that the comms team tend to knuckle down on the kinds of messages we put across. So, they were very hesitant about helping publicise our survey, for example.

Some participants also remarked on a lack of diversity among student groups involved or engaged in the projects. Particularly male students were found to be a group difficult to engage on safeguarding issues, unless the area was directly linked to their subject interests or participation in sports clubs (and engagement in the project was mandatory). Communications need to be made relevant to all student groups, and further research is required to identify the most effective means of engaging with different types of students.

> I think there are a lot of women there compared to men because in my group, I think there were only two males, and I think the males are coming because of what they do, so obviously they do a course which is linked to it or they're on like a sports team. I think we could branch out to maybe males who aren't sort of like so attached to it.
>
> There were definitely more women. However, having said that, we had one coffee session, I forgot what we called it, where we invited clubs to come and talk to us, and there, actually the only people who attended were men from one of the sports clubs. So, it is hard to say, but overall, there is definitely a feeling that when it was voluntary, it was the women that would come up. However, since we made the workshops mandatory for a committee member on each club, within the workshops, I felt the balance was all right actually.

The fact that some student groups would only engage in safeguarding work if engagement was mandatory, and the difficulty of reaching students not involved with the student union, led to some participants reflecting on the need to make any training on these issues compulsory.

> I think one of the things we need to do is make the workshops more mandatory than they are now, or at least provide more incentive for students to go. […] It is just hard to get students to want to go to a two-hour workshop, because the time that we really need for these workshops, as they are now, is about two hours. […] I think that just getting involved early on, just so that they can get a glimpse of the programme, get acquainted with it and then hopefully that will be more of a motivation for them to at least be partially involved for the rest of the year. Or they could never be involved again, but at least they would have had some understanding of these issues, of these concepts moving forward.
>
> I think for me there are two main things – the first thing is about the role that the school wants to play in terms of engaging more students/how mandatory we want to make the training that we're doing. I know from a Students' Union perspective, when we picked up the mandate to do it, based on last year's student votes and stuff, there was definitely a mandate for it to be a compulsory workshop, compulsory training and I know that sometimes that is not always 100% feasible, but I think for me, it would be really good to see more of an effort to make that something that is rolled out, just to all students. […] There are definitely students who aren't members of our sports clubs and societies and wouldn't have a reason to do it, to join it. They are interested in something else, and that is fine, but I think we need to find a way to reach them through the university more.

The field research and analysis of the Round One project reports showed that students have been engaged in the co-creation and design of initiatives, and therefore that there are more student-centred interventions now in place through the Catalyst projects. However, it is less clear whether account is being taken directly of victims'/survivors' voices – only one example of this being done was found during the field research, and there were no examples cited in the final reports.

2.6. Partnership and collaboration

Participants in the field research really valued the opportunity to engage in regional collaborations through their Catalyst-funded projects and pursue joined-up approaches on safeguarding issues with key stakeholders and other providers in their localities.

> It's been really interesting, actually, seeing the difference in approach between the two universities, even though we share obviously a student body, so that's been really interesting. But, I mean, you know, we can't really speak highly enough of, you know, how much the Catalyst funding has supported our development of really key partnerships across the city with our external partners and colleagues.
>
> I think that aspect was the fact that we, kind of, came from the student perspective and, of course, their entire life, funnily enough, it's not on campus, it's also in town. And, hence, one of the areas where they were really reporting issues, were in nightclubs in town. So, it was, okay, although that isn't in the scope of this project, as such, I think we, underneath the Student Community Partnership, which is a partnership we have with both universities in [town] and the council, and both Students' Unions. […] We're even working with the police, who have been prepared to put their logo on our posters, so that's quite powerful, as well. I mean, that part of the initiative, whilst it's not remotely, kind of, part of that scope initially, I think it will have quite a big impact.

However, some participants remarked on the issue that there were limited opportunities for their project teams to benefit from learning from other providers in their regions due to differences in levels of advancement of safeguarding work between universities/colleges. There is potential therefore for those providers which are more advanced in addressing these issues to support peers within their regions to advise them on how best to make progress quickly. The next stage of the research for the evaluation will look at how best to facilitate this.

> It's encouraging other higher education organisations in the area to follow the good practice that the university has done. In the meeting this morning, there were representatives from the other colleges [delivering HE], and the other university in [region], who are very interested and, obviously, want to do stuff, but admitting that they're a bit further behind on all of this. And, the presentation that was given this morning, obviously, by the university, you could see them madly scribbling stuff down, and wanting to be involved and do something themselves, and they did say that afterwards. So, it will also influence the other higher education agencies in [region], which is really good news.
>
> With other universities, not too much [benefit of collaboration], I guess. […] There's nothing new I can actually learn from them, but there's a lot of things I can share with them. That was probably helpful.

One of the key benefits that participants saw in working in partnership with external agencies was access to specialist knowledge for the design and delivery of projects, but also opportunities to work together on effective reporting and victim support.

> Due to the nature of the project, dealing with sexual and domestic violence, possibly having an impact, a very serious impact on participants, we were very aware that we needed to have experts in place not only delivering the programme but also providing students with information and support should they require it.
>
> […] it could be seeking guidance on how best to proceed from our end or, actually, you know, doing a referral if that's what the student wants, for further support, specialist support. And then, providing a, kind of, holding space with us until [...] because, sometimes there can be delays with waiting lists, and things like that, for those services.
>
> Aside from the bystander project we had information sessions, engaged our local Rape and Sexual Assault Support Centre and police, local charities. We used them as well for a bit of consultation, so when providing resources for students and staff, they have checked to make

> sure that the language that we're using was appropriate. That we had all their details correct, those kinds of things. Throughout, and with task force meeting later, members from their different partners would sit on the task force as well. […] They have their specialisms, they have the advice, the information and we probably strengthened our relationship with them as a result, which is always good, yes.

Participants from external agencies, on the other hand, voiced great appreciation for the fact that providers were conducting this type of work and a participant from the police in one region found that working with students had led to the 'demystification' of police in the area of safeguarding, which they saw as a positive development.

> So, as a result of this work, I've been asked to come in now in various areas of the university. I've got students that want to sit on my volunteer committee, who are, actually, on the volunteer committee, both to benefit the courses that they're on, but also to learn new skills. Because, it would be idea to have champions, so along with the work that they know about, but also go to their peers and talk about an alternative way to report information, particularly if you've seen something like that. And, it's definitely a relationship that I'm trying to replicate right across the [region].
>
> [Collaboration with the provider] is breaking down barriers between the police, who ultimately are seen generally as this big scary organisation, who people are worried to come and ask advice from. Partners know they can come to us, anybody in my team, we can go to them, we can get advice over the phone, without having to go through a whole load of red tape, and just ask people's advice, and what their experience has been. From our investigation point of view, by adopting that, sort of, myth-busting environment, if you like, it means these guys can all offer the complainants of the crime good advice. Which means, they can then make a clear and informed decision about how they want to progress. Because, there's nothing worse from our point of view, where we have a complainant of some of the most serious offences coming through to us, who feels like they've been railroaded, and that just causes issues for us down the line.

However, some participants also reflected on barriers to working in partnership with external agencies, which predominantly centred on a lack of resources and the limited capacity of external partners, as exemplified by the following quote:

> I think one of the barriers we found with some of the partners, as well, was obviously their resources and capacity. But, not only that, sometimes it was time, wasn't it? I mean, we had a review meeting, didn't we, and unfortunately something happened across [town], and because of the partners we had, they were all involved in the incident, so weren't able to come along.

Clearly, there is extensive collaboration between providers, the police, third sector organisations and more local, regional partnership working and community engagement as a result, much of which has been either developed or strengthened because of the Catalyst projects. Examples are Action Networks bringing together providers, police, Sexual Assault Referral Centres and support networks, and with providers working with local police to engage with licensed venues on and off campus, and training for police and venue staff.

Additionally, there has also been extensive networking and sharing of good practice across the HE sector. A key mechanism for this sharing has been communications via a web-based mailing list the Changing the Culture JISCmail base, and the efforts of UUK, other sector organisations and individual projects to host conferences and events and a shared practice area for dissemination of project outputs. However, providers suggest more could and should have been done to facilitate sector-level sharing of practice.

> A community of practice from within institutions involved in this work has evolved at grassroots level, primarily via JISCmail. This network has been invaluable but establishment of a virtual shared space at an earlier stage would have prevented duplication of effort and

> resources. Use of a cloud-based platform (such as Learnium), particularly if there were a moderator/co-ordinator, would have meant more efficient and coherent co-operation. It would have enabled more realtime tracking of activity for HEFCE/OfS too. Where there have been conferences and one-day events, these have been extremely beneficial but it has all been quite ad hoc, with short notice, and given the demands on time and finances, it has not been possible to participate in as many of those sharing events as we would have liked.

2.7. Embeddedness and sustainability

According to the majority of participants in the field research, safeguarding work at their providers was based in Student Services. However, they reported that the Catalyst funding had enabled this work to be approached through institution-wide collaboration (including student unions), whether that was in terms of institution-wide strategy and policy development or working across departments on these issues.

> So, it's making our staff aware, right from, you know, how the matter should be reported, in what context, how it's recorded, how we disseminate that information, how we deal with scene preservation. It's all quite encompassing, but then, obviously, working with other departments. I think it's really brought departments of the university together, because we, obviously, get referrals from the Student Union as well as from Wellbeing. I think we have a really good working relationship, and I think this project has helped reinforce that.
>
> In a strategic way, as well, I think that the fact that we, kind of, have a working group with all of the various partners on. […] It's very much up there as one of the, sort of, safeguarding areas of the university, and we're all learning to work together really quite effectively. So, strategically, I think it has put it at a higher level. And, it doesn't stop there, I think, because there are so many links to other issues, I think we all end up talking about further than just that, in terms of safeguarding.

However, some participants from larger providers with more complex collegiate or institutional structures reported that embedding safeguarding work provider-wide had proven challenging given the intricate nature of their universities and lack of joined-up working between central services and the collegiate/faculty/departmental structures.

> The big challenge in [provider] is that we've always had to drive things across colleges. And, because sexual harassment and violence is something that happens, in our environment it is the colleges [which provide] the pastoral care. There's a big tension there… We've spent a lot of time around how much is led by [central university] and how much comes from the colleges and what their relationship looks like, and where the responsibility for different things should lie because it's not clear cut. It shouldn't be too clear cut either. […] So, a lot of what we recommend is around making processes more institutionalised instead of more individually driven and common sense. We tried to embed it within a system instead of making it led by the individuals, but it's definitely worked for [provider] this year.
>
> […] with [university], we have massive faculties that run their own providers. So, they might even have their own code of discipline we don't know anything about. So, it's hard to actually tell people to do things because then it's like, we've always done this this way and it's not very joined up.
>
> I think there's a commitment, but then trying to make that happen at [provider] is a very different thing. Every conversation you have will show that commitment to it, it's just we're such a large provider, working out how we can actually get that done and how to get that process. So, I think, in the immediate term, things happen and people make it work. In terms of actually seeing, bringing a project like this and seeing it through and being able to embed it in the day-to-day ought to and getting it to work within each faculty is, I think, a different thing.

Interestingly, one provider's approach to sustainability of their Catalyst-funded project was through securing support from the local authority moving forward.

> Because of the partners that we've had on board with the project, the Safeguarding Board and the Domestic Abuse Steering Group, there's been a lot of support from those arenas. So much so now, that one of our local councillors wants to take it further now, wants to, now that the foundation work has been done, wants to roll it out, and the resources and the website, with other post-16 establishments.
>
> They're going to take over driving that forward, […]although the project has come to an end, in the borough it's going to progress further with the support of the local authority and the Safeguarding Board, which is fantastic news.

One of the key barriers to the sustainability of projects that participants identified was the fact that most of the projects required at least one full-time member of staff. Some project teams were in conversation with governance boards to secure continued funding for these roles.

> I talked about the Gender-Based Violence Task Group, and the legacy of the project, but I think putting it in front of something like the Education and Student Life Committee could raise those questions of, how are we going to maintain, sort of, the level of what we've been working. A lot of it is about setting stuff up, so once it's set up it's fine, it will, you know. But, from our point of view, we've had two people that have just been solely focused on the project, so how does that work in the future, how does that look?

A small number of participants also mentioned uncertainty about sustainability given future staff changes at senior leadership and student union level, which could potentially call buy-in for continued work around safeguarding into question.

> I think it's, like, most likely to continue, partly because the national and international pitch around it. But, also, because I know who the officers are for the next academic year, but also the fact it's of value of the SU, and it will always be of value of the SU, I know that. Also, the fact that the university is starting to change its values slightly. But, the things that are uncertain are the year beyond next year, and the new Vice Chancellor, all those types of things. We do rely on individuals a little bit, because if you get officers who come into these positions, and say, right, we don't care about this stuff, we're going to focus on marketing and commercial stuff, they can totally do that, and completely come from a different angle, a different political spectrum. But, I know the SU people, like the staff in the SU, want to still push that agenda, it's just how big a scale, I guess.

Most project teams reported that sustainability would be ensured through collaboration with external partners on the project to train staff and students (if they had not been trained as part of the project) so that they could deliver training in-house moving forward.

> Next year [external partner] is starting training sessions, but also at the same time, we want to do a train the trainer and actually train our staff, so that our staff can actually start carrying out this training and also help advise us more on how the training can become not just [external partner]-based, but become institutional. So, it can become very much what we need at our provider.
>
> We've also trained the [Student Union's] opportunities team, and so that they can also pass on that training and pass on and deliver that to future iterations involved, and then to sports teams. To other student areas that maybe they don't engage so much in college, but they might be student leaders or they might be incoming students in a very different way. So, actually opening that up we've equipped the university really well to continue that work. And, there's definitely a willingness and an intention to do so.

Accordingly, most participants reported that any training delivered as part of the project would constitute part of inductions in order to continue safeguarding work within the providers.

> So, neither of us work on the project now it has finished. However, I've spoken to colleagues in the colleges, it is going to be embedded as part of the orientation programme yearly now.

> So, one of the assistant heads of colleges currently working on embedding that into next year's training, ready to train everybody again. The materials are currently with our marketing team who are professionally making them professional and such, so that they can be distributed.

Finally, as mentioned above, Catalyst funding prompted some providers to review their safeguarding policies and procedures overall, which, as some participants reported, led to ensuring sustainability through putting structures in place to continue work in this area.

> Interviewer: So, you basically have put in common structures across all of the colleges. Participant: Yes, […] the standard of practice, there can be best practice beyond that, but at least there's a minimum standard, which can be pushed forward, if you like. So, that's something new. And, then another piece, it actually came out of the HEFCE conference… [a local university] run this sexual violence action network? So we are following that as well.

Analysis of the Round One final reports indicated that much of the Catalyst-funded safeguarding work is being embedded within providers, and there should be sustainable activities at least in the coming academic year. Examples highlighted in the reports are shown in the figure below.

Figure 2 Embeddedness and sustainability of Round One projects

Examples of embeddedness and sustainability cited in Round One reports	Mentions
- continuation of training	30
- continuation of resourcing for existing posts	14
- partnership working continuation anticipated	14
- ICT (report/support) tools embedded in institutional systems	13
- positive: senior leadership support	13
- embedded in governance structure	11
- new policy, process or procedure embedded	10
- functions incorporated into permanent non-project roles	8
- campaigns will continue	7
- creation of new specialist post	7
- dissemination of findings from project	4
- recruitment of additional posts	4
- staff trained on taking disclosures	4

Thirty of the project reports mentioned that training in some form would continue in the next academic year. Ongoing research and evaluation will be needed to understand the benefits of training of different types. Some examples of providers continuing training of different forms included the following:

> There is now a confirmed commitment to rolling the training out to staff and students in autumn 2018. Six committees have been established […] to work on aspects of the project. All of the deans and most of senior management have shown commitment to support the initiative.
>
> Work will continue to deliver bystander training to more students across all campuses. By establishing a focus on actively and appropriately responding to abusive behaviours, it is expected that students will feel more confident to report incidents and more skilled to support

> others who may be victims. Students will also be more knowledgeable and aware of how their behaviour may impact on others.
>
> We are also investigating offering the training as a module which will be offered to all students. These modules are aimed at increasing the employability of students and students have to choose one such module each year on a mandatory basis – we have also been in discussion about including it as a compulsory element for students who have undergone disciplinaries linked to hate crime and discriminatory incidents.
>
> This project is just the start of positive change and good practice across the campus and for students and staff. Active bystander intervention will continue to be promoted through staff CPD and tutorial/pastoral activities. Student leaders will be provided with training on the resources by the programme leader in September 2018 so that these can be delivered across all HE learners, both full and part-time.

Fourteen of the project reports highlighted that there would be continuation of resourcing for existing posts, or in a further eight cases that functions of the project work have been incorporated into permanent non-project roles. Three projects reported that there would not be continued funding for project posts. More research is needed to understand why providers have decided to fund specialist posts or not.

> The university is piloting the employment of a full-time Independent Sexual Violence Advisor (ISVA) post in partnership […] and has approved a permanent post for a university project manager to continue to embed the outcomes of the HEFCE Catalyst-funded project. This post will dovetail with the ISVA and have responsibility for providing the university with high level advice, guidance and support in coordinating a visible and effective response to sexual violence, hate crime and harassment on campus.
>
> Substantial plans are in place to ensure that the project continues post-Catalyst funding. Reallocation of work involving existing university staff and the potential funding for a new post will enable the work to progress. The university is currently recruiting a team of senior wardens who will oversee the welfare of students living in university residences. The senior wardens will be the first point of contact for serious incidents, involving students, outside of normal working hours and will oversee the work of the assistant wardens. The post holders will commence their employment in September 2018 and we have secured funding initially for two years.
>
> The Welfare Policy and Project Officer post has been made permanent. This will ensure long term sustainability of the initiative. The post will also have responsibility linked to welfare inclusion more generally for 'hard to reach' student cohorts.
>
> To date, the emphasis has been on transitioning project activities into existing job roles, and this process will continue as we gain experience and data on the level of required support resources in particular.
>
> The role of the Project Coordinator will not be sustained beyond HEFCE Catalyst funding. However, the tasks associated with the coordinator have been embedded in the role profiles of a new team, called the Student Progression Team with a focus on student progression and retention. This team is on a fixed term contract of two years; there are six team members who are based in faculties and one team leader located centrally in Student Services.

Additionally, thirteen of the Round One final reports indicated that partnership working would continue. Moreover,13 providers highlighted that ICT (report/support) tools are now embedded in the providers' systems. Others cited continuing senior leadership support, and that the safeguarding work is now embedded within institutional governance structures and in polices, processes and procedures, meaning it is more likely to continue.

In conclusion, as a result of the Round One Catalyst funding there are many examples of increased resources within providers committed to tackling safeguarding issues. There are also more sustained and embedded initiatives and projects, including more iterative ongoing training programmes and more sustainable partnerships in place with local and regional partners. Providers having an enhanced influence on public discourse, and ultimately an improvement in the sector's reputation on safeguarding issues are longer-term outcomes.

3. STUDENT REPRESENTATIVE SURVEY: KEY FINDINGS

3.1. Respondent characteristics

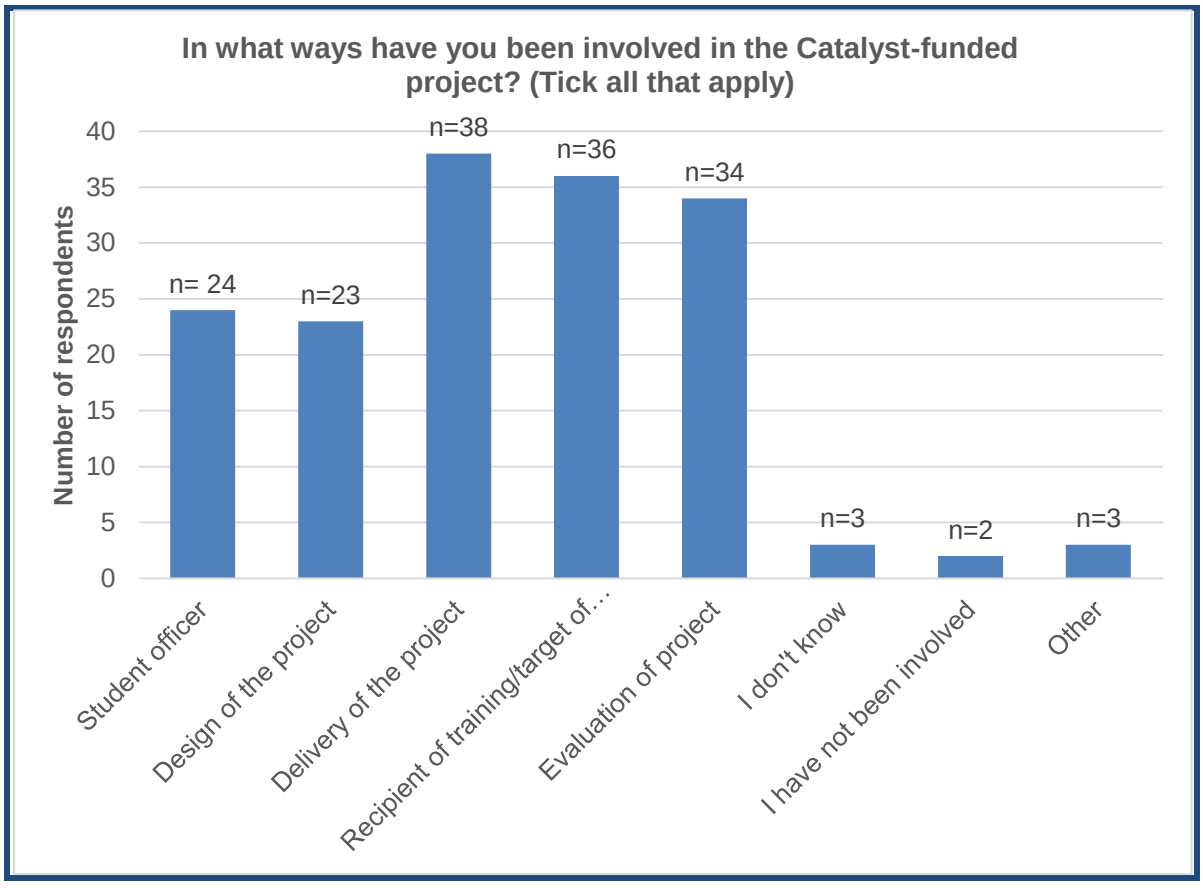
In addition to the qualitative field research for the evaluation with a sample of 11 providers, and detailed documentary analysis of project reports, an e-survey of student unions/representatives was distributed to student unions (of both Round One and Round Two projects) during spring 2018.

One hundred and six respondents from 30 providers filled in the questionnaire. Of those who reported their protected characteristics at the end of the questionnaire (n=68), 75% were white and 25% were black and minority ethnic (BME). The majority of respondents were 21-25 years old (72.1%). More female than male respondents participated in the survey (67.6% compared with 30.9%). Almost two-thirds of respondents reported being heterosexual/straight (64.7%). The largest proportion of respondents reported not having a religion (42.6%); with 33.8% identified as Christian, 8.8% of respondents identified as Muslim, 5.9% as 'spiritual', and 2.9% as Jewish.

3.2. Participation in Catalyst-funded projects

The majority of respondents were involved in the delivery of the Catalyst-funded project and/or recipients of training/targets of campaigns and/or the evaluation of the project.

Figure 3 Student involvement in Catalyst projects



Respondents tended to 'agree' and 'strongly agree' that student involvement in the project was successful overall (mean = 4.5 out of 5.0). When analysed by particular issues that the projects tried to address (sexual misconduct by students, hate-based incidents and crime, staff-on-student sexual misconduct and online harassment), over 90% of respondents 'agreed' or 'strongly agreed' that student involvement had been successful.

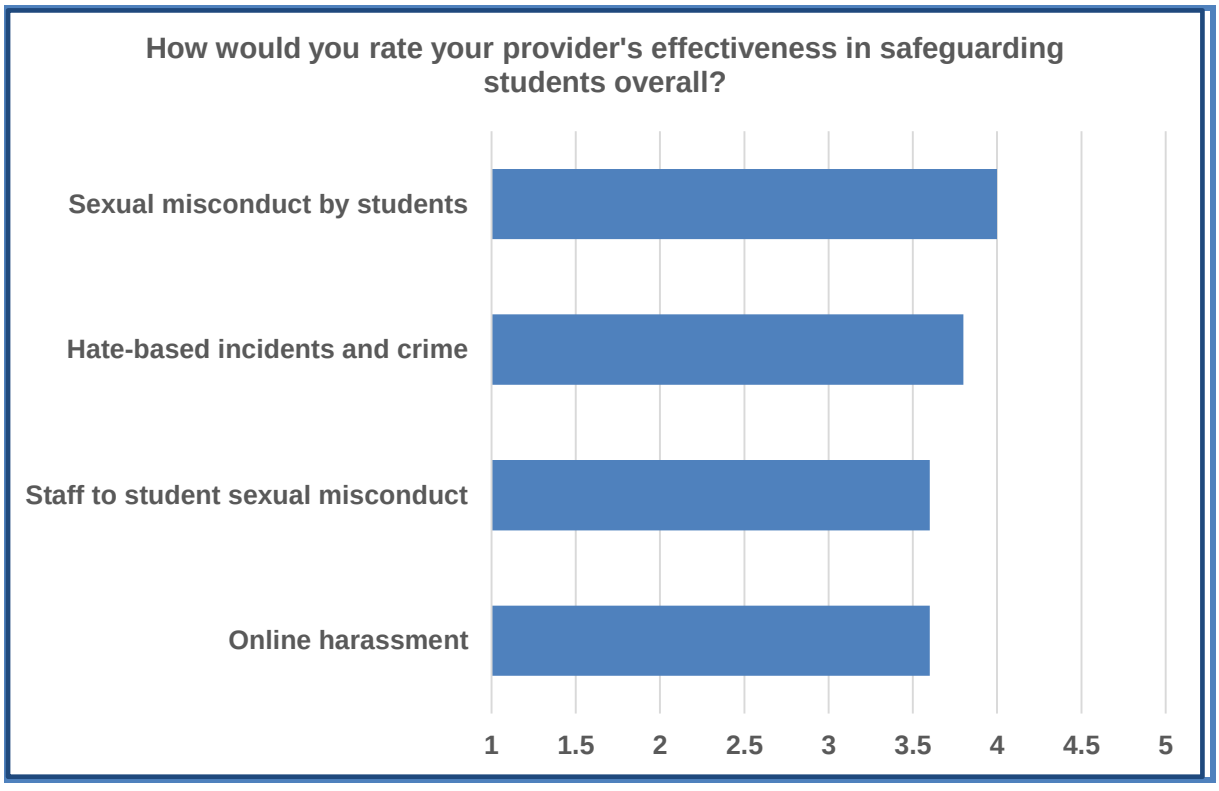
In open text comments, respondents particularly emphasised the effectiveness of peer-to-peer learning and the need to include the broader student population in any project of this kind:

> Students were very happy to make a change in others' lives by raising awareness and letting them know of all different ways how they could be an active bystander and to seek help and advice.
>
> I believe the campaign managed to reach the majority of students and members of the university campus. However, the students involved in actively promoting it seemed to be limited to student groups that have actively been involved with similar campaigns in the past. The next step would be to enable individual students to be ambassadors for the campaign.
>
> I strongly believe that peer-to-peer engagement and delivery of training is the best way to get a message across particularly on a difficult subject. I also believe true student buy-in and peer-to-peer training is the only way to change or begin to change negative cultures within universities. Staff can lead the direction of the project but you need engaged students to drive it and engage others.

3.3. Perceptions of institutional effectiveness in safeguarding students

Overall, students found their provider to be effective in safeguarding students. Effectiveness with regards to safeguarding in the areas of sexual misconduct by students and hate-based incidents and crime was rated particularly highly (means of 4.0 and 3.8 out of 5.0, respectively), while the areas of staff to student sexual misconduct and online harassment were rated lower, albeit still between neutral and effective (means of 3.6 out of 5.0 in both instances).

Figure 4 Overall perceptions of institutional effectiveness in safeguarding (1=low; 5=high)

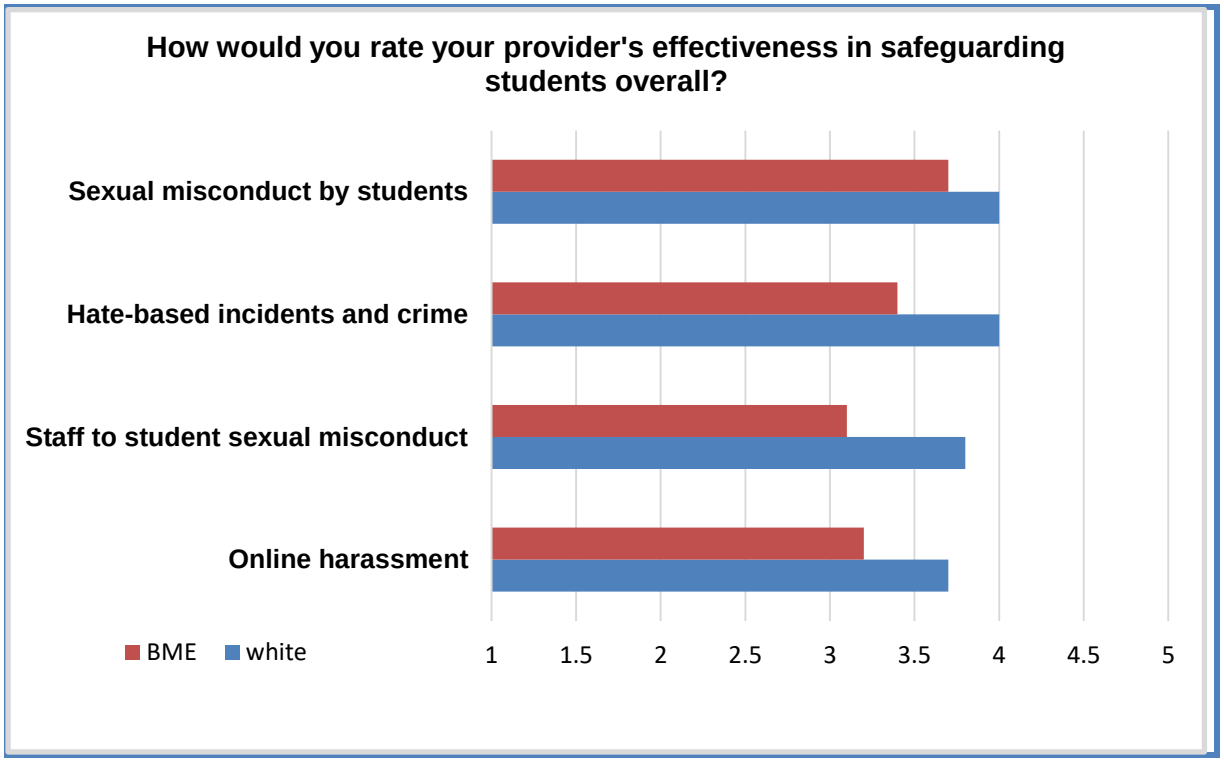


However, in open text comments, respondents shared doubts about their provider's effectiveness, highlighting the need for simpler complaints procedures and intersectional approaches. They also shared experiences when the provider did not handle cases appropriately:

> This is purely guesswork as I have no idea of either the effectiveness or the response to any of the situations above. I would like to think that my provider would respond effectively to any reported incident, but current statistics indicate otherwise, particularly with regard to hate crime.
>
> The provider is still in the process of understanding intersectionality. It's moving in the right direction with its new reporting tool and policies but it needs better insight.
>
> Complaints procedure is long and ineffective leading to people not reporting.
>
> I've spoken to the university about one of my friends that was being verbally attacked for her previous sexual assault and not a lot was done. However, I am confident the […] team could offer the right support and services to students if the sexual assault had happened whilst she was at university.

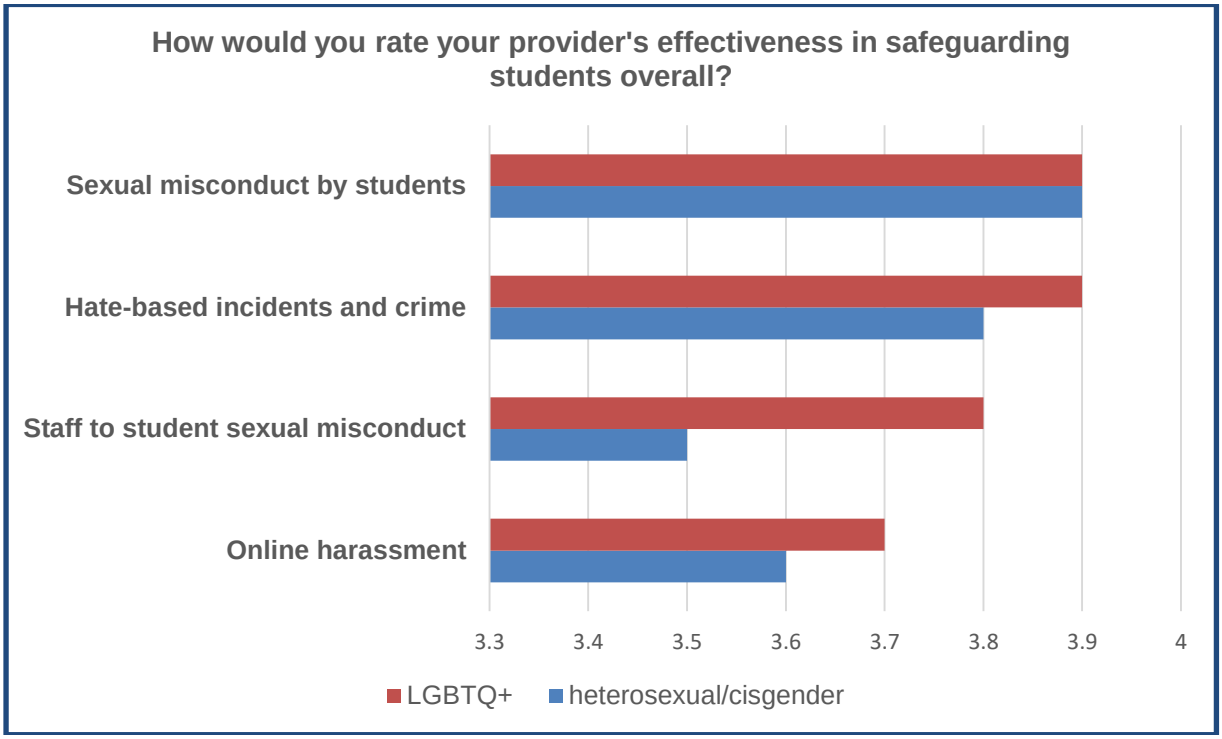
BME students rated their provider's effectiveness in safeguarding students significantly lower than white students, particularly with regards to hate-based incidents and crime (mean values of 3.0 compared with 4.0 out of 5.0), staff-on-student sexual misconduct (mean values of 3.2 compared with 3.8 out of 5.0), and online harassment (mean values of 3.2 compared with 3.7 out of 5.0).

Figure 5 Perceptions of effectiveness in safeguarding by race (1=low; 5=high)



LGBTQ+ students, on the other hand, tended to rate their provider's effectiveness in safeguarding against staff-on-student sexual misconduct and online harassment slightly higher than heterosexual/cisgender students (mean values of 3.6 compared with 3.8 and 3.7 compared with 3.6 out of 5.0, respectively).

Figure 6 Perceptions of effectiveness in safeguarding by sexual orientation/gender identity (1=low; 5=high)

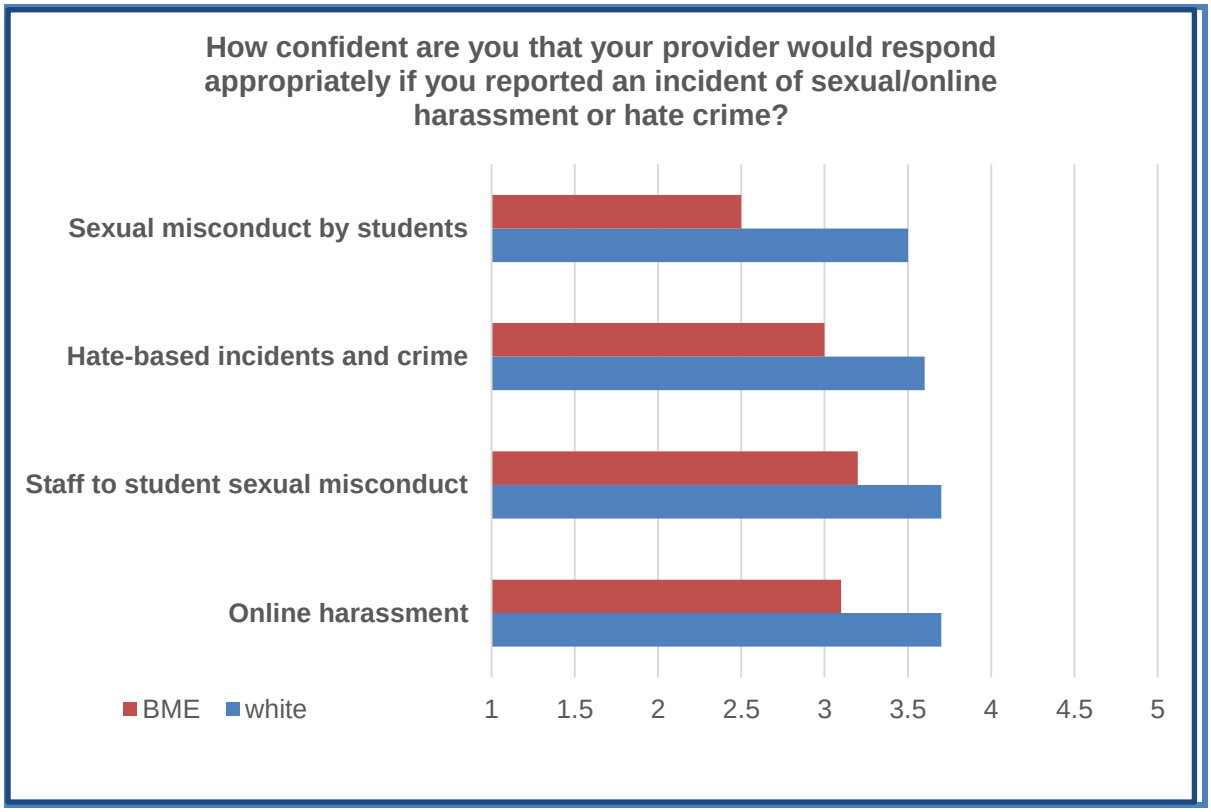


Four out of five respondents indicated that they knew how to report an incident of sexual/online harassment or hate crime at their provider. However, 20.3% reported that they did not. The proportion of those who did not know how to report was slightly higher among female students than male students (21.7% compared with 19.0%) and LGBTQ+ students than heterosexual/cisgender students (22.7% compared with 20.5%).

Overall, respondents reported feeling 'confident' that their provider was able to tackle hate crime/incidents targeted at students with protected characteristics, such as black and minority ethnic students, disabled students, LGBTQ+ students, and students of a particular faith or no faith.

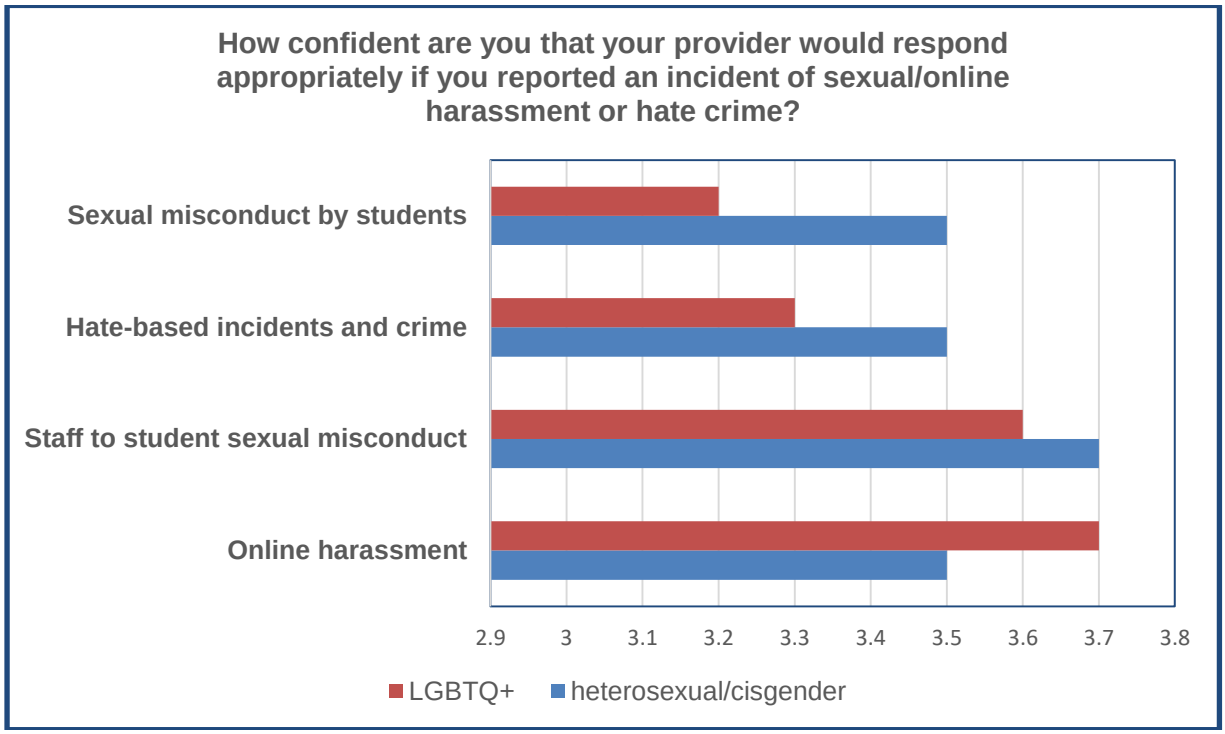
However, BME students reported significantly lower levels of confidence than white students on all items. Providers should be aware of this and take actions to address or certainly be aware of it in providing services.

Figure 7 Confidence in appropriate provider response by race (1=low; 5=high)



Similarly, LGBTQ+ students reported lower levels of confidence than heterosexual/cisgender students on all items apart from online harassment.

Figure 8 Confidence in appropriate provider response by sexual orientation/gender identity (1=low; 5=high)



Respondents also tended to ‘agree’ that the Catalyst-funded project had contributed to their providers’ ability to tackle hate crime/incidents targeted at students with these characteristics.

However, in open text comments, respondents reported that some student groups had been included less than others, and reflected on the need for buy-in from the top to affect cultural change, rather than bottom-up activism.

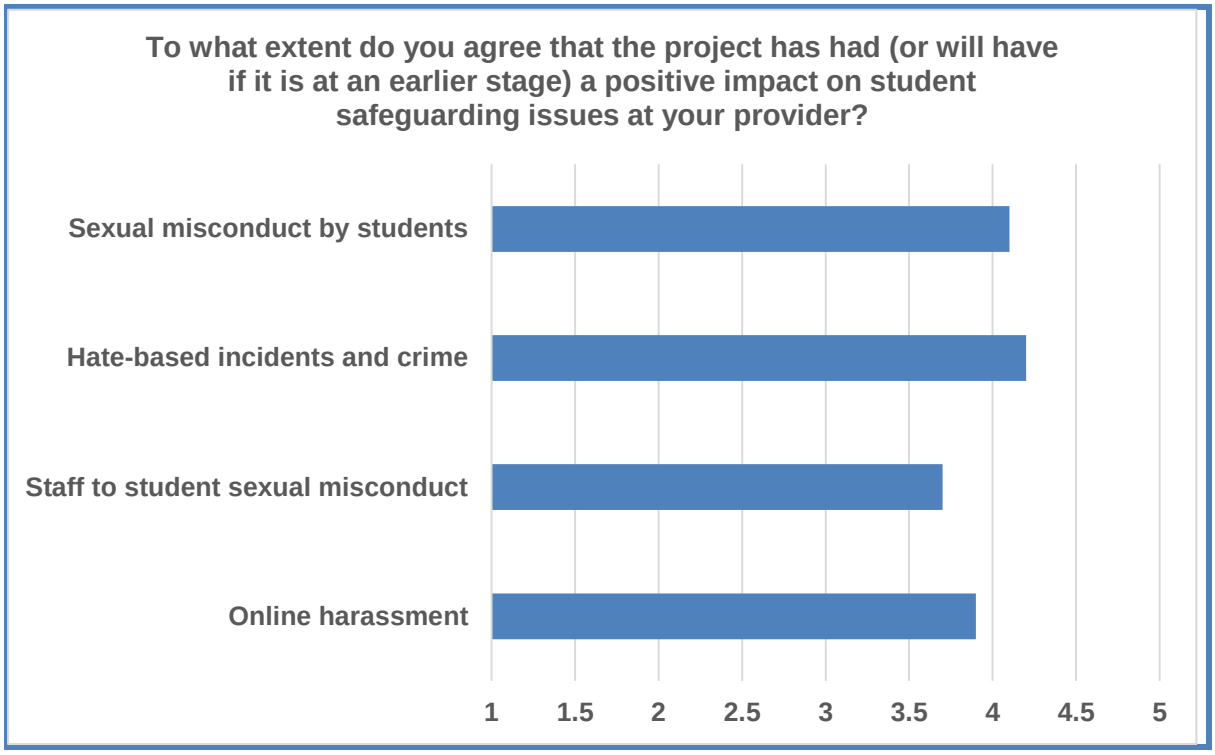
> The above marked as ‘confident’ is because I know these students have been thoroughly considered and consulted with. The other two protected characteristics may have been considered but these students are harder to identify within the provider for a number of reasons.
>
> More could have been done to target these groups individually (support and reporting) but there was a wider approach used for this funding, although throughout marketing materials, diversity is considered extensively.
>
> This course is still very new and I think it will take a few more sessions before enough people are aware of the problems faced by minority groups. I also think providers’ ability to tackle the problem needs change to be effected from the top down not the bottom up. It's all very well for the student body to be aware and to raise issues but if nothing is done further up the hierarchy then the problems will still be there. If nothing is done then the issues will stop being reported, if they are reported in the first place.

Respondents reported that their provider used online materials, posters and an induction talk to make them aware of policies and procedures that address student safeguarding. However, 10.3% of respondents were not aware of any policies and procedures in this area. When asked what media respondents thought was most effective in reaching students at their provider, the majority indicated social media followed by posters displayed on campus.

3.4. Student experience

Respondents tended to ‘agree’ that the project has had (or will have if it was at an earlier stage) a positive impact on safeguarding issues in the areas of sexual misconduct (mean = 4.1 out of 5.0) and hate-based incidents and crime (mean = 4.2 out of 5.0). However, responses were lower in the areas of staff-to-student sexual misconduct (mean = 3.7 out of 5.0) and online harassment (mean = 3.9 out of 5.0).

Figure 9 Positive influence of projects on safeguarding (1=low; 5=high)



With regards to the particular initiatives that projects were focussed on, respondents found that the most effective initiatives to address sexual misconduct by students to be:

- Bystander training
- Improving reporting mechanisms
- Student engagement
- Regional/community engagement
- Victim/survivor support.

Over 90% of respondents 'agreed' or 'strongly agreed' that these initiatives addressed this safeguarding issue effectively.

Peer-to-peer learning and support, student training (other than bystander) and online resources/tools were rated as particularly effective initiatives to address hate-based incidents and hate crime (over 80% of respondents 'agreed' or 'strongly agreed' that these initiatives were effective in this area).

Over 80% of respondents 'agreed' or 'strongly agreed' that regional/community engagement was an effective way of addressing staff-to-student sexual misconduct.

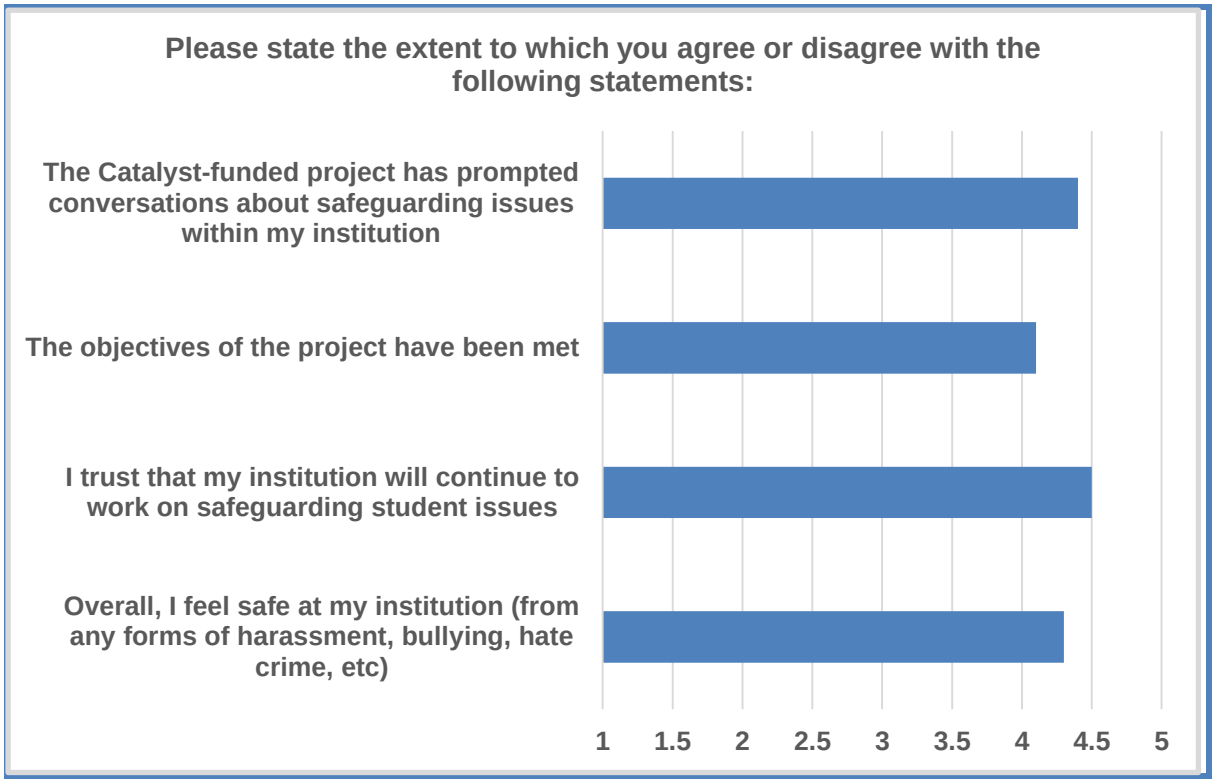
Finally, over 75% of respondents 'agreed' or 'strongly agreed' that online harassment was best addressed through initiatives that focussed on improving reporting mechanisms, student training (other than bystander) and victim/survivor support.

Only 5.7% of respondents indicated that they did not know how best to intervene if they witnessed misconduct at their provider.

Just over 88% of respondents reported that their participation in the Catalyst-funded project had improved their knowledge/preparedness to intervene when they witness misconduct at their provider.

Respondents tended to 'agree' and 'strongly agree' that the Catalyst-funded project had prompted conversations about safeguarding issues within their provider (mean = 4.4 out of 5.0) and that the objectives of the project had been met (mean = 4.1 out of 5.0). They also 'agreed' and 'strongly agreed' that they trusted that their provider would continue work on safeguarding student issues (mean = 4.5 out of 5.0) and that they felt safe at their provider overall (mean = 4.3 out of 5.0).

Figure 10 Attitudes towards Catalyst projects



In free-text responses, the majority of respondents reported that the project had led to an increase of awareness among the student body and increased their individual preparedness and readiness to intervene.

> I am more aware of the guidelines available on the school's policy and professional support in the manners.
>
> It gave more understanding as to how to recognise misconduct and act on it safely.
>
> Once the message of this project gets more well-known, there will be fewer opportunities for perpetrators to get away with it. More awareness = more recognition of signs and therefore more chances to prevent or stop unwanted behaviours.
>
> I doubt there exists one single best way to intervene when witnessing hate-based attitudes and crimes. However, I do feel empowered by the project not to allow on campus any kind of discrimination toward people of different faiths or different cultural backgrounds.
>
> Initially I would not have known who to go to or what to do, however now I have a lot more knowledge on who would be appropriate to see if an issue arose or to get more advice on intervening if necessary.

Other safeguarding issues that students would like to see addressed in the future included the areas of student mental health, LGBTQ+ support and minority and international students (one respondent specifically mentioned the latter's '*mistreatment within the housing environment'*).

Further research will be conducted with student leaders and participants in Catalyst-funded projects at the next stage of the evaluation to explore many of these issues further.

4. EVALUATION AND IMPACT OF PROJECTS TO DATE

4.1. Work by Catalyst project teams on evaluation and impact of projects to date

Most participants in the fieldwork conducted their project evaluations through pre-training and post-training surveys (on knowledge assessment and satisfaction), focus groups with staff and students and analysis of data sets. Two providers engaged external partners in conducting their evaluation to gain an 'independent perspective'. On top of formal evaluations, some participants mentioned an anecdotal increase in reporting as a result of their project work.

> We've seen really tangible increases in the numbers of first attendance at the Wellbeing Service, because of an incident of sexual assault, or behaviour that's troubled someone, and that kind of nature, really. I think, we're averaging about two or three a month within the Wellbeing Service, and that's definitely an increase from last year at this time.
>
> Also, from a mentor point of view, in my other job role, I was able to evaluate by students knocking the door for support.
>
> We see it as a success that we are getting more students coming forward. It is a challenge and I do think that universities need to be mindful that as they start doing their awareness raising, they have to be ready to deal with these complex cases. So, we've both seen a massive increase in our workload, which is a challenge, because again, we're balancing that alongside other activities and it's also about managing the student expectations.

Participants also mentioned several issues with evaluating their projects. Most found the project timeframe of one year too short to measure any real impact. Moreover, OfS submission forms were critiqued for not requiring enough detail, not setting aspirational targets, and for 'focussing on the negative' instead of celebrating progress.

Some participants saw great value in involving students in the evaluation process, not only to ensure the robustness of the evaluation itself, but also to give students the opportunity to develop skills and enhance their career prospects.

> It's had a striking impact on the career plans of students, on their research projects, on all sorts of things. So, obviously that data will come in after we finish the main piece and similarly from what we've seen from the transcripts, a lot of interviewees and focus group participants spoke very differently to the students than they did to me. Just by me being not one of them, but that difference of being a student or being a staff member, I think, is really critical.

At another provider, evaluation was embedded in safeguarding work moving forward, as part of ensuring sustainability of the project in terms of longer-term results.

> When we started and as far as we know, right now this is a one-off evaluation. So, we've set it up so that it can be continued long-term if possible. Also, that parts can be ongoing, but the feeling was, because reporting takes more than the two terms of desk collection that we had, we wouldn't get any useful data by trying to follow anything. It's definitely a recommendation to follow that up long-term.

With regards to the impact of projects that participants anticipated to see in the future, most mentioned a greater awareness among staff and students around what constitutes gender-based violence, an increase in confidence in intervening and reporting, and more engagement across their providers on these issues.

Most participants found that their projects had contributed to a break-down of misconceptions and barriers on safeguarding issues, for both staff and students.

> […] especially in the session that I attended, they all sort of were aware of things that maybe they hadn't thought or, like, they applied certain things into situations which they wouldn't have thought of. I think a lot of people were quite shocked about the amount of students, when we had the statistics, looking at students who had been assaulted and stuff and I think that did make people think a lot about it.
>
> I think long term, it kind of makes them a bit safer because if they know how to prevent something happening from early on, then gradually it will become so that person doesn't then become an offender and do stuff that maybe they would regret or that may harm another person. So in the long run, people, their like student experience is bettered, in a way, because they're not getting assaulted and stuff because they're challenging beliefs early on, unhealthy beliefs early on so that people aren't progressing to the stage where they are offending.
>
> I think the awareness has definitely got people talking, and everyone is a lot more open about talking about these issues. And, I think it is slowly starting to change the culture, particularly between my first year and now, it feels completely different just being on campus, and nights out, and stuff.

A number of participants also mentioned that one of the impacts their project has had was the development of policies and procedures to handle cases of misconduct.

> What's good for us, when we now get a complaint, it helps us ensure that we capture the evidence appropriately. I mean, stripping it right back, if we have a complaint of a sexual assault, we now have scene evidence kits, where we can look after the victim. [Team member] has actually been very supportive, we're trying to get a witness interview room built into the security suite, because we haven't got anywhere what I call adequate.
>
> […] not only did we look at our processes, but we looked at what the sector was doing. So, we went out and said, what are *you* doing, what are *you* doing. And, we felt, as a team, and we did that collectively as a team, actually, if a student was reporting to us, they were trying to tell us something, so we've got to give them something, haven't we? That's why, well, we all agreed, didn't we, that we wanted to do that. So, we did look at all the processes, in terms of underpinning the university regulations, the student conduct and disciplinary stuff, but then the wider implications of what the sector is doing.
>
> We have got three new policies, online, that have come through now. It is going through the approval process now, is one on sexual harassment, but also one on good relationships on campus, completely revamped and redone. So, major changes around the actual policies within the school as well have been done and that has started as a KPI which has gone straight up to the senior management for approval.

Participants also found that one of the impacts of their projects was making services for staff and students more accessible around providing information about gender-based violence and how to report incidences.

> I think it's made the service more accessible, for students and for staff. So, I think, from the staff point of view, it's given them the confidence to actually know that there's expertise available within the university.
>
> There seems like a lot of safe space on campus for people to discuss these issues, and to feel comfortable to bring up really uncomfortable topics and raise awareness on them. In terms of my role, it has enabled them to continually be engaged with the school. I have had certain contacts who haven't felt like they have been able to do that before, and they feel isolated from the provider as a whole, because the barriers are so continuous. They didn't know where to go, their advisor wasn't helpful enough, and the department didn't know what to do. There wasn't anything in place.

Project leads also reported that they found that their projects had increased awareness about gender-based violence specifically among academics at their providers.

> […] when we first started out talking to some academics, there was a lack of awareness of the issues around this agenda. So one of the benefits of the [campaign] has certainly made the profile with academics that it is a problem that young people and university students are facing and therefore needs to be approached.
>
> This has come as a revolution to some of our older staff, who have seen the university backing something which formally the Vice Chancellor would have wanted to be kept quiet, for fear of damage to reputation and so forth. So, I think, for a number of reasons, it's had an even greater impact.

A number of participants highlighted that their projects prompted departments to work closer together and collaborate on safeguarding issues.

> I think it's really brought departments of the university together, because we, obviously, get referrals from the Student Union as well as from Wellbeing. I think we have a really good working relationship, and I think this project has helped reinforce that.
>
> The impact is probably the biggest impact that we've had for any £50k we've spent, in any project that I've ever been involved with. It just is absolutely dramatic, both in terms of the aims of the project, but you were alluding to the internal working together, and I think it's been instrumental in […] HR and Student Services now work a lot more closely together. We've always worked closely together, but there are tensions from time to time, and I think this has put a lot of those to bed. And, I think it's brought out the best in the relationships that we've had at that, sort of, departmental level.
>
> It certainly identified the complexities of each of our sectors, as it were. But I think it also demonstrated that actually just with good communication between our departments, we can get over those very complex issues.

Finally, some participants emphasised how learning from their Catalyst-funded project has informed broader safeguarding work at their providers and changes that they had implemented on the basis of this learning, particularly with regards to developing and updating accessible resources on these issues.

> We added this a couple of weeks ago, actually, in response to the survey focus group findings. So, we were finding that a proportion of students who were experiencing sexual misconduct, were experiencing that within a relationship, so we've made information available around domestic abuse more broadly as well.
>
> We've unpicked, as well, because we've seen some stuff about the LGBT agenda, as well, we want our students to know about it, about the LGBT. Because, we are finding, at the moment, one of our themes is around gender identity particularly, and students are really confused about that.

A crucial finding was that participants across the board – students, staff, project leads and external partners – identified one key lesson for their projects if they are to have a real impact on culture change, was the fact that at provider level, these projects were occurring too late. For real culture change to happen, participants found, conversations and interventions around gender-based violence would have to take place before students enter higher or further education. Further research would be helpful to understand what would work in HE providers' interactions with schools and further education colleges to support earlier discussions taking place with young people.

> The thing that's frustrating is, obviously, if it's only being delivered or addressed at a university level, and you've gone through 18 years of your life, do you know what I mean? These are the kind of expectations and unsaid rules, things that, you know, should be literally brought throughout education. Literally, you've got those lessons from when you're in, like,

> Year 7, but I can't tell you one time where I actually had a day that I came out of a CPHE lesson and was like, yes, today I learned something important. It was, like, globalisation, or something really woolly, and never […] right down to the sex education was awful, and actually there needs to be a lot of this kind of stuff incorporated into it a lot earlier. Because, then, once you do that, you're facing less barriers when you continue doing it at this stage. That's why you get the backlash of, you're patronising us, and this and that, because the assumption is you know it. But, actually, it's not been part of the culture that you've been brought up with, even within education before you get to university.
>
> I think, in terms of culture change, because obviously this is funded by HEFCE so not relevant here, but probably the best way, or a very effective way of changing culture, is to change the culture before students come here.
>
> I just think that things like this should be tackled earlier. I feel like there is a lot of concentration on putting the funding into universities whereas this is a conversation you should be having at 15, not 19, 20.

The Round One project reports also highlighted a range of positive outcomes arising from the projects – many of them precursor outcomes which need to be in place prior to the ultimate changes of fewer incidents, safer students etc.

Figure 11 Positive outcomes from Round One projects

Outcomes cited in Round One final reports	Mentions
- more sharing of practice across sector	24
- more partnership working	14
- enhanced student engagement	11
- enhanced processes/models for handling disclosures	10
- increased reporting	10
- greater awareness of issues	9
- enhanced reporting methods	7
- large number of individuals trained	7
- increased engagement from different academic areas	6
- more international collaboration	4
- more progress on staff-student misconduct	3

Many of the Round One reports mentioned that one year is not long enough to be able to both build and implement safeguarding initiatives and undertake meaningful evaluation; and it is certainly too short a timeframe to be able to establish whether culture change has taken place.

> We have met all the key milestones, but we recognise that further investment to progress our work will be needed in future years. Any kind of culture change is a long-term project and the university is committed to making this work one of its key priorities in the forthcoming years.
>
> Whilst we are extremely passionate about creating a culture change and have implemented numerous frameworks and techniques to facilitate this, we recognise that change does not happen overnight. The work we have completed this year needs to continue and evolve over future years in order to provide an environment for change to take place. Consequently, it is fundamental that the frameworks, resources and materials used are flexible and continue to be evaluated, to ensure that they are fit for our demographic of students.
>
> Culture change is something that requires time/effort and investment from staff and students. Culture change for violence and abuse also needs to place emphasis on other equality factors

> that may increase vulnerability (LGBT+, race, disability, faith, age, class, sex, gender, sexual orientation).

Although, providers recognise that cultural change is needed to eradicate issues of sexual misconduct, hate crime and other forms of harassment, it is not clear whether many have clear actions plans in place designed to address cultural barriers or a better understanding of barriers to cultural change as yet.

There are general indications across the Round One projects of a better understanding among staff and students on what constitutes sexual misconduct (aided by the broader awareness of these issues in the media and society in the past two years). This is probably less so in the case of hate crime and incidents however, which will be the focus of the evaluation research with Round Two projects in the autumn.

More students and staff may be gradually becoming empowered to advocate for themselves and others, particularly because of the prevalence of positive bystander training initiatives, but this is not evidenced yet. Additionally, it will take much more time and effort on the part of providers and sector bodies before all forms of harassment are considered by all to be unacceptable on campus, with more providers extending approaches to all student safeguarding issues (such as staff to student misconduct), and ultimately to fewer incidences of sexual offending, hate incidents and crime and other forms of harassment.

4.2. Overall impact so far of Catalyst programme of funding

Most fieldwork participants reported that one of the direct impacts that receiving Catalyst funding had on safeguarding work at their providers was the ability to progress this work more quickly and more comprehensively.

> Well, the money has helped but it has actually forced people to put together a suite of initiatives with experts, and then it will challenge us to continue this. We would not, I think, have got to where we were as quickly without this, with this kind of recognition that this was an important thing that we needed to be doing. The challenge absolutely now in a university as complicated as [provider], is to make sure that every department is participating.
>
> I think, for me, it was the lump sum. That was, to me, the turning point because we'd been talking about it and like I said, I think there's a really good understanding at senior management level. That isn't quite the same as a willingness to provide quite a big sum of money to try something. […] So, I think possibly we certainly wouldn't be where we are now. We would be further behind because we wouldn't have had the money at that point. We might have got it eventually, but we wouldn't have had it at that point and we might have never got it at that level.

Progressing safeguarding work faster was enabled through the Catalyst funding by providing the resource for providers to fund a dedicated member of staff to focus exclusively on project work.

> I think we probably would have still gone down the road. […] due to the Catalyst funding, I just think it's allowed us to try different things and to do things bigger. It would have taken us a lot longer to get where we are now without Catalyst funding in place. So, yeah. And I think it's allowed us to have someone whose sole focus is the kind of wider project which has been incredibly valuable.
>
> I think it was the need for somebody to focus on it. And, it was also somebody who had the time to look at the proper resources behind this, so that they were coming from a position of authority, they knew who to link into. Because, I think, before then, it's often, oh, let's look at the Student Union to do a poster, and we do not have the expertise around that. And, I think that's what we needed, someone with the expertise, and knowledge where to go and get it and get the links and having the time.

A number of participants in the field research also mentioned that receiving Catalyst funding has supported the development of key partnership outside of their providers.

> I mean, you know, we can't really speak highly enough of how much the Catalyst funding has supported our development of really key partnerships across the city with our external partners and colleagues.
>
> I've been able to draw on everyone and have that freedom to go out and forge those relationships, and push it forwards, and that's really helped. But, I think you all wouldn't have had time to do that, and do all the chasing, whereas I've had that capacity to do that and, as a result, we've pulled everyone together and we've done great things. Also, the other university as well, that I work with [in the region], I've been hounding them for about two and a half years and got nowhere. But, here, it was an open door, and it was just anything we could do to work together to make things better. So, it was a completely different response to what I was getting from other places.

Moreover, the funding also allowed providers to review policies and procedures in a proactive (rather than reactive) way and spearhead their safeguarding work in ways that will continue to have impact well beyond the life-cycle of particular projects.

> I think it's also highlighted areas where maybe we do need to look at reviewing safeguarding. For example, we're seeing some interest; this is low numbers at this point because we've only been running for a year. But, some interesting correlation between female students particularly who have maybe a mental health history, or are estranged from family, or have particularly difficult personal circumstances, and then experiencing sexually inappropriate behaviour here. And, that could be coincidence, or it could be that there's something there to look at. So, that whole safeguarding thing around how far are we proactively and pre-emptively supporting students who are vulnerable for various different reasons around this area. Or, if those students come forward, does there need to be a more tailored response because of their vulnerabilities.
>
> Well, certainly, in terms of procedures way beyond this [project]. So, one of the things that's happening in the HR area […] because this was a student campaign initially, but clearly it bleeds into staff, then staff start asking questions, and staff start requesting support in dealing with issues. So, you get a change, so now there is pressure on HR to provide improved wellbeing support, and this all happened in parallel with us developing our service, the Wellbeing Service, so there is a model now. You get a bit of a feedback system, that stimulates a change, which is effectively a change of culture.

Students and student unions have been engaged positively by providers in the co-design and delivery of initiatives, and as the survey results of student leaders in Section 3 shows, they are positive about their providers' Catalyst projects and believe they have or will have a positive impact on student safeguarding.

However, some participants remarked on an absence of guidance from OfS on how to continue work in the area of safeguarding once the current funding concludes. Moreover, one provider, in particular, complained that Catalyst funding was awarded without specific aims or aspirational goals attached to it that would set sector-wide benchmarks.

> I think the other thing that we're struggling with now, is it's almost as if HEFCE lit the touch paper and then ran away. And, the fallout from this, in terms of how the universities now manage increased numbers of complaints, what do we do about discipline, and so forth, we haven't had the guidance that we would like. So, that is an area, clear guidance about expectations for providers, on how we resolve disclosure complaints, disciplines, etc. […] that is reasonable, is it not, given the later HEFCE projects? And, I think we're all struggling with that, and trying to reinvent the wheel, and more guidance from either OfS or UUK would be helpful.

> I think it is the vagueness of the Catalyst fund, was like, every university has to figure out what they want to do. It feels like we didn't have many set out, expectational standards to reach. So, I don't mind the funding, but, we didn't have an idea of goals to set for us in those. So, we sat on our own trying to figure things out.

Finally, one of the key barriers raised by participants around the Catalyst fund was the fixed and limited time-frame in which the projects were expected to take place, with participants mentioning feeling 'under pressure' and potentially not implementing the projects as well as they could have if they had '*an extra couple of months'*.

4.3. Conclusion

The aim of the Catalyst funding is to identify and support good practice in the sector to improve and enhance student safeguarding, looking specifically at tackling sexual misconduct, hate crime and online harassment. The rationale for the Catalyst funding approach was to make a short-term diverse intervention, designed to support high coverage activity and thereby stimulate sector-level culture change. This was based on the recommendations for providers to undertake a coordinated set of actions as outlined by the UUK Taskforce's report.

The timing of the funding for providers meant that there was no time to pilot initiatives at a sector level or for pathfinders to emerge. Therefore, the Catalyst project teams are putting in place supporting infrastructure to address these issues using a variety of different approaches and finding their own ways. This work is becoming embedded as part of 'business as usual' within some though not all providers, and in different ways. Some are focussing on creating posts for specialist resources and implementing reporting tools. However, by far the majority of providers looked at so far are focussing their efforts on extending training programmes designed to change attitudes and behaviours.

At this stage it is too early to be able to say with clarity what is most effective in tackling student safeguarding, or to be able to demonstrate the impact of the Catalyst safeguarding projects and overall programme on its intended outcomes. However, the overall contribution of the Catalyst funding for student safeguarding projects based on the evidence available so far is positive.

Crucially, the Catalyst funding intervention was timely in that it helped maintain the momentum in the HE sector stemming from the work of the UUK Taskforce's report *Changing the Culture.* It has also benefited from the wider media and societal interest in sexual misconduct across multiple sectors. Moreover, the scale of the funding across 108 projects in the sector meant that *'there's a huge safety in numbers'* for providers and their leaders to be more confident in openly tackling these issues.

4.4. Next steps for the overall evaluation

The Advance HE team will be undertaking further research for the evaluation focussed particularly on Round Two projects which will take place during autumn 2018. This will build on the results and questions raised by the findings so far, and involve further documentary analysis, field research with a sample of Round Two providers, surveys of student leaders, and collation of the insights from the various information-sharing events which the evaluation team is facilitating during the summer and autumn 2018.

The team will also produce quarterly formative reports on emerging findings from September 2018 and then a final summative evaluation report in March 2019.

APPENDIX ONE ABOUT THE EVALUATION

The Catalyst student safeguarding evaluation is being informed by desk-based research, including literature and project documentation review and field research with project teams. The results of all this activity are being shared with the Catalyst project teams as they emerge via an online digital repository. Over time this repository will also encompass: updates on the review team's work, literature reviews on particular topics, 'what works' products founded on the formative reviews and associated lessons learned, and guest blogs and vlogs from Catalyst projects.

The main **outputs** from the evaluation process will include:

- Regular formative reports for HEFCE/OfS with details of early findings on innovations and good practice in student safeguarding as these are collected from the research and evaluation activities
- A summative evaluation report for each Round's projects, with an emphasis on the students' perspective
- Dissemination of insight and applied learning ('what works') to the English HE sector.

Key outcomes from the evaluation process will include:

- The building of and support for networks and communities of practice to ensure sustainability and sharing of learning
- An assessment of the impact of the programme, underpinned by an analysis of the success, feasibility and challenges faced by the projects, and the conditions and contexts that drive these
- An evaluation of the impact of HEFCE funding across the projects, and the success of the projects against the wider aims of the funded programme
- Identification of lessons learned and recommendations for future use of funding in the new regulatory HE landscape. This includes an improved knowledge base, particularly in terms of risks, to help inform the future work of the OfS.

The evaluation framework

Outcome relationship mapping (ORM), a form of logic modelling, is being used as part of the framework for the evaluation to help identify the impact of the Catalyst funding through developing measures which show the extent to which the programme is contributing to the outcomes it aims to impact. Outcomes are 'changes' described in terms of their impact (e.g. better, more, worse, quicker).

ORM will assist the evaluation process by identifying the anticipated inputs, outcomes and impacts which the projects are seeking to achieve because of the funding. We will use ORM specifically to:

- Identify the outcomes that are sought for the Catalyst programme across the English HE sector
- Validate the outputs needed to deliver these outcomes
- Analyse each of the applicable initiatives and map these together
- Map externalities and unintended consequences.

The initial ORM which was developed with a group of sector experts and has informed the research design is shown overleaf (please note if printing please use A3 format for this diagram). A tabular representation of the intended outcomes by theme and type is also included in the following figure below. The ORM will be updated throughout the evaluation.

Figure 12 Outcome relationship map

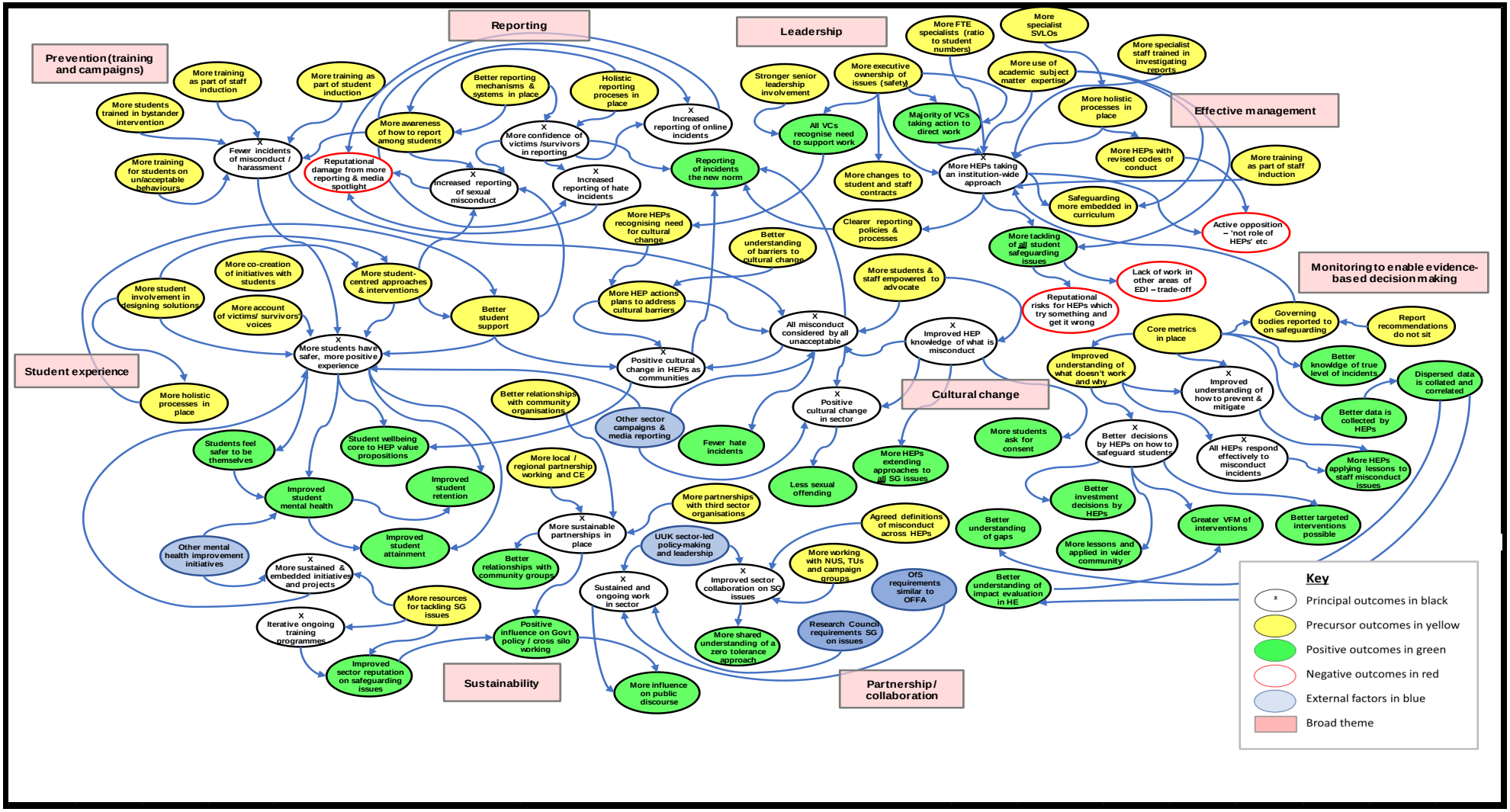


Figure 13 Themes and intended outcomes by type

Theme	Type of outcome	Outcome
Leadership	**Precursor**	Stronger senior leadership involvement / more executive ownership of issues (safety)
		All HEP leaders proactively committed to eradicating issues
	Principal	More HEPs taking an institution-wide approach
	Positive	All VCs recognise need to support work
		Majority of VCs taking action to direct work
Effective management	**Precursor**	More holistic processes in place
		Clearer HEP reporting policies and processes
		More HEPs with revised codes of conduct
		More HEPs with revised safeguarding policies
		More tackling of all student safeguarding issues
		Changes to student and staff contracts
Academic involvement	**Precursor**	Safeguarding issues more embedded in curriculum
		More use of academic expertise (e.g. criminologists, sociologists, psychologists)
Student involvement	**Precursor**	More student-centred approaches and interventions in place
		More co-creation of initiatives with students
		Greater involvement of students in designing solutions
		More account of victims / survivors' voices in new approaches
Student training	**Precursor**	More students trained in bystander intervention
		More awareness training for students on un/acceptable behaviours
		More training as part of student induction
Student experience	**Principal**	Safer students
		More students have safer, more positive experience
		Fewer incidents of misconduct / harassment on campus
		Better student support
	Positive	Student wellbeing core to more HEPs' value propositions
		Students feel safer to be themselves
		Improved student mental health
		Improved student retention

Theme	Type of outcome	Outcome
		Improved student attainment
Reporting	**Precursor**	Better reporting mechanisms and systems in place
		Holistic reporting process in place
		More awareness of how to report among students
	Principal	Increased reporting of sexual misconduct
		Increased reporting of hate crime & harassment
		Increased reporting of online incidents
		Increased confidence of victim/survivors in reporting
	Positive	Reporting sexual misconduct / hate incidents the new norm
Specialist resources	**Precursor**	Increased numbers of FTE specialists (ratio to student numbers)
		More specialist SVLOs
		More specialist staff trained in investigating reports
Staff training	**Precursor**	More training as part of staff induction
Partnership / collaboration	**Precursor**	Agreed HEP definitions of misconduct across sector
		Increased working with NUS, TUs, sector organisations and campaign groups
		Increased collaboration and partnerships of HE sector with 3rd sector and local communities
		Better relationships with community organisations
		More local / regional partnership working and community engagement
	Principal	Improved sector collaboration on these issues
	Positive	Shared sector understanding of a zero-tolerance approach
		Positive influence on Govt policy / cross silo working
		Better relationships with community groups
		Research Council requirements on issues
		OfS requirements being similar to those of OFFA
Monitoring to enable evidence-based decision making	**Precursor**	More trend analysis
		Governing bodies aware of incidents and actions to eradicate them
		Core metrics in place
		Improved understanding of what doesn't work and why
		Report recommendations do not sit on a shelf

Theme	Type of outcome	Outcome
	Principal	Improved HEP knowledge and understanding of misconduct (how manifests and how to prevent and mitigate impact)
		Improved decisions by HEPs on what to do to safeguard students
		All HEPs respond effectively to sexual misconduct and hate incidents
	Positive	Better investment decisions by HEPs
		Greater VFM of interventions
		Better understanding of gaps
		Better understanding of true level of incidents
		Better data is collected by HEPs
		Better targeted interventions possible
		More HEPs ensuring lessons learned are implemented to instances in wider community
		Disperse data is collated and correlated
		Improved understanding of impact evaluation in HE
		More HEPs ensuring lessons learned are implemented for staff misconduct issues
Culture / attitude / behaviour change	**Precursor**	More HEPs recognising cultural change needed (not just policies and practice)
		More HEPs with actions plans to address cultural barriers
		More HEPs aware of barriers to cultural change
		More students and staff empowered to advocate for themselves and others
	Principal	Cultural change in HEPs as communities
		All forms of harassment considered by all to be unacceptable
		Increased knowledge among staff / students of all backgrounds on what constitutes sexual misconduct / hate incidents
		Cultural change in sector
	Positive	More HEPs extending approaches to all student safeguarding issues
		Less sexual offending
		Fewer hate incidents
		More students ask for consent
Risk	**Risk / negative outcome**	Reputational damage from increased reporting and media spotlight
		Reputational risks for HEIs which try something and get it wrong

Theme	Type of outcome	Outcome
		Lack of work in other areas of EDI – trade-off
		Active opposition – 'not a priority', 'only trouble', 'nanny state', 'not role of HEPs', issues with(in) identity politics
Sustainability	**Precursor**	More resources committed to tackling issues
	Principal	More sustained and embedded initiatives and projects
		Sustained and ongoing work in sector
		Iterative ongoing training programmes
		More sustainable partnerships in place between HEPs and local partners
	Positive	More influence on public discourse
		Improved sector reputation on safeguarding issues

APPENDIX TWO RESEARCH METHODOLOGY

Overview

The research undertaken so far for the evaluation took a mixed-methods approach, which comprised semi-structured interviews and focus groups with project leads, external partners, staff and students who were involved in the projects at 11 providers, as well as an online questionnaire that was distributed to student unions (n=106), and analysis of Round One project documentation.

Qualitative research with Round One projects

The sample of 11 projects was drawn from the 63 Round One funded projects and the foci of their initiatives were broadly categorised into the following thematic groupings (based on those mentioned in the initial bids and ranked in terms of their frequency):

- Bystander intervention training and associated activities
- Other staff or student training
- Campaigns and awareness raising
- Enhancement of student support
- Enhancement of reporting systems/supporting technology
- Community cohesion/outreach
- Research into safeguarding issues.

Categorisation was assisted by reference to proposal aims and objectives. However, in each case a range of associated activities and outputs were also assumed. The sample was then further checked to ensure representation across the projects with the following considerations: participation of external project partners; geographic region; target groups of students; and whether projects only had Round One funding or also Round Two funding.

The qualitative component of the evaluation (interviews and focus groups) was structured according to the evaluation framework (see Appendix One above) and the lines of enquiry focussed on the following areas:

- Leadership of the projects
- Student involvement in design and delivery of the projects
- Staff involvement
- Partnerships and collaboration
- Effective management
- Monitoring and impact
- Culture/attitude/behaviour change
- Sustainability and risks.

Qualitative data were coded using the analysis software Atlas.ti, which resulted in a coding framework of 123 inductive codes and ten code groups (see Figure 13 below).

Figure 14 Frequency of codes found in Round One research

Codes in Round One research interviews and focus groups	Mentions
Catalyst fund: direct impact	
- faster progress on safeguarding work	8
- fostered partnership working	8
- barrier: narrow time frame	8
- improvement of policies and procedures	7
- appointment of dedicated resources	5
- barrier: absence of guidance	3
- recommendation: requirement to include academic expertise	2
- initiated safeguarding work at the provider	2
- identification of new areas of concern	2
- enabled proactive (not reactive) approach	4
- alleviated institutional reputational concerns	1
Embeddedness of project work	
- provider-wide	13
- barrier: size and complexity of provider	6
- student services	4
- barrier: not part of governance	1
Evaluation approaches to projects	
- anecdotal: increase in reporting	8
- survey: pre-knowledge and post-knowledge assessment	5
- survey: satisfaction with training	5
- external partners	3
- student-led	2
- no aspirational targets/focus on negative	3
Impact of projects	
- break-down of misconceptions around gender-based violence	33
- more engagement across the provider	13
- ability to handle cases	13
- accessible services for students	10
- increased confidence in reporting	11
- barrier: culture change pre-16 education necessary	8
- increased confidence in intervening	3
- barrier: central coordination of processes and management information	3
- using learning from Round One to develop tailored resources	3
- barrier: postgraduate students not included in project scope	2
- accessible services for staff	2

Codes in Round One research interviews and focus groups	Mentions
- improved readiness to intervene	2
- international students	1
- student ownership of materials	1
- barrier: online consent training not customised	1
- barrier: need for ongoing modified staff training	1
- learning for Round Two	1
- barrier: need to improve staff services	1
- using data from Round One to inform future campaigns	1
Leadership and governance	
- director-level buy-in	14
- funding prompted interest among SLT	4
- governance board involvement	4
Partnership working	
- access to specialist knowledge and support	15
- regional collaboration	13
- buy-in from wide range of external agencies	8
- demystifying police work	2
- barrier: resources and capacity of external agencies	2
- collaboration with students	1
- increase in campaigning	1
- international partnerships	1
- barrier: no interest to collaborate from other HE providers	1
Reasons for applying	
- to address broader community/campus issues	6
- UUK report	4
- sustainability of ongoing work	2
- dedicated time and resource to adopt proactive approach	2
- build on existing objectives	1
- improve resources	1
- barrier: did not apply for further funding as scope would be too broad	1
- NUS research	1
Staff involvement	
- from across academic interest areas	23
- barrier: time	9
- from across central services	6
- barrier: lack of understanding for need of project	5
- barrier: lack of publicity	2

Codes in Round One research interviews and focus groups	Mentions
- barrier: only certain academic departments	1
Student involvement	
- co-creation of content with students	7
- barrier: lack of publicity	8
- effective peer-to-peer dialogue	6
- from across academic interest areas	6
- recommendation: introduce to first years	5
- barrier: predominantly female participation	4
- social media usage	3
- recommendation: mandatory training	3
- barrier: interest limited to specific subject areas	2
- recommendation: peer-to-peer support	2
- part of IT coursework	2
- barrier: time	2
- barrier: communication via Student Union only	2
- recommendation: targeting at sports clubs	1
- use of college tutors as frontline support	1
- Student Union officer turnover	1
- good attendance of events	1
- barrier: clash with student survey	1
- good gender balance on training course	1
Sustainability	
- embedding of training in inductions	4
- barrier: need for dedicated full-time staff	5
- putting structures in place to continue project work	4
- support from SLT	3
- developed resources	3
- continued work in academic interest areas	2
- support from local authority	2
- barrier: buy-in above the key programmes	2
- training the trainer	2
- continued work with project partners	2
- recommendation: offer funding for three years	1
- barrier: reaching across academic interest areas	1
- incorporation in annual CPD	1
- recipients of other rounds of Catalyst funding	1
- internal funding commitment for next year	1

Survey of student leaders/participants in Round One and Round Two projects

The online questionnaire was distributed via student unions to student leaders and other students involved in the design and delivery of the projects and initiatives. It was circulated to both Round One and Round Two projects to elicit knowledge and learning from students before many of them demitted office or left their provider.

A total of 106 respondents from 30 providers filled in the questionnaire. It contained 38 questions in total (a mix of open and closed questions), spread across five distinct sections:

- About the student, student's role in the Student Union and in the Catalyst project/initiative
- Student involvement in the Catalyst-funded project
- The provider's effectiveness in safeguarding students
- Student experience
- Impact.

Equality data were also collected in one monitoring section at the end of the questionnaire. Analysis was undertaken of the data using SPSS.

Analysis of Round One project documentation

Review of the Catalyst projects' documentation was also undertaken. This included detailed analysis of the 46 final Round One reports which have been submitted to OfS to date (18 others have requested extensions).

The qualitative analysis software Atlas.ti was also used to establish recurrent themes among them and establish a coherent coding framework, aligned with the main themes of the evaluation framework. Code groups, individual codes identified and frequency in the data is shown in the figure below.

Figure 15 Frequency of codes found in Round One final reports

Codes in Round One Final Reports	Mentions
Types of initiative	
- type of initiative: bystander intervention training	26
- type of initiative: staff training	26
- type of initiative: student training (other)	26
- type of initiative: awareness raising campaigns	25
- type of initiative: online resources/tools	23
- type of initiative: improving reporting mechanisms	17
- type of initiative: student engagement	15
- type of initiative: improving policy, process, procedure	11
- type of initiative: victim/survivor support	10
- type of initiative: regional/community engagement	9
- type of initiative: peer-to-peer learning/support	8
- focus on domestic abuse	5
- type of initiative: conducting research	5
- focus on hate crime	4

Codes in Round One Final Reports	Mentions
Delivery and effective management	
- lessons: understanding of what works in student engagement	20
- barrier: delays/not enough time	19
- lessons: more sector level guidance needed	11
- barrier: amount of staff resource required to deliver project underestimated	10
- barrier: bystander training issues	10
- lessons: need for facilitation of sector level sharing of practice	7
- lessons: what works for FE learners /16-18 year olds	7
- barrier: delay in appointing project manager	6
- lessons: voluntary vs compulsory participation in training	6
- barrier: culture change requires long-term investment	5
- lessons: timeframe of projects too short	5
- barrier: lack of guidance/understanding what needs to be in place first	4
- lessons: sequencing and understanding of consequences of improving one aspect	4
- barrier: recruitment delay impeded project	3
- lessons: common evaluation approach would be/have been helpful	3
- lessons: original project scope too broad	3
- lessons: timing - when best to train students	3
- barrier: preparing for and resolving GDPR issues	2
- lessons: need for more work in relation to staff-student/student-staff	2
- barrier: Catalyst call too prescriptive on types of roles and training	1
- barrier: place of incident; providers constrained with community-based incidents	1
- barrier: students not wanting to disclose to other students	1
- barrier: training materials not available for different types of hate crime (and intersectionality)	1
- lessons: need to secure additional internal funding/matched funding	1
- lessons: reporting student expectations need to be managed	1
- lessons: timetabling can be a constraint when working with other providers	1
Leadership and governance	
- sustainability: positive: senior leadership support	13
- sustainability: positive: embedded in governance structure	11
- barrier: amount of staff resource required to deliver project underestimated	10
- impact: positive: increased engagement from different academic areas	6
- lessons: need to secure additional internal funding/matched funding	1
Partnership and collaboration	
- impact: positive: more sharing of practice across sector	24

Codes in Round One Final Reports	Mentions
- impact: positive: more partnership working	14
- sustainability: positive: partnership working continuation anticipated	14
- lessons: more sector-level guidance needed	11
- lessons: need for facilitation of sector-level sharing of practice	7
- impact: positive: increased engagement from different academic areas	6
- impact: positive: more international collaboration	4
- barrier: place of incident; providers constrained with community-based incidents	1
- lessons: timetabling can be a constraint when working with other providers	1
Staff involvement	
- sustainability: positive: continuation of resourcing for existing posts	14
- barrier: amount of staff resource required to deliver project underestimated	10
- sustainability: positive: functions incorporated into permanent non-project roles	8
- impact: positive: large number of individuals trained	7
- sustainability: positive: creation of new specialist post	7
- barrier: delay in appointing project manager	6
- impact: positive: increased engagement from different academic areas	6
- sustainability: positive: recruitment of additional posts	4
- sustainability: positive: staff been trained on taking disclosures	4
- barrier: recruitment delay impeded project	3
- impact: positive: more progress on staff-student misconduct	3
- lessons: need for more work in relation to staff-student/student-staff	2
- barrier: Catalyst call too prescriptive on types of roles and training	1
- impact: positive: increase in academic staff seeking specialist support following student disclosure/concerns raised	1
- lessons: a key person to oversee and lead on student safety is key	1
Student involvement	
- sustainability: positive: continuation of training	30
- lessons: understanding of what works in student engagement	20
- impact: positive: enhanced student engagement	11
- lessons: more sector-level guidance needed	11
- impact: positive: improved support to reporting students	8
- impact: positive: large number of individuals trained	7
- lessons: what works for FE learners/16-18 year olds	7
- lessons: voluntary vs compulsory participation in training	6
- impact: positive: more progress on staff-student misconduct	3
- lessons: timing - when best to train students	3
- impact: positive: student participation accredited	2

Codes in Round One Final Reports	Mentions
- barrier: students not wanting to disclose to other students	1
- lessons: reporting student expectations need to be managed	1
- lessons: timing of advance-HE evaluation not good for students	1
Evaluation and impact	
- impact: positive: more sharing of practice across sector	24
- barrier: delays/not enough time	19
- impact: positive: more partnership working	14
- impact: positive: enhanced student engagement	11
- barrier: amount of staff resource required to deliver project underestimated	10
- barrier: bystander training issues	10
- impact: positive: enhanced processes/models for handling disclosures	10
- impact: positive: increased reporting	10
- impact: positive: greater awareness of issues	9
- impact: positive: enhanced reporting methods	7
- impact: positive: large number of individuals trained	7
- impact: positive: increased engagement from different academic areas	6
- barrier: culture change requires long term investment	5
- barrier: lack of guidance/understanding what needs to be in place first	4
- impact: positive: more international collaboration	4
- impact: positive: more progress on staff-student misconduct	3
- impact: positive: student participation accredited	2
- lessons: need for more work in relation to staff-student/student-staff	2
- barrier: place of incident; providers constrained with community-based incidents	1
Embeddedness and sustainability	
- sustainability: positive: continuation of training	30
- sustainability: positive: continuation of resourcing for existing posts	14
- sustainability: positive: partnership working continuation anticipated	14
- sustainability: positive: ICT (report/support) tools embedded in institutional systems	13
- sustainability: positive: senior leadership support	13
- sustainability: positive: embedded in governance structure	11
- sustainability: positive: new policy, process or procedure embedded	10
- sustainability: positive: functions incorporated into permanent non-project roles	8
- sustainability: positive: campaigns will continue	7
- sustainability: positive: creation of new specialist post	7
- sustainability: positive: dissemination of findings from project	4
- sustainability: positive: recruitment of additional posts	4

APPENDIX THREE OVERVIEW OF ROUND ONE PROJECTS

To date 45 of the 63 Round One Catalyst-funded safeguarding project teams have completed their final project reports for the OfS.[7] A review of the available final reports found that most of the projects' focus was on tackling issues of student-to-student sexual misconduct. Five projects also mentioned issues of domestic abuse and violence, and four hate crime and other forms of harassment, with one provider highlighting that it has a hate crime reporting centre. Some projects started off by tackling only sexual misconduct but expanded this once the project was in progress to also cover other forms of violence against women and/or hate crime and other forms of harassment.

> The reporting tool will no longer solely receive allegations of sexual violence but has been expanded to take disclosures of hate crime and harassment and bullying making it a unique tool in tackling wider issues of discrimination at the university.
>
> The university has expanded on the original milestones, inputs and outputs by offering provision for disclosures linked to any form of violence and abuse, including domestic violence, physical violence and specific forms of gender-based violence such as forced marriage, female genital mutilation and 'honour'-based violence.
>
> Following the [city's] Hate Crime Strategy Consultation, it was found that *'young people consulted felt that many young people commit hate crime or incidents because of prejudices learnt from parents or the media'*. It was also highlighted that not enough people were aware of how to report hate crime, the criminal justice process and the victim journey.

Moreover, there was further variation across the projects in that providers ranged from those which had already begun work in this area. For a minority, the Catalyst-funded project was part of a broader change programme set up in response to the *Changing the Culture* recommendations and/or to address issues highlighted either by reported incidents or through research conducted by student unions or academics.

> It's important to recognise that the work of this project is embedded in a much larger piece of institutional work led by the head of Student Support Services as part of a broad response to the *Changing the Culture* recommendations.

Analysis of the final reports showed that most of the projects were delivering or had delivered a package of inter-related approaches to tackle student safeguarding issues, rather than a single initiative. A ranking of the types of initiatives which the 45 projects have been working on is shown in the figure below.

Figure 16 Ranking of Round One initiatives

Type of initiative highlighted in Round One Final Reports	Mentions in final project reports
- Bystander intervention training	26
- Staff training	26
- Student training (other)	26
- Awareness-raising campaigns	25
- Online resources/tools	23
- Improving reporting mechanisms	17

[7] The remaining 18 projects have been granted extensions up to the end of this year.

Type of initiative highlighted in Round One Final Reports	Mentions in final project reports
- Student engagement	15
- Improving policy, process, procedure	11
- Victim/survivor support	10
- Regional/community engagement	9
- Peer-to-peer learning/support	8
- Conducting research	5

Most of the Round One projects focussed on prevention initiatives (78 initiatives overall), involving developing, piloting or delivering training to students and staff. The most common type of training for students among the projects was positive bystander intervention training. This was followed by either free or subscription-based consent training (such as Epigeum), and/or other forms of awareness-raising training (such as Good Night Out or the Good Lad Initiative).

The training was targeted at groups of students (such as sports teams or those living in halls of residence or on specific programmes), and/or student leaders (as part of 'train the trainer' approach). Moreover, several projects used theatre workshops or created animations or other media as part of their training approaches.

> During Welcome Week 2017 100 Students' Union bar staff and over 300 Freshers' Crew and Captains (current students employed to support incoming first year undergraduate and postgraduate students) received 'Good Night Out' or 'Freshers' Night Out' training, helping them recognise and respond to sexual harassment. The 'Freshers' Night Out' training was designed, developed and delivered by current students.

Staff training in some of the projects focussed firstly on specialist training for sexual violence liaison officers (or similar roles) who handle disclosures from reporting students and provide support to them. More broadly across the projects, training was undertaken for broader groups of staff such as academics or those working in student accommodation, venues or security. In the main this was positive bystander intervention training or general training to educate staff on what constitutes sexual misconduct, hate crime and harassment, and in how to signpost appropriate help for reporting students to be able to make disclosures and access support.

> The project has been successful in terms of recruiting and training six SVLOs. They will be soft launched in the coming weeks with a planned communication strategy giving them a cross-provider profile during the autumn term.
>
> It was originally intended to also train staff on positive bystander interventions. [However] the focus this year has [instead] been on increasing awareness of the challenges survivors face and educating staff on what constitutes sexual harassment and violence. This is a subject with which it is much easier to engage staff. It was highlighted that it could be difficult to engage staff in positive bystander activity, and this has remained a concern.

A mix of types of training were used by the projects. Types of bystander training mentioned included the Intervention Initiative, originally developed at the University of the West of England with funding from Public Health England, but now based at the University of Exeter, Bringing in the Bystander, the University of New Hampshire's model, and another US-based positive bystander intervention programme Green Dot. Other providers developed their own bespoke bystander training programmes and resources. A minority of project teams have also either trained peer providers or facilitated training for other providers.

> We organised [a Bystander] conference with over 40 attendees from across the UK. Attendees received training from a world-leading team from the University of New Hampshire, who specialise in Bystander Intervention programmes for HE. This conference was the first step in establishing our 'Bringing in the Bystander' team, made up of staff and students from across the provider able to deliver bystander intervention training to staff and students and empower university members to challenge harassment. Over 300 members of the university (staff and students) have already received training, with the scheme expected to formally launch in the new academic year.
>
> Key learning from the project has led the provider to identify a need for the development of an in-house broader Respect for All online module. The module outlines acceptable and unacceptable behaviours to students, information on being an active bystander and support pathways.

Other awareness-raising approaches cited as part of the project approach in 23 of the final reports included a range of cross-campus campaigns comprising posters, web and social media resources, debates and events and pledges, as illustrated by the extracts from the reports included below.

> A 'Never OK' graffiti campaign across the campus to raise awareness of the national figures relating to victims of sexual abuse, violence and hate crimes. The introduction of an annual awareness raising day for the Never OK campaign, involving a lunchtime panel debate with internal and external speakers, student-led activities, a Pledge Wall and the making of the Respect Pledge promotional video.
>
> Work with the Film and TV Production students to produce two short films covering the issues faced by the transgender community from two different perspectives following a live brief from Transaware (a local transgender support group) for their use in raising awareness.
>
> Based on the concept that we are 'All Part of the Solution' and with input from HE students and academic staff a series of tutorial resources have been prepared which focus on taking responsibility and respecting one another. These resources can be delivered individually or in succession based on the 'Bystander initiative', 'Our campus, our community, our conduct', 'Hate crime, how to recognise it and report it' and we have produced a short professional interactive video on campus with our current students to highlight anti- Muslim hate crime.
>
> 'Reclaim the Night' march represented the 'Not on' campaign, guest speakers were invited to talk about sexual violence and promote the campaign. Over 100 students marched on campus. Student ambassadors had a radio slot on university radio station to raise awareness of the campaign. Promotion of Not on pledge – 1069 students signed the pledge.

Across most of the Round One projects, students were engaged in the co-design and delivery of initiatives by the project teams. This included the delivery of training and other forms of peer-to-peer learning and support, as well as in awareness-raising campaigns and initiatives.

> A bystander training course was developed by the post holder which has now been delivered to all student welfare leads within all the sports clubs. A 'train the trainer' approach was utilised which then enabled welfare leads, with support, to cascade training back to their own clubs. This approach is currently being extended and will be rolled out to all societies in18/19 with the full support of the university who will coordinate the training programme going forward. This demonstrates students are taking ownership of the bystander initiative which is more likely to lead to cultural change than staff-led approaches.
>
> The 'Safer Student Communities' project sought to recruit ten University Safeguarding Champions to act as positive role models on campus to promote the university's zero tolerance policy towards sexual violence and raise awareness of the issues around safeguarding students and the support available to survivors of sexual violence. This is a paid position and applications were particularly welcomed from students who are keen to develop their skills in community organising, advice and guidance and representation.

> Working in collaboration is the only way to move things forward. Throughout the project we have worked very closely with our Students' Union, individual student representatives…, academic colleagues […] security and technology-enhanced learning to design and deliver interventions. This has ensured that we can develop interventions from a broad perspective and also create a critical mass within the provider focussed on addressing issues of sexual violence.
>
> We identified early on in project work that it would be beneficial to have a graduate intern working with the project manager. This has been a real asset to the project as the intern has brought with her recent experience as a student and many creative ideas of engaging with students. Having a recent graduate has helped in our relationship-building with students and has been a significant asset to the project overall.

Another key area of focus for the projects was in the design of initiatives to respond to safeguarding incidents through the development of online resources and tools (23 projects) to support safeguarding work. This was particularly through the provision of online information resources on sources of help and support; 17 of the projects were working to improve or develop new reporting mechanisms for students (mainly web-based and / or through apps). Many of the reporting mechanisms are aligned with improved support for reporting students. These range from the purchase of commercial, off-the-shelf products to bespoke solutions developed by in-house IT teams. Some providers offer a choice of anonymous reporting with information on how to access support. Many of the projects mentioned that their new reporting mechanisms will be in place ready for the start of the next academic year in autumn 2018.

> Previously each department had their own safeguarding reporting systems to log student concerns. This made it difficult to collate data and spot trends in issues. The new system is available to all members of staff to log the concerns of students. This is centrally managed by the safeguarding team and access is restricted for all other users.
>
> We have developed an online reporting tool so students can disclose an incident of sexual violence. The reporting tool offers two options for submissions: to report and speak to a responder or to report anonymously. Staff can also use the tool to record a disclosure.
>
> The Virtual Wellbeing Centre, we feel, will provide significant benefits for not only HE students but mature students on FE courses. The self-referral tool will enhance our existing safeguarding work for all students, including those under 18, allowing a discreet means of accessing information and obtaining support. The online nature of this tool will provide access to support information when students are not on-site and/or during holiday periods.

Additionally, 11 of the projects reported that they were either devising new or updating existing supporting policies, processes or procedures to help tackle safeguarding issues.

> There is now a sexual violence page on the university website providing key support options and links to an internal site that provides information on all the strands of the project. It will also link to the policy's page, once the policy has been finalised, highlighting that students should be fully aware of the expectations and the student contract made when they join the university.
>
> The policy and regulation review is taking place currently and we have been able to apply the review not just to student-related sexual violence issues but more broadly to staff and to sexual harassment via a recently established working group. The working group operates under the aegis of a relatively new Equity, Diversity and Inclusivity Strategy Group. Bringing the pieces of work together will undoubtedly improve the experience and our ability to safeguard students and staff and will enable us to ensure that all relevant policies are coherent.
>
> [A new] sexual violence policy and accompanying procedures and are awaiting approval... The push-back of the policy implementation came from the awareness that the project should

> be ongoing once the funding has stopped. By using the policy as an output alongside the report to SMT, we hope to achieve sustainability of the processes, policies and procedures developed as part of the project.

Ten of the projects mentioned explicitly that they have been improving the support provided during and following disclosure to victims/survivors of sexual misconduct, hate crime and other forms of harassment.

> To extend to the university's complaint investigators the specialist training on handling disclosure already delivered to the Zero Tolerance Support Network. This is to ensure that investigators deal sensitively with student survivors during investigation processes and students are not discouraged from pursuing a formal complaint to its conclusion.
>
> Trained and implemented a team of three Sexual Violence Liaison Officers (SVLOs) with case manager appointed; offering empowering support for survivors.
>
> The wellbeing advisor has been running training for members of staff across the provider and the wellbeing team are about to begin briefing colleagues from other teams about the work they are undertaking to support students.

Four project teams also mentioned carrying out research to better understand the issues, which will make important contributions to the emerging evidence base of 'what works' in student safeguarding.

> Carry out research to gain an insight into students' experiences of sexual violence, harassment and hate crime, and staff experiences of student disclosure.
>
> An initial desk-based literature review formed the start of the project in order to identify current issues, facts and statistics to inform the premise of the project. Other similar projects taking place across the country were also researched to identify elements of good practice. Throughout the project current issues, facts and statistics were updated including media coverage and monthly updates from external agencies e.g. Tell MAMA.
>
> A survey was designed at the start of the project and issued to all staff across the campus to identify the type of discriminatory language and behaviour staff witnessed students demonstrating in and around campus and the number of times these incidents had been witnessed. Staff were asked how often they intervened, the reasons that prevented them from intervening and the impact/effect of these incidents.

Finally, nine of the projects mentioned in their final report that the Catalyst funding had supported their regional or community engagement in support of tackling these issues, including for instance through the creation of multi-agency local or regional partnerships and having external organisations as part of the project boards.

> The project has enabled us to establish and strengthen our relationships with the Students' Union and local organisations including the police, [regional] Council, [local] SARC (sexual assault referral centre)…[which] are members of our advisory group and this has enabled us to create consistent referral pathways to deliver responsive and seamless support services for our students. In addition, [local organisations] have delivered training to key advisers and the police have actively supported us during the three awareness-raising weeks we have delivered on campus. This culminated in the attendance of the Police and Crime Commissioner at a public lecture to raise awareness of hate crime and its impacts.
>
> The importance of working with relevant authorities to ensure appropriate referral routes to local and national support services was recognised. An initial meeting was held on site with the local community cohesion officer, a representative from the local mosques, children's services and the local constabulary to discuss and identify issues of concern and the sharing of good practice in dealing with these issues. These links were maintained throughout the project. A representative from the constabulary delivered an informative talk to the HE

students on hate crime and all resources developed during the project have been shared with the community cohesion officer to be implemented where appropriate, across the borough.

Advice was sought from external specialist services in relation to the boundaries of support work within HE particularly in relation to information management. As a result, revised guidelines have been developed for first responders which assist students in relation to police reporting. Excellent relationships have been developed with local partners which facilitate easy access to crisis support and specialist counselling for students.

LIST OF ABBREVIATIONS

BME	Black and minority ethnic
CPD	Continuing professional development
FE	Further education
GDPR	General Data Protection Regulation
HE	Higher education
HEFCE	Higher Education Funding Council for England
KPI	Key performance indicator
NUS	National Union of Students
OfS	Office for Students
ORM	Outcome relationship mapping
PGR	Postgraduate research
SLT	Senior leadership team
SMT	Senior management team
UUK	Universities UK