

Evaluation of Safeguarding Students Catalyst Fund Projects

Thematic Analysis Report 2

Report to: The Office for Students

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1. Introduction

1.1 Catalyst student safeguarding funding

The Universities UK (UUK) Harassment Taskforce's 2016 report [Changing the Culture](#)¹ made recommendations for higher education (HE) providers on the effective prevention of and response to harassment, sexual violence and hate crime within the HE sector in all its forms. UUK also produced revised [guidance](#) for providers on handling alleged student misconduct which may also be a criminal offence².

In response to the Taskforce's recommendations and aligned with UUK's ongoing work in this area³, the Office for Students (OfS)⁴ provided matched funding support to English HE providers for 119 projects through three Catalyst funding calls during the period 2017-2020. The aim of the [Catalyst funding](#)⁵ was to identify and support good practice in the sector to improve and enhance student safeguarding, specifically to tackle sexual misconduct, hate crime and online harassment. Its objective was to make a short-term diverse intervention, which would then stimulate sector-level culture change to identify and support good practice in tackling these issues. The projects comprised:

- + 63 one-year projects tackling sexual misconduct;
- + 45 one-year projects tackling hate crime and online harassment; and
- + 11 two-year projects addressing hate crime/ incidents on the grounds of religion or belief.

1.2 About the evaluation and this report

The OfS appointed independent evaluators from [Advance HE](#) to support and enable learning, from the Catalyst funded projects, and help establish 'what works' in safeguarding students. The evaluation is taking place between January 2018 and spring 2020.

¹ Universities UK (2016). *Changing the Culture*. Available at: <https://www.universitiesuk.ac.uk/policy-and-analysis/reports/Pages/changing-the-culture-final-report.aspx>.

² Universities UK (2016). *Guidance for Higher Education institutions: How to handle alleged student misconduct which may also constitute a criminal offence*. Available at: <http://www.universitiesuk.ac.uk/policy-and-analysis/reports/Pages/guidance-for-higher-education-institutions.aspx>.

³ See also: Universities UK (2018). *Changing the Culture: One Year On*. Available at: <https://www.universitiesuk.ac.uk/policy-and-analysis/reports/Pages/changing-the-culture-one-year-on.aspx>.

⁴ The OfS inherited the Higher Education Funding Council for England's (HEFCE) role in promoting safeguarding when the latter ceased to exist.

⁵ Further details on the projects are available at: <https://www.officeforstudents.org.uk/advice-and-guidance/student-wellbeing-and-protection/student-safety-and-wellbeing/what-are-the-projects/>.

An [initial thematic report](#)⁶ covering research about the first cohort of projects was published in autumn 2018. This second thematic report is focussed on research with the second cohort of projects tackling hate crime/incidents and online harassment. The purpose of these two reports is to inform sector and institutional practice on ‘what works’ in safeguarding students.

1.3 Approach

This stage of the research for the evaluation focussed on the second cohort of 45 Catalyst funded projects, which were mainly seeking to tackle hate crime/incidents and online harassment affecting students. The research took place between October 2018 and February 2019.

In summary, a qualitative approach was taken to collect evidence for the evaluation via the following activities, with further details of the methodology at [Appendix Two](#):

- + Semi-structured interviews, focus groups, and events with the project teams, external partners, staff and students engaged in the projects;
- + Analysis of the project teams’ documentation submitted to the OfS and of secondary research sources;
- + Discussions with national stakeholders, expert institutional practitioners and academic subject matter experts; and
- + Analysis and synthesis of all the findings and production of this summary thematic report for dissemination across the sector.

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

1.4 Next steps

A Summative Evaluation Report will be available in early summer 2019 covering both Rounds One and Two projects (with a Final Report on Round Three in spring 2020). This Final Report will address:

- + The critical success factors and lessons learned across the Round Three cohorts;
- + Outcomes and any early evidence of cultural change;
- + Risks and unintended consequences from the work; and
- + How best to secure the sustainability of student safeguarding initiatives within the providers beyond the end of project funding.

⁶ The Office for Students. (Sept 2018). *Evaluation of Safeguarding Students Catalyst Fund Projects: Thematic Analysis Report 1*. Available at: <https://www.officeforstudents.org.uk/publications/evaluation-of-safeguarding-students-catalyst-fund-projects/>.

2. About the projects

2.1 Scale and timeframe of the funding

The second round of Catalyst funded safeguarding projects involved 45 higher education (HE) providers across England each receiving up to £50,000 of one-one matched funding to undertake a range of initiatives to tackle hate crime⁷/incidents and online harassment.

Many of the one-year projects began in autumn 2017 but obtained extensions from the Office for Students (OfS) to complete their work during the first quarter of 2019. A list of the providers and their project titles is at [Appendix One](#).

2.2 Objectives of the projects

The OfS selected the 45 Round Two projects for funding across a range of themes and criteria, based on an assessment of providers' ability to:

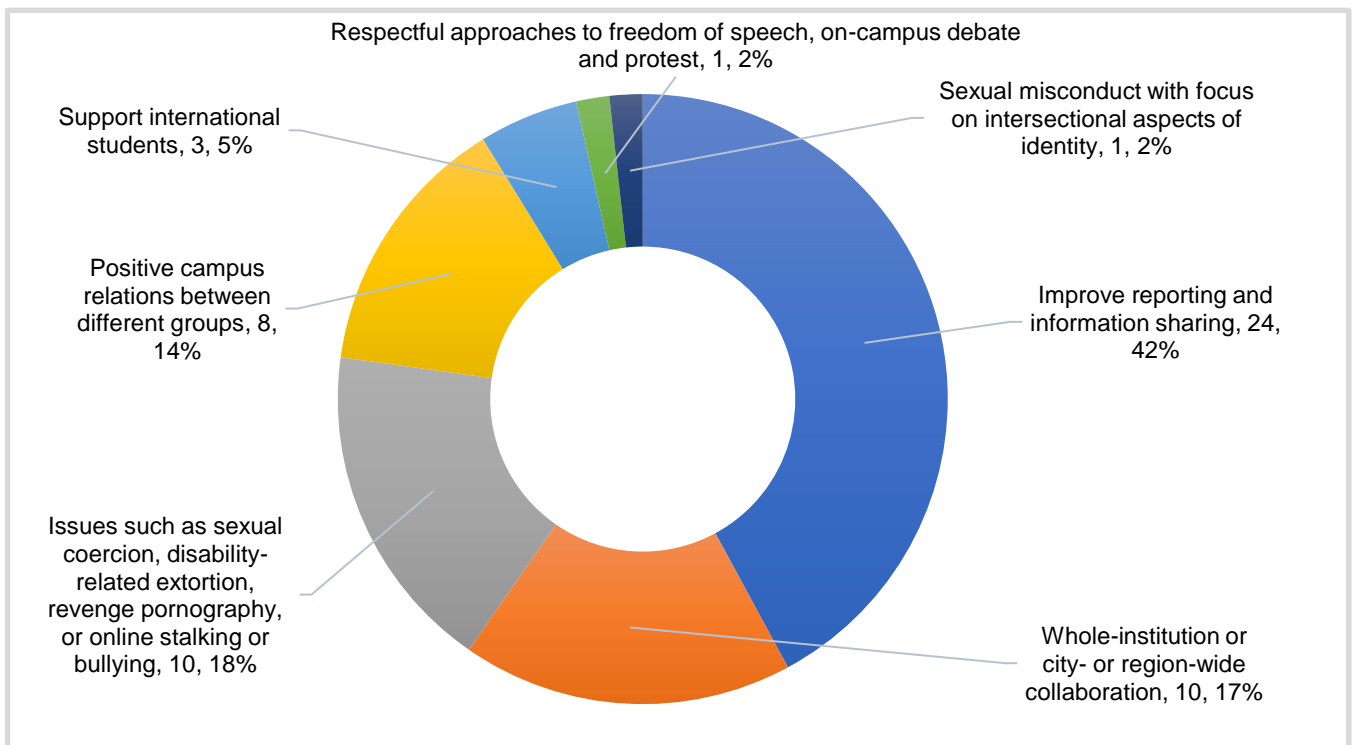
- + Establish and strengthen institutional and digital infrastructure, such as effective reporting and information sharing
- + Develop and sustain positive campus relations between different groups
- + Develop respectful approaches to freedom of speech, on-campus debate and protest
- + Safeguard and support international students
- + Develop and sustain whole-institution or city- or region-wide collaboration projects
- + Safeguard against external sources of hate and harassment
- + Tackle sexual harassment or violence, where these projects focus on intersectional aspects of identity such as race, faith, sexual orientation, gender identity, or disability
- + Develop innovative approaches to tackling issues such as sexual coercion, disability-related extortion, revenge pornography, or online stalking or bullying.

Analysis of 37 Final Reports produced by the project teams suggests that most of the providers sought to address more than one of these objectives through their safeguarding projects.

As Figure 1 below illustrates, the largest group of projects (42%) were seeking to '*Establish and strengthen institutional and digital infrastructure, such as effective reporting and information sharing*', followed by 18% of projects which focussed on developing '*innovative approaches to tackling issues such as sexual coercion, disability-related extortion, revenge pornography, or online stalking or bullying*', and 17% which sought to '*Develop and sustain whole-institution or city- or region-wide collaboration projects*'.

⁷ A crime that the victim or any other person perceives to be motivated by hostility or prejudice towards any aspect of a person's identity. Five strands are monitored by English police forces: disability; gender identity; race, ethnicity or nationality; religion, faith or belief; and sexual orientation.

Figure 1 Funding objectives addressed by Round Two project teams



The Final Reports produced by the project teams for the OfS showed that most projects sought to implement a package of inter-related approaches to meet the required objectives, rather than focussing on a single initiative.

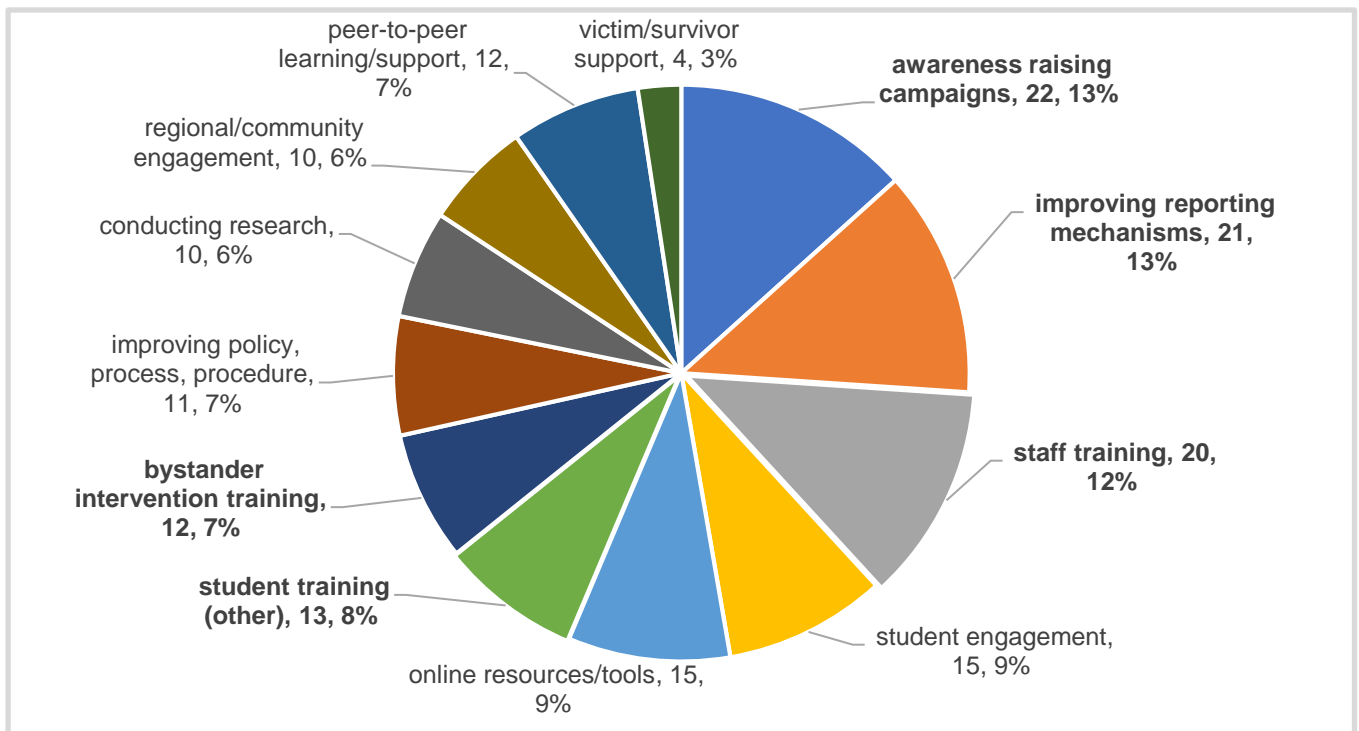
Figure 2 below shows the range of these initiatives undertaken across the cohort. It shows the most prevalent initiatives undertaken were:

- + Implementing awareness raising campaigns and initiatives;
- + Developing or improving reporting mechanisms; and
- + Student and staff training.

Many of the teams also undertook the following:

- + Engaging students in the projects;
- + Producing new resources and tools;
- + Conducting research to better understand the issues of hate crime and harassment affecting students;
- + Developing or improving related policies, processes and procedures; and
- + Collaborating with other providers and partners in the local/regional area, including expert third sector organisations, the police and local authorities.

Figure 2 Types of initiatives undertaken by providers



2.3 Intended outcomes from the Catalyst funding

The evaluation of the Catalyst safeguarding funding used an approach called outcome relationship mapping (a form of logic modelling). This involves assessing the extent to which an intervention is contributing to the outcomes it aims to impact. Outcomes are ‘changes’ described in terms of their impact (e.g. better, more, worse, fewer, quicker).

Intended outcomes from the Catalyst intervention within six key themes (based on the UUK Taskforce’s [Changing the Culture](#) report) are summarised in Figure 3 below.

Analysis of the results from the research considered the extent to which these outcomes are being achieved as a result of the project funding across providers.

Figure 3 Evaluation themes and summary of intended outcomes

Evaluation themes	Intended outcomes from Catalyst funding
i) Leadership and governance of safeguarding projects	Senior leaders are more 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.
ii) Delivery and 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.

Evaluation themes	Intended outcomes from Catalyst funding
iii) Student involvement, training and experience	<p>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 incidents taking place on campuses, with downstream improved student mental health, retention, attainment, other educational and employment outcomes.</p>
iv) Staff involvement, including of academic and teaching staff and specialist resources	<p>More staff training across providers, increased numbers of specialist practitioners operating within providers (including 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.</p>
v) Reporting mechanisms	<p>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.</p>
vi) Partnership/ collaboration	<p>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.</p>

The remainder of this report presents the key findings from the research on the Round Two projects. It is structured by these six key themes from the evaluation framework.

3. Delivery and effective management

3.1 Introduction

The following changes would indicate that the Catalyst funded projects' objectives relating to management of student safeguarding work have been achieved:

- + More holistic and clearer policies and processes should be in place for reporting and responding to hate incidents and online harassment;
- + Corresponding revised codes of conduct for staff and student contracts should have been developed and implemented; and
- + There should be an increased tackling of safeguarding issues generally in relation to hate crime and online harassment across HE providers.

Analysis of the Final Reports produced by the Round Two project teams suggests that many of these desired changes are in progress or prospect as a direct result of the Catalyst intervention. They either would not have taken place or would have happened at a slower pace without the OfS's matched funding.

Some **key considerations for the effective management and delivery of initiatives designed to tackle hate crime/incidents and online harassment** were highlighted by providers during the field research and in their project documentation. These included:

- + There is a need for better understanding of the nature of hate crimes and incidents affecting students; and for according these a higher priority relative to other safeguarding work taking place in the sector.
- + The importance of the location and context of the HE provider as key factors affecting hate incidents, and therefore also in considering the most effective and appropriately tailored approaches to develop for their effective prevention and response.
- + There are relatively low levels of understanding about what constitutes harassment taking place online; indeed, online harassment has become 'normalised' among students, and more broadly in society, and therefore there may well be significant underreporting of incidents affecting students which take place online.
- + The substantial amount of time needed to design, implement and realise the benefits from student safeguarding projects should not be underestimated by providers.

Each of these themes is explored in further detail below.

3.2 Understanding and prioritisation of hate crime and incidents

Research with the project teams highlighted the significant sector-wide focus on tackling sexual misconduct in recent years. Rightly there has been a significant increase in the focus on tackling sexual misconduct. Leadership, practitioner tools and guidance have been

developed to tackle sexual misconduct at sector level. Despite this, and the broader context of the *MeToo* movement and high levels of activism in recent years which have contributed to driving change in the HE sector, there remains substantial variation across providers in the progress they are making in tackling sexual misconduct.

In contrast with the efforts to tackle sexual misconduct across the HE sector, a commonly expressed view raised during the research was that tackling hate crime/incidents affecting students and online harassment have not had the same prominence or level of activism and awareness raising campaigns to drive similar change across the sector.

Generally, the levels of understanding and prioritisation of addressing hate incidents affecting students seem to be lower among HE providers. This is illustrated by the quotations from three of the providers below.

“...there is a difference between the two areas [sexual misconduct and hate crime/harassment] and there’s been a lot of training, conferences and expertise around sexual harassment. That hasn’t been the case when it comes to hate crime and I think expert advice and conferences [are needed]. ...when it comes to hate crime, that detail and that expertise has been, unfortunately, missing.”

“...it is our experience that in comparison to the sexual harassment and violence work undertaken via the Catalyst funding, related training, expertise and conferences on this topic have not been as comprehensive nor delivered by experienced professional individuals to address the issues in HE but also in the wider societal context. It is recommended that further guidance and expertise is developed for HE providers in how to tackle hate crime.”

“We are dealing with [various safeguarding issues] as a more general thing with campaigns within that but, it does feel like there’s a lot of voice and a lot of energy behind the sexual violence work and ... it feels like, you know, the hate crime and the discrimination is like a poor relation to the sexual violence work, and that echoes something that’s uncomfortable about the issue in the first place, that prejudice and discrimination marginalises.”

Furthermore, there is a lack of clarity across the sector about what constitutes hate crime/incidents, and what can and should be done about them among people on the frontline within providers, including academic and teaching staff, but also pastoral and support staff.

Discussions at the Round Table held with providers and experts and focus groups with the project teams emphasised the need to improve awareness within the sector of what constitutes hate crime and harassment and the forms these take. This is critical as this lack of clarity can lead to under-reporting.

“...when you look at the definitions of hate crime, there are variations and different local authorities have different definitions and we need to find some consistency around that. I think having a body where you could ask questions and see some guidance because they have expertise, that would perhaps be an advantage.”

One of the Catalyst funded providers has developed accredited training, which will be freely available to all HE providers from spring 2019. This comprises interactive and tailored training packages that can be delivered face to face and online. It covers engaging with diversity, preventing hate and extremism, supporting victims, and tackling religiously-motivated hate.

Additionally, not enough is either known or understood about the intersectional nature of hate crime and harassment affecting students with multiple protected characteristics, and what HE providers can do to prevent and respond to this effectively in safeguarding.

“I think that sometimes things interlink so sometimes sexual harassment is linked with hate incidents or discrimination, so being able to see where it comes from and the intersectionality, I think it's essential.”

Furthermore, the lack of clarity and understanding about what constitutes a hate crime can lead to certain incidents being overlooked. Discussions with project teams suggested that there is a need for more work on defining “everyday harassment”.

For example, what some individuals may regard as “jokes” in certain circumstances can be a micro-aggression to others. Such micro-aggressions can impact negatively on student wellbeing and engagement if not properly dealt with. In the case of frontline staff, such as academic and teaching staff, who deal with students on a daily basis, this lack of clarity may be related to:

- + Noticing the issue of micro-aggressions, but not knowing what to do to address it; or
- + Not noticing the issue at all, and this is the greater challenge in persuading individuals that they have a role in tackling this issue.

3.3 ‘Place’ and perceptions of under-reporting

Many of the project teams highlighted the importance of the location and context of the HE provider as key factors affecting hate incidents. These are also important factors for providers when considering how to develop effective ways of preventing and responding to incidents.

Student demographics and locational context vary across the sector, and often between multiple campuses of individual HE providers. Consequently, (as the quotation from one provider below suggests) there is a need for providers to tailor their safeguarding initiatives

appropriately, including contextualising project materials (such as training resources) when these are shared between providers.

“I’ve been speaking to many university reps. They’ve said, ‘I’m going to use your information or your pack and just change it for my university’ and I’m thinking that your demographics, where you are, your campus structure, how your students live are so, so different... they live completely differently. What works there is definitely not going to work in [area] and I think that whilst it is wonderful that we can share good practice and things that have worked really well, but there also needs to be that important caveat of you need to engage your students in a very university specific way.”

Furthermore, there is a perceived risk of under-reporting of hate crime and incidents affecting students generally, but particularly where incidents happen ‘off campus’. Incidents can take place for instance on public transport, when students are attending nights out in bars and clubs in the wider community or in a neighbouring area where lots of students live (e.g. if the campus is rural).

Students in these cases may report incidents (if they do at all) to the police or another reporting centre, but not to their HE provider. These points are illustrated by the quotations from five of the providers below.

“...we have said especially to our Islamic society that we work really closely with that if they do experience something in [place] off site... to tell us so we know and we can work with them on that, and also just that that can then affect their mental state, their course, their classes and how they are feeling on any given day - but I just don’t think that’s happening. I think they would maybe report it if it happens on campus but even then, there’s a feeling of maybe not reporting as much if it happens in [place] or if they’re just walking down the street.”

“I think that the place is a really important factor, and even within [provider name], place is an important factor because we’ve got [multiple campuses]. One is a city centre campus a stone’s throw from the nightclubs, it isn’t a campus really it’s just city centre-based university and the other one is... in a very kind of white area, a very small campus, not a lot else to do really where you’re going to need to get public transport to go anywhere. So, the issues even for [provider name] students depending on which campus they are studying on are going to be quite different. So, I think that is an issue. And also maybe even crossing over police force, the services and the police response on the city centre one may be [different] so it’s important to be up to date with services locally and some of our students live closer to [place] really. It’s quite tricky.”

“I’m really concerned because in the Police Independent Advisory Group for [place] that our campus is not necessarily reflective of the wider population in terms of

concerns around hate crime and the reporting of this. Our campus is massive. It is enormous. There is public access. We are very much a diverse community... and I know coming from working in previous institutions [in the same area] that reporting is much higher elsewhere than here.”

“[The importance of] the role of public transport being a place where hate crime happens at a high frequency. I think that’s flagged up some issues for us in terms of where do students feel they want to report. If it doesn’t happen in their university environment, is it a university matter for them? So, I think ownership of the problem is another layer of problems related to where you might report it because I don’t think we’ve got any shortage of reporting routes. There are many out there but it’s actually just getting them to make a report.”

“...the student survey showed us that a lot of our international students do face racism and Islamophobia from shopkeepers and local people. So, that’s informed us as well. Our reporting systems accepts reports both on and off campus although off campus can be tricky because walking between two buildings means you’re going through [place] city centre so we’ve had to be careful, but we’ve offered them the chance to talk about street harassment for instance. What we can do about that I’m not sure but for instance if we did get a lot of reports about off campus street harassment then we’d be talking to the police, the city council, that kind of thing and maybe, as somebody else mentioned, the transport providers. So, we’ve built that into our system. Where we are is important...”

Therefore, there is insufficient knowledge of the issues affecting students and the students consequently may not be accessing the support available for them. To address this, and help increase the numbers of students reporting incidents, HE providers need to work closely with police and other local partners, to ensure multiple appropriate mechanisms are available for students to report incidents, regardless of where these take place. They also need to publicise how and where students can report incidents and access support.

3.4 Understanding and tackling online harassment

Although online harassment is treated as a particular form of harassment (both in the Catalyst funding and in the wider safeguarding context), it is part of a bigger picture and cannot be addressed in isolation. It is the perpetrators’ behaviours that is the issue and needs to be addressed, not solely the channel for harassment. Therefore, the focus needs to be on how providers can prevent and respond to behaviours wherever they take place.

In addition, there are concerns about low levels of understanding of what constitutes harassment taking place online and that online harassment has become ‘normalised’, and therefore there may be significant underreporting. As one of the HE providers described in their Final Report on their project to the OfS:

“ Our Catalyst funded safeguarding project has aimed to support all students at the [provider name] in dealing with online harassment. Given the complexity of this issue, our research team found that it was necessary to first begin raising student’s critical awareness of online harassment as a significant issue. The need for this approach directly emerged out of our research findings.

Key findings from our study have indicated that a significant number of student participants often perceive online harassment as the ‘norm’. This observation is consistent with those of other studies, which have indicated that online harassment has now become so pervasive in online and social media spaces that university students in contemporary England (e.g. UUK, 2016) and youth cultures within the broader social context (HMG, 2018; Myers and Cowie, 2017) often perceive it to be ‘the norm’.

These observations indicate that university-based interventions aimed at tackling online harassment would first have to de-normalise these practices, raise students’ critical awareness of them and thus enable them to recognise them as unacceptable. Our university-based interventions have also involved equipping students with the knowledge and skills required to deal effectively with incidents of online harassment should they observe and/or personally experience them (e.g. through an active bystander intervention programme).”

Moreover, it is important for HE providers to work with their students to understand the nature of the incidents affecting them, in order to respond to them effectively through a tailored and institution-wide approach. Two providers described their approaches being taken below.

“ The Union co-created a Social Media Charter with students as a preventative method to online harassment. We created a focus group with students and discussed what should be in the charter and what guidelines we should suggest to students to follow while online. The charter was approved as policy through the Students’ Council and will be Union policy for the next three years. Seven out of 22 reports have been directly linked to online harassment and most have followed the creation of the charter. Reporting is being streamlined in 2019... and will include all forms of abuse and harassment.”

“ A key achievement has been the engagement of students in the first phase of the project to better identify and understand experiences and patterns of online hate crime and stalking. Similarly, we have further developed understanding of these matters among student welfare services, registry, and campus security staff. The work has been fed in to training on bystander intervention and responsible student campaigns.”

Concerns about low reporting rates of online harassment among students were reflected in the Round Table and focus group discussions held during the research process. Discussions with project leaders indicated there may be a lack of understanding among perpetrators that their behaviour constitutes online harassment, which is compounded by the normalisation of online harassment in certain circumstances. For example, there is an “expectation” of a culture of online harassment if an individual is involved in student politics. This may also be related to the normalisation of online harassment at an earlier age, before starting HE when the penalties for such behaviour are potentially less severe.

Discussions also highlighted that some victims of gender-based and transphobic harassment and online sexual harassment do not think it is even “worth reporting”. This seems to be related to a lack of visibility of what will happen to address the harassment if a report is made.

Providers also suggested that all this indicates the need for enhanced training in digital civility and digital consent among HE students, and in better educating them in how to manage their digital footprint. This would also be an important consideration for their future employability.

One of the Round Two Catalyst project teams was able to make use of Microsoft’s survey tool used to produce the *Digital Civility Index*⁸ to inform their project. This project team has developed an **Online Safeguarding Self-Review Tool**⁹ for HE providers, which is freely available for any provider to use. The tool, which defines 23 features of related policy and practice, has been designed for providers to be able to self-review their online safeguarding practice. The rationale for this work is that most providers do not have online harassment policies or include specific references to online harassment in other relevant safeguarding policies.

Another of the project teams (University of Bedfordshire’s National Centre for Cyberstalking Research¹⁰) is developing **guidance on effective practice to support online welfare** more broadly for all students, in conjunction with Universities UK, and which will also be available soon for all providers to use freely.

3.5 Timescale for delivering safeguarding initiatives

One of the key challenges raised by the project teams was that they considered the one-year timescale for delivering projects to be too short. Some of the issues included delays due to lack of time to complete internal processes such as staff recruitment and ethics approval. This was compounded by the short timeframe in some cases for project teams to

⁸ For more information see: https://www.microsoft.com/en-us/digital-skills/digital-civility?activetab=dci_reports%3aprimar6.

⁹ Available from the University of Suffolk at: <https://www.uos.ac.uk/content/digital-civility>.

¹⁰ See: <https://www.beds.ac.uk/jrac/centres/nccr>.

be able to deliver more complex outcomes, such as procuring and implementing a new reporting system. These points are illustrated by quotations from two of the providers below.

“A delay in appointment of the Project Coordinator [in turn] delayed the appointment of student peer educations, and recruitment started in May rather than March. Easter and Summer vacations [also] impacted on recruitment.”

“...we’re slightly behind in the process I think in terms of where we wanted to be because a key barrier for us has been securing ethics approval to do this kind of data collection because it involves marginalised groups and talking about fairly sensitive issues. So, that process in itself has taken a long time and then combined with it being the summer holidays when lots of people who needed to feed into that process were on leave it has set us back in terms of when we could begin the data collection.”

Other challenges which project teams cited as causes of delay included:

- + The timing of when the projects started (due to the rhythm of the academic year and summer break in particular);
- + Preparing for and resolving data issues in relation to the General Data Protection Regulation (GDPR);
- + Overcoming contractual or technical issues; and
- + The need to ensure that the correct people, processes and procedures were in place before a new reporting system could be launched.

Examples of issues encountered are illustrated by the quotations from four providers below.

“The delay was due to the unforeseen time required to properly implement a framework to support the [reporting] tool, to ensure reports received are triaged appropriately.”

“I think some of the challenges have been time. It’s taken us a long time to source an appropriate system. To agree and sign the contract. Now we’re trying to approve the final build. Also another issue is liaising with internal departments within the university, which has taken an inordinate amount of time. Now, obviously we’re a huge university... but just finding out who to speak to and knowing where to go has been challenging as well.”

“Due to the sensitive nature of the project and the high risks around data (GDPR) and IT security, we didn’t sign off the contract until December 2018. The GDPR law came into force on 25th May 2018, in the middle of the implementation of this project that has really sensitive data. This has impacted on the project and it has delayed sign-off of the contract.”

“The project would have had a greater impact and been more measurable had it run in line with the academic year, making engagement and evaluation more effective.

The timing of the project meant that we were surveying a different cohort of students in the final evaluation, some of whom were new to the university and had not been around during the initial awareness raising.

This also had an impact on the statistics from the Online Reporting form, as the form had only been active for a month before undergraduate students left for summer, which meant that we were unable to push it out there as much as we would have hoped to.”

4. Leadership and governance

4.1 Introduction

The following changes would indicate that the Catalyst funded projects' objectives relating to leadership and governance of student safeguarding work have been achieved:

- + Senior leaders should be more proactively committed to eradicating issues of hate crime/incidents and online harassment;
- + A greater proportion of providers should be taking a more holistic 'institution-wide' approach to tackling safety issues as a result;
- + More senior leaders should now recognise the need to support this work and be taking ownership of safeguarding issues; and
- + Committees, working groups and related bodies set up to provide oversight and direction to the tackling of safeguarding issues should be embedded within the provider's governance structure; rather than as temporary entities operating for the duration of the project lifecycle only.

In summary, the research indicated that all four of these outcomes are evident in only a small number of the providers.

Although there has been positive senior leadership support in most cases, there are few examples of accountability for safeguarding work sitting at the senior team level within providers. The Catalyst funding has certainly helped increase awareness among institutional leaders of issues of online harassment and hate crime, and this has in some cases helped sustain the initiatives post the end of the project funding. However, concern remains at senior levels within some providers about the potential for reputational damage (and specifically a negative impact on student recruitment) from publicising initiatives to tackle hate crime and harassment, thereby hindering or preventing further work taking place.

Additionally, there is significant variation among the providers in whether safeguarding work has become embedded within existing institutional governance structures with oversight from permanent committees. Simply setting up temporary or ad hoc governance structures, such as short life working or steering groups, can have a potentially negative impact on the ability to sustain safeguarding initiatives and maintain their place on the institutional agenda following the end of projects.

4.2 Support from senior leadership

Many of the Round Two project teams report that they have had positive senior leadership support for their safeguarding projects. However, only a few of the projects have had direct involvement in the leadership of projects from the most senior members of institutional executive teams or equivalents.

The benefits of senior leadership support which providers cite included:

- + Encouraging participation from all relevant parties;
- + Demonstrating a stronger commitment to sustaining the project;
- + Helping to facilitate relationships between key internal stakeholders;
- + Chairing of related initiatives and bringing related strands of work together (through having a ‘helicopter view across the institution’);
- + Introducing new ideas and fresh perspectives; and ensuring sustainability of the work post the end of the project funding.

Quotations below from four of the providers demonstrate these points.

“I have to say that the senior management in the University were absolutely behind the project and I think once it’s completed will want to raise it in some way and keep it going.”

“In a way we’ve almost kind of skipped middle management you could say because we are very strong and we’re incredibly grateful for the support that we receive from the senior management, so our [executive team lead for] Education has been incredibly supportive of the work that we’re doing and really understands the culture shift that we’re trying to make.”

“...sometimes a change of senior leadership, people coming in with fresh eyes and being able to, as a consequence of arriving new to an institution, being able to point out things.... So, saying this isn’t working, we need to change this, I think having a leadership team that is a real enabling team, that is collaborative... and want to work across departments to empower other staff members to lead instead of just taking a top down approach of telling people what do to... So I guess that’s what I mean about setting a top down shift in terms of how we all work together, I think I’ve really seen that shift in the last few years where we have a senior leadership team that is about enabling and empowering other staff to step up and feel more confident about changing the culture.”

“In the beginning we tried to take the university wide approach and we are doing a lot of that... We have groups that write reports directly for the Senior Management Team, and the Chancellor of our University is really interested in issues about sexual harassment and sexual violence so, for example, we are running an event and he will be the Chair and we will talk in broader terms about discrimination and things like that. I think we need to get them involved, have some senior leaders be part of it in some way.

Just knowing about it or being involved in any of the events raises the priority; it’s really important for these projects. I agree with the *Changing the Culture* report,

because I've seen at other events other colleagues talking about just hitting brick walls constantly.”

There is some evidence (illustrated by the quotations from five providers below) that the Catalyst funding has increased senior leadership awareness, involvement and interest in relation to tackling online harassment and hate crime. This has thereby increased the scale and speed of the projects' work as a result and helped secure its sustainability post the end of the project funding.

“I'm reporting to the Deputy Vice Chancellor so she's very much on board with what we're doing. Certainly, having the Catalyst Fund helped enormously. We would have been doing something without a doubt, but actually being able to have that additional resource has meant we can be more ambitious so it's been really useful.”

“...what the Catalyst Fund has done for us is enable us to ensure that there is necessary resources in place to co-ordinate these activities in a very strategic way where there was now a policy, a working group overseeing the activities of hate crime and tackling harassment around that and then that kind of co-ordination and that strategic approach to the work has enabled us to tackle the issue as well as meeting specific objectives.”

“The commitment from senior leadership has been crucial for this project to embed it in strategy and policy, and to make it sustainable to be business as usual at the university.”

“[The project has] demanded a great deal of liaison with senior management, internal departments and our other campuses. As a result, relationships have been strengthened, in particular with the senior management team who are positively supporting work in this area.”

“The University is committed to sustaining the core functions of the project beyond the lifetime of the funding. The steering group, comprised of senior leaders at the university, has committed to ensuring the legacy of the project and will continue to meet on a quarterly basis to review embedded activities developed by the project.”

Nonetheless, there were some barriers to future progress reported and, in a few cases, the sustainability of the work due to concerns among some senior leaders that their provider may be portrayed negatively to potential applicants. This is in relation to concerns that a provider may appear unwelcoming to new students due to the publicity around initiatives designed to tackle hate crime and online harassment. This is particularly the case in the current competitive environment due in part to the demographic dip in 18-year olds and reducing numbers of international applicants.

“I think it’s making sure that people are aware that it’s about awareness raising and safeguarding students, and protecting students so I think like every other institution we sometimes have a few battles with our marketing department and I’m sure everybody has the same thing, and they’re very good, but we have to explain to them what we’re doing and why we’re doing it, and make sure that they’re aware that actually it’s a good thing because it means and it shows to our student body but also to the outside world that we’re prepared to tackle these issues and support students with them.”

Combatting such concerns may require more concerted messaging at a sectoral, as well as individual provider level. In fact, providers taking a proactive and enhanced approach to safeguarding students against hate is a positive and welcome message to relay to prospective and new students, as well as to their parents, carers and advisors.

“In terms of barriers, lots of challenges. I think one of them, so the students produced these amazing films around hate crime. One or two really wanted to do stuff around sexual violence or sexual harassment and that really shows the climate that we’re in. In terms of what we wanted to do was really showcase these films during freshers or what we call Welcome and there was a lot of kickback in terms of how do we get quite negative messages out in a period that is supposed to be particularly welcoming and there’s that underlying fear of are we saying we have a problem here.”

“So, some nervousness in parts of the University, as the marketing imperative is to get students in and say this is a safe place to come and study, come and enjoy your university lives, but we do need to put some messages out that this type of anti-social behaviour, that hate crime is never acceptable.”

4.3 Governance of safeguarding work

Embedding safeguarding work within existing permanent governance structures and ensuring oversight from permanent committees is key to sustaining initiatives and maintaining their place on the agenda post the end of the projects.

The quotations below from five of the providers illustrate some of the different ways in which this is being done successfully.

“Formed at the beginning of [the Round One] project, the Committee has agreed to carry on indefinitely to oversee all actions in the area of harassment and hate incidents and meetings have been diarised every three months throughout 2019 accordingly.”

“Management and evaluation of the project will be overseen by the Safeguarding Oversight Committee who receive periodic reports on usage and themes as well as information relating to follow-up and referrals made.”

“With frequent progress reporting to the Assurance Committee and with oversight from the Safeguarding Board, we envisage the issues addressed during this project to remain a constant item on the university’s agenda.”

“The hate crime project initially reported into our Changing the Culture Group. Now, as ‘business as usual’, hate crime reports to our most senior [executive] Equality Committee. Cultural change remains a work strand for [this committee].”

“Since 2018 this work has had oversight from the Hate Crime Reporting Working Group, which includes members from [provider name] staff, the Students’ Union and representatives from the local authority. This group sits within the governance structure reporting in to the Student Experience Sub-Committee.”

However, some of the Round Two projects were being managed by academic departments or individuals, and therefore sit outside of central management structures and functions. As a result, there were perceived concerns about whether, and if so how, the work could be embedded into ‘business as usual’ for the provider once the project completed. As one of the project leads put it:

“We’ve got a pretty good buy in from the University Executive which has been really helpful in terms of getting the relevant parties around the table. The difficulty is that I think it’s an advantage in one sense but it’s a difficulty in others, because this is outside of the usual run of business we’re going to have to try to integrate it into other management systems, but we’re not going to be doing that until the end. So, what I mean by that is the Education Committee of the University would normally be the people who sponsor this work and develop it from the beginning, and all the various people would be around the table to agree how to do that and how to mainstream it into University activity but of course that didn’t come that way.”

5. Staff involvement

5.1 Introduction

The following changes would indicate that the Catalyst funded projects' objectives relating to enhanced staff involvement student safeguarding work have been achieved:

- + More staff training should be taking place across the provider;
- + Increased numbers of specialist practitioners should be operating within providers (including to handle disclosures and provide support to students);
- + There should be more use of academic subject matter expertise and research (for example in Criminology, Sociology and Psychology) in making the case for, advising on and helping to drive change; and
- + Safeguarding against hate crime and online harassment should have become more embedded in the curriculum.

Research for the evaluation suggests there has been strong involvement across the projects from academic and teaching staff in: contributing their subject matter expertise and knowledge on hate crime and online harassment to projects; in publicising, supporting and in some cases evaluating the work of the projects; as well as in some cases embedding aspects of safeguarding work into the curriculum.

Over half of the Round Two projects involved some element of staff training, ranging from specialist training for staff in how to receive and respond to disclosures of hate crime and incidents, and in some cases how to intervene in these; to more general awareness raising training on the issues for larger numbers of staff. There were however no mentions of specific staff training in relation to online harassment or incidents.

Many of the providers brought in specialist or expert partner organisations and/or local police to undertake staff training on hate crime and harassment on their behalf, many using the train the trainer model. Key groups of staff who benefit from training are those working closely with students including:

- + Course co-ordinators and course administrators (who may see initial indications when students have a safeguarding issue, when they stop attending or request an extension for extenuating circumstances);
- + Security, accommodation, library and catering staff who can be first to become aware of a student having issues; and
- + Academic and teaching staff, particularly on helping them to notice micro-aggressions and what they can do to address it and in persuading individuals that they have a role in tackling this issue.

5.2 Role of academic and teaching staff in projects

There was clear evidence across many of the Round Two project teams of increased academic staff involvement in initiatives tackling hate crime and online harassment. This included contributing their subject matter expertise and knowledge on hate crime and online harassment to help develop training resources, to publicise the work of the projects to students, and in some cases to lead the projects. The quotations below from four of the providers exemplify these points.

“Academic expertise at the University was utilised to understand barriers to reporting hate crime and to support the development of training resources. Academic members of the Project Board, in particular, provided empirical evidence to support the use and deployment of our approach to disseminating messages to students and staff.”

“[We] engaged a couple of our academic colleagues who do research related to crime and in particular hate crime as well. It’s quite interesting. A couple of things that came up from that were the role of ‘intimates’ - the people immediately around others - and particularly after hate incidents they can be quite deterministic in terms of whether somebody goes forward and makes a report or not. So, we were trying to think about as well as influencing the individual students, who are the set of intimates, the people that somebody might talk to immediately after who would encourage reporting.”

“An academic member of staff coordinated activity within the Media Department—this role included capturing and collating student workings and their approach to teamwork and collaboration and disseminating this approach and sharing good practice internally and externally. Academics in the Media Department were responsible for modifying the project brief in the different modules to ensure appropriateness for their respective subject, cohort and year of study.”

“Programme Leaders from across the University supported the dissemination of messaging by communicating the project outputs to their student cohorts and an overview of the *Changing the Culture* agenda during ‘Welcome’.”

Within many of the projects, academic and teaching staff have also been working more collaboratively with professional services and support staff on project boards, steering and working groups.

“The group is a collection of researchers, academics and professional staff from across [provider] who work in the field of sexual abuse, violence and harm. The group brings together staff from Criminology, Sociology, Psychology, Public Health, Law, Sociology, Education, Safeguarding and the Student Inclusivity team to examine

the multi-faceted nature of sexual abuse, its impacts and how to effectively prevent it. The Research Group has a real world, applied focus.”

Additionally, several of the project teams highlighted the benefits of academic and teaching staff incorporating elements of the projects’ work into their curriculum area. This included the following examples, which are further illustrated by the quotations from four of the providers:

- + Students completing curriculum project or course work relating to hate crime;
- + Feeding into efforts to decolonise the curriculum; and
- + Incorporating bystander training for students as part of a module of their course.

“Another way that I think we found that change is happening is that we had academic colleagues approach us to ask how they can embed the ethos or some of the training that we’re providing into their curriculum.”

“Key successes have been levels of staff participation. Staff are quite keen to engage in the project and to support and they have been quite helpful in trying to engage their students as well when they are seeing them during their lectures and seminars, and things like that. Mentioning the project, trying to incorporate it into some of the teaching if it fits, things like that.”

“We are hoping to contribute to a core module that all students have to do covering things like climate change, food poverty, new technological advancement; it’s seminar courses that are taught over the course of the year. We’ve been having conversations... with the Equality, Diversity and Inclusion Team, but most importantly the academics and some of the professional services staff that are involved in developing an inclusive curriculum, and that’s been linked to lots of campaigning about decolonising the curriculum and what it means to include diversity, racial identity, ethnicity, faith etc. in the curriculum. So, how can we make the campus conversation around that more inclusive. They are early conversations but I think we’ve never had them before so even having those conversations is a real milestone for us.”

“Yeah, our Psychology department is really good. They’ve incorporated this into one of their modules I believe to attend bystander training in the Psychology department. Then broadly the University is currently undergoing a curriculum transformation so just a complete overhaul of how we’re teaching, what we’re teaching our students and inclusivity is one of the key themes amongst for example employability and sustainability.”

Several of the projects also had academic subject matter expert involvement in their project evaluations and cited the benefits of this as follows.

“Academic evaluation for the project has comprised academic staff with relevant experience being involved in project development. With the increased scope of the campaign to include hate crime and online harassment we have been able to engage with our [academic] department which specialises in areas of racism, fascism, and populism. We have also continued to engage with the Department of Psychology as the campaign continues to concentrate on bystander behaviour.”

“In 2019, through a PhD candidate...we will also have academic evaluation of training delivered through the campaign. This will include, but is not limited to, Bringing in the Bystander training (developed by University of New Hampshire), ED&I Bystander training, and SARI ‘Hate Crime Awareness’ training. The purpose of the evaluation is to assess whether participants’ attitudes (whether this be awareness, confidence, reporting) towards intervention have changed six months post training.”

“Evaluation is being led by academic colleges from [provider name]. The evaluation adopted a formative approach which used criminological research evidence to inform and shape the project’s processes as they developed.”

5.3 Staff training

There are multiple examples across the Round Two projects of enhanced levels of specialist and general staff training in relation to hate crime/incidents, including:

- + Training for front-line staff in how to receive and respond to disclosures of hate crime and incidents and, in some cases, how to intervene in these; and
- + More general awareness raising training on the issues for larger numbers of staff across the provider.

However, there were few incidences mentioned in the research or analysis of the projects’ documentation of specific staff training in relation to online harassment or incidents.

Analysis of the Final Reports from 37 providers showed that 20 of the projects were focussed on staff training. This comprised training for: professional services staff, including welfare and student support teams; academic and teaching staff; senior leadership teams (in one case); and Student Union staff. Approaches taken by three of the providers are indicated by the quotations below.

“We have tailored training to make it suitable for student groups (sports societies, course reps, for example) and staff. The project also worked directly with [area] Constabulary who came onto campus to train key service staff. The evidence of training impacts was reinforced when we received a report from a member of a Students’ Union sports team who, having received hate crime awareness training as part of their role on the team’s committee, witnessed an incident and followed the

correct procedures to report it. We also extended training to the [other campus lead] who is the Union contact for students studying on that campus. Across 15 different training sessions, the project has trained approximately 350 staff and students since February 2018. The training approach is now embedded in delivery by the SU and university.”

“At the core of the [project name] campaign is ‘Bystander Behaviour’ and creating a community that will report incidents of inappropriate behaviour, challenge practices, and support individuals that are the victim, survivor, or witness assault, harassment, and hate crime. The Bystander training has been created to reinforce the ‘prosocial bystander’ concept and enable staff to appropriately and confidently support individuals who have experienced any type of inappropriate behaviour. Training content aligns with the OfS projects that comprise the campaign, and therefore includes supporting victims and survivors of sexual assault and harassment and responding to incidents of hate crime.”

“We have delivered Hate Crime Awareness and Bystander Intervention training to University and Union staff members. Many staff members who weren’t trained are aware of the [project name] project through the launch event and the showcase event. These staff members now have an understanding of Hate Crime and how they can support students who are victims or witnesses of hate crimes/incidents.”

Discussions during the focus groups and Round Table pointed to the importance of awareness raising for ‘front-line’ staff who work closely with students. Course co-ordinators and course administrators are two key groups who often see the initial indications when students have a safeguarding issue, which may only come to light when a student stops attending and/or requests extensions for extenuating circumstances. One provider in particular had focussed their awareness raising training on course coordinators and administrators for this reason, so that they would be able to signpost students to appropriate support and advise them of reporting options.

Other staff who see students daily and may observe changes in their behaviours or demeanour include security, accommodation, library and catering staff. They may become aware of individuals having issues and be able to approach them with offers of help. Project teams stressed the importance of undertaking ‘holistic’ training across providers to reach these types of staff, given their ability to intervene and help students access early support before, for instance, they may begin to fall behind in their studies or drop out of their course altogether. Approaches adopted by two of the providers are illustrated below.

“Internal advertising and sign-up for [new support staff role] yielded a very positive response from staff. Eighteen [staff] from across our campuses are now trained, including staff from Student Services, faculties, Residential Services and the Students’ Union. The training materials were created with support from [another provider]. Training has now been successfully delivered to 18 staff. We carried out a

short survey following the training asking for their feedback which was overwhelmingly positive. The [staff] will receive a short training session on how to monitor and update their casework in the coming months. We are planning reflective practice sessions with them where they can share successes and challenges, which will allow us to monitor any areas that require further attention and respond effectively.”

“In Semester One (2018/19 academic year) over 90 members of staff received specialist SARI ‘Hate Crime Awareness Training’, helping them recognize and respond to incidents of hate crime. Members of staff included professional services staff, academic staff, and ‘front-line’ services staff – demonstrating the holistic approach taken in training staff. In February 2019, StopHateUK will be delivering specialised hate crime training to core members of staff. In December 2018, two training sessions were organised for staff who are going to deal with reports about hate crime and incidents, led by our partner SARI. A short survey was used to collect feedback at the end of the training.”

Academic and teaching staff more generally can benefit from training in what form “micro-aggressions” can take, which can impact on student wellbeing and engagement if not properly dealt with. Training can focus both on helping academic and teaching staff to notice micro-aggressions and what they can do to address it (including being an “equality ally”), and in persuading individuals that they have a role in tackling this issue. Two of the providers’ approaches as they described them are below.

“[We] also created 30-minute ‘masterclasses’ for delivery to staff groups. A condensed version of the Bystander training (duration: two hours), the ‘masterclasses’ focus on one key theme of either ED&I work or [our] campaign. ‘Masterclasses’ that have influenced by the Tackling Hate Crime and Online Harassment on Campus call include ‘understanding micro-aggressions’ and ‘being an equality ally’. The ED&I team is also planning to create a 30-minute ‘masterclass’ on ‘hate crime awareness’. These packages (including the ED&I Bystander training) were developed towards the end of Semester One and although a good number of staff have already received this training, a full schedule and training plan will be created for Semester Two.”

“An unintended benefit of developing this training video for students, is that on the recommendation of several staff members, we have been able to incorporate it into our staff training, to ensure they understand the importance of micro-aggressions.”

The train the trainer model has been used extensively among the Round Two providers and many of the projects have arranged for specialist/expert partner organisations and/or local police to undertake staff training on hate crime and harassment on their behalf. Examples of approaches being taken by two of the providers are included below.

“...that’s been on a train the trainer basis with a number of people trained and then them training colleagues in their teams. That’s gone really well. We’ve had a real mix of people engage with that training so that training is about responding to a student disclosing actual harassment and how you respond to that, and that initial response. And the people who have been trained in Student Services, so administrative colleagues, in student sports, academic colleagues, people from student residences, people from the Student Union and then also importantly people from our secretariat Student Cases Team who might be dealing with complaints and disciplinary procedures. So, we’ve had quite a lot of initial training over the last session in the summer really and now we’ve got that embedded in our provision of training for the next academic year and we’ll be running those courses through the year for colleagues across campus. In lots of ways that’s worked really well in terms of getting a wide number of people across campus up to speed with the issues and how to respond to students.”

“Working with local partner Victims First we have developed a range of training programmes accessible to staff and students. As part of staff awareness, online resources have been created and communicated via the comms team.”

Most of the staff training as far as is known has focussed on addressing hate crime and incidents generally. However, notably one provider focussed on training to address gender identity specifically.

“Delivery of the Transgender Education and Support Programme to a pilot group of 12 staff from the University... Staff participants were from different academic schools, from student support and from the Academic Support Unit (administrative staff). All welcomed the opportunity to engage in the programme and reflect on their professional and personal positions.

We also delivered additional specific trans training to 17 student services staff at a time to suit them, though we exceeded the number of staff we aimed to attract in the staff pilot group (the target was 10 and we delivered to 12).

We also delivered half a day to all staff in a particular department (60 staff) with a full day scheduled for early 2019 (the programme has been made mandatory for sports staff), meaning that we far exceeded the expected number of staff to be trained.”

6. Student involvement

6.1 Introduction

The following changes would indicate that the Catalyst funded projects' objectives relating to student involvement, training and experience in safeguarding work have been achieved:

- + There should be more student-centred interventions within providers;
- + Students should be involved in co-creating and designing safeguarding initiatives;
- + There should be increased levels of bystander and other awareness training covering hate crime/incidents;
- + Account should be being taken of victims'/survivors' voices in developing approaches to tackling hate crime/incidents; and
- + Students should feel more confident in reporting hate crime/incidents and consequently reporting of these should increase.

Ultimately over a longer period, the intermediate outcomes set out above should contribute to safer students having more positive experiences, and eventually should lead to fewer hate crimes/incidents taking place on campuses. This should in turn contribute to enhanced student mental health, student retention, attainment and other positive educational and employment outcomes.

In summary, although there were many good examples of project teams successfully engaging students this was mainly where it was a mandatory part of their course, or as part of an internship. Many of projects that were successful in this area, worked in close collaboration with the Student Union and saw positive outcomes through peer-peer interaction and education. Many providers reported significant barriers to engaging students in the design and delivery of projects aimed at tackling hate crime/incidents, which is in contrast to the high levels of student engagement reported by Round One projects tackling sexual misconduct.

Twenty-five of 37 projects (two-thirds) indicated in their Final Reports to the OfS that they had delivered some form of student training as part of their projects. Of the 25, 12 had delivered bystander intervention training as a way of tackling hate crime and 13 were instead or in addition delivering other forms of training to students. Some of the providers are coordinating bystander intervention training aimed at tackling hate crime/incidents with training programmes already taking place relating to tackling sexual misconduct.

A key benefit from the Catalyst projects has been the increased awareness generated (among students and staff) of internal and external support available for students who have been affected by hate crime or harassment. The projects have also highlighted the need to improve the coordination of safeguarding support services for students.

6.2 Student engagement

Most of the Round Two project teams sought to involve students in the design and delivery of their initiatives to tackle hate crime and harassment. Although there were some good examples where this was achieved on a voluntary basis, many of the project teams reported barriers to engaging students.

Factors cited included: the timing of projects and the difficulty of being able to design student engagement around the cycle of the academic year; the turnover of Student Union sabbatical officers each year; and more generally low participation rates in student surveys and focus groups, common across the sector. Quotations below from six providers highlight some of the barriers faced in engaging students in the initiatives, and ways in which they sought to overcome these.

“The key barriers that we’ve had is student participation because of the long holidays over the summer time, trying to engage some of the students if they’ve been off and trying to re-engage them has been a bit tricky, but sometimes it’s easier rather than sending an email and trying to find them face to face in classes and things like that, or being available in the environment that they’re in just being around is usually more of an indicator than sending an email or a phone call as a chase up.”

“...student engagement has been quite difficult especially engaging with our Student Union just purely because of the changes and the different presidents, the different roles and liberation officers as well at our university they have changed quite frequently so we’ve had a bit of an issue with that.”

“The obstacles I suppose are very similar to what’s been said in terms of engaging students and we ran, a colleague was actually running a survey about students’ experiences of crime so we managed to jump on the back of that a little bit and add some questions in about this particular issue but despite a massive amount of effort I think if we remember rightly we got 19 students completed that section of the survey. The amount of information we got back was negligible. We’ve had to rely on getting ideas and input from the Students’ Union and colleagues in the welfare services about the issues. I suspect it could be one of those situations where we’re trying to raise awareness of the problem and the fact that we’ve got to do that explains why, perhaps, people are not coming forward to take part in the consultation so much as we would have hoped so we’ve struggled on that front. In the end I don’t think that matters too much. I think we’re still going to end up with really good material but we’re relying on expert advice rather than direct input from students.”

“...we really struggled to get people to come to our focus groups for the mapping exercise that we did. In the end we did mainly one to one interviews that were far longer and whilst that was great and we got a lot of amazing information from it

there was really slow uptake on our focus groups and we've been trying to work out why that is, and I'm unsure what the best way of going about it was so that's definitely been a barrier and one of the things that I've been disappointed at in the programme because it's one of the things that we thought would work really well. So, that's definitely been an issue.”

““The [provider name] has a small cohort of [international] students who have historically been a very insular group and have been difficult to engage with in a social/pastoral way. We felt that a buddy scheme would encourage the students to engage with a number of social and cultural experiences and I spent several weeks talking with cohorts in the hope of finding volunteers for the project. Whilst individuals were keen to hear about the issue of hate crime and promoting community inclusion, there were only three students willing to volunteer. We also had an extremely tough time getting the international cohort interested and this part of the project did not take off as hoped... we very much struggled in finding appropriate individuals to engage with and support.”

““Whilst most key outputs were met, we were not able to establish a trained network of student ambassadors or a Bullying and Harassment Support Group as we had originally planned. Lack of interest in the voluntary roles from students was the main reason for this despite intense advertisement through classes, handbooks, induction, internal staff communication, HE staff and student forum groups, Students' Union and the Virtual Learning Environment as mitigating actions.”

The barriers faced by the Round Two project teams is in contrast with the high levels of student engagement reported during research with Round One project teams. They seemed to have more success in engaging students to help them in the design or delivery of projects tackling sexual misconduct.

Reasons for the lower level of engagement among the Round Two projects tackling hate crime/incidents are not clear and would merit some further examination and discussion in the sector. Perhaps the difference may at least in part be due to the Round One projects benefiting from the timing and context of the broad media focus on sexual harassment through the *MeToo* movement. They also followed on from many campaigns run by Student Unions, women's officers and other activists calling for change prior to the Round One projects taking place.

6.3 What works in engaging students?

Despite the challenges faced by many of the project teams, some providers reported more positive student engagement in certain circumstances, for instance:

- + By involving students undertaking relevant courses of study;
- + Where students were engaged in projects as part of the curriculum, such as through a piece of coursework or students creating project content aligned with their courses;

- + Where a safeguarding initiative has taken place each year and over a considerable period and has therefore begun to gain better traction;
- + Through increased collaboration with the Student Union; and
- + By providing internships or work experience (paid or not) which maybe more fruitful to engaging students in projects than a volunteer model.

The quotations below include more details on approaches taken by three of the providers.

“We run a creative writing programme so we hired students from the programme who wanted to be writers, a bit like you might have a cohort of writers doing a comedy programme, so we had a cohort of writers doing this and they worked together and we set them up and gave them guidance and basically they had days together to write what they felt should be on the website, and we have just edited it to make it a bit more consistent and also to make sure that legally it is safe and accurate and so on.”

“In terms of successes the working with the Student Union and their engagement has been really good. They’ve recruited student ambassadors who’ve been around in the foyer of the Student Union with a green t-shirt, just making it really easy for students to talk about some of the experiences they might have had in a very easy way and then of course if there’s something serious then that can be put into the system. So, that’s worked really well and it’s set a great community tone as it were to this territory around, it’s easy to talk about stuff, for someone to articulate, and it’s just something that’s not acceptable so in that sense the student engagement has been really good.”

“...we have had more interest in our [multi-faith event] this year than we’ve ever had before and what I’m really happy about is that we have a lot of students that are coming from [different] backgrounds who have expressed an interest... so I think this year something that I’ve really noticed is that there’s [now] a real understanding that inter-faith doesn’t have to mean that we believe the same thing [or] you will be expected to change what you believe and I think a lot of the times that’s why our students don’t always get involved... it is vital and for community building it’s really important to feel like everyone can come to the table... of all religions and beliefs, and none. I think the second one has been student engagement with our inter-faith buddies programme and I think in the past people haven’t known what it was, they haven’t felt confident to ask those questions but this year we had 80 applications to get involved which is the highest that we’ve had and I think people are really starting to get it. They are starting to get that we are trying to create a space so people can talk about faith and belief and don’t have to be scared to ask some of those questions.”

A further lesson in how best to achieve wider student engagement in safeguarding projects is the benefit where this is achieved through peer-peer interaction and education. This included for instance far better attendance by students at peer-led focus groups than at similar staff-led groups.

“The key distinction is that in the third round [Catalyst] project we’ve got a group of students who are actually themselves leading the consultations and discussions with students and that seems to be working much better. I don’t know why particularly but maybe just that kind of peer-led approach seems to be working much better so if I could go back to the beginning of the second round [Catalyst] project I would do in that context but obviously the boat has gone on that.”

Additionally, the use of buddying schemes, student ambassadors and student involvement in the design and delivery of campaign materials (to make this more relevant and engaging for the intended audience) were all considered to have a positive effect on student engagement. In terms of benefits for students from engaging in projects, the work experience and new skills which participating students gain contributes towards their employability. Some of the more successful approaches undertaken by providers are outlined in the quotations below.

“...with the [student] ambassadors in particular they reported back concerns that students were raising with them around how has the University taken this seriously before now, what were the mechanisms for reporting before now... what’s the stuff in the back office that is going to make sure when students report or staff report that something is taken seriously about it and because they were really well trained and versed they’ve been able to deal with it, there are mechanisms and this is how you go about doing it and they’ve [the ambassadors] seen a real return on their investment in time.”

“We’ve also involved students in the work that we’ve been doing so we’ve run a student internship programme that ran through the summer and we involved students in creating content for our social media campaign. That internship ran over eight weeks and we recruited students from the [media department] and we wanted to do that for a number of reasons, we wanted to ensure that the student voice was clearly heard. Research also indicates that peer to peer communication is a very effective strategy for engaging students in anti-harassment campaign work so this initiative was certainly backed up by a lot of research out there.”

“What we may well do though is to have a student fellow system here where students will work with a member of staff on a brief six weekly project and if we complete in time what we want to do is get one of the student fellows to work with us on evaluating this and that again, they do it often in an area that is congruent

academically and it looks good on their CV rather than being an assessed part of the programme.”

“One thing to add, some of the feedback that we’ve had has been around how accessible the films are to the audience that we’re trying to reach because they are produced by students for students. They are not highly polished. They’re not professionally produced. They are produced by students that are learning their craft but they are produced in such a way that other students can relate to them.”

“I would say that doing something that is instant and encourages students within a classroom setting, embedding it within their academic research or embedding it within their lectures and seminars, and asking them questions based around the topic, I think that really helps. I teach Sociology and I think trying to embed it through topics like that has been very useful in a classroom setting but I also agree that going into different classes that might already be going on and asking them to do something there and then the uptake is a lot better than maybe, sometimes we send surveys out on their VLE system so it will pop up and ask them “Please complete this survey” but sometimes they’ll just click off. So, engagement in that kind of way is a lot harder.”

6.4 Student training

A substantial proportion of the Round Two projects’ work focussed on developing and delivering student training. Twenty-five of 37 projects (two-thirds) indicated in their Final Reports that they had delivered some form of student training as part of their projects. Of the 25, 12 had delivered bystander intervention training as a way of tackling hate crime and harassment (as described in the quotation below from one provider), and 13 were instead or in addition delivering other forms of training to students.

“University-based initiatives that aim to tackle harassment and hate crime must empower students to mobilise for culture change at the micro-social level of their interactions. This process of empowerment can operate in and through an evidence-based, active bystander programme, which actively work to equip students with the skills to safely intervene should they observe their peers experiencing lower-level incidents of harassment and those where there may be immediate dangers posed to them or others.”

A mix of both online training and in person models (including peer-peer) are being used for bystander intervention and other types of student training programmes. Many providers are working with expert partner organisations to advise on or deliver the student training. Typically, training is targeted at key groups of students in the first instance, such as leaders of clubs and societies or hall accommodation representatives (as described by five of the providers below).

“This distilled leadership training package, incorporating inclusion, bystander intervention and conflict resolution skills, has since also been delivered to around 140 Students’ Union Society presidents and welfare officers, meeting a key ambition for our partners in the project. The training was customised to help these student leaders apply the principles within their own sphere of influence and will therefore impact on the experience of the large number of students participating in these societies. We are particularly pleased that the Rugby Club went on to request a bespoke delivery to their full committee, and we are now working with their lead Welfare Officer to give an extended version to team captains and other leaders within the club, with a focus on consent and respectful behaviour in social settings.”

“...we’ve included in student inductions and those sorts of activities with students and part of that has included bystander training for students in clubs and society so if you’re a Treasurer or a member of that club you can access and will have access to that bystander intervention training. So, that’s being embedded if you like from the Union perspective.”

“The Students’ Union have continued to deliver training to their student leaders to increase their awareness of campaign efforts, support services, and how they can build an inclusive environment in their group, society, club etc. Inclusivity training and Bringing in the Bystander training has been delivered to over 600 student leaders, including Welfare and Inclusivity Officers in sports club (a new role for the 2018/19 academic year), the sports executive committee, accommodation hall representatives, and Freshers’ Week volunteers.”

“An online module has been created for those who work in [the Students’] Union. A video on how to intervene as a bystander and more about the project has been created and will be circulated online. The online reporting system is up and running and will have monthly reviews. We also now have policy and processes in place for when incidents happen.”

“We started to provide students with bystander training and we have recruited a cohort of student volunteers which we call Community Champions. We train those to deliver that peer to peer training and also just to, when we’re holding awareness stands students will talk more to a fellow student than they will to me, so that’s good.”

In some cases, providers are coordinating bystander intervention training aimed at tackling hate crime/incidents with training programmes already taking place relating to tackling sexual misconduct.

Providers in some cases are in the process of reviewing existing training materials and courses developed to tackle sexual misconduct; and considering how they can be best

adapted for tackling hate crime and harassment. There is no real consensus yet on how best to do this, although quotations below from some of the providers outline the approaches they are using.

“[Provider name] has created a whole-university approach to sexual violence, sexual harassment and hate crime: from policy, to research, initiatives and evaluation. One of the initiatives is the campaign to raise awareness about sexual violence and harassment, and to prevent, report and support incidents and the new two-hour version of the Bystander Programme.”

“The [provider name] active bystander educational programme aims to empower people with the skills and knowledge to safely challenge the causes of harassment, hate-crime and sexual violence. It has used the principles and materials from the Intervention Initiative.”

“In addition to the [name] campaign, we have developed a two-hour evidence-based Bystander programme for the prevention of sexual coercion and domestic abuse in university settings, through empowering students to act as prosocial citizens funded by [provider name]. A diverse group of students provided feedback about the materials as well as our partners the SU, SARSAS and SARI.”

“And the next phase, there’s been some overlap between some of these phases... so we’ve been using some of the research data that we’ve gathered so far to inform some activities around the University to feed into an existing bystander intervention programme which empowers students to take action and to intervene if they see incidents of harassment occurring among their peers.”

“The resources developed have been co-produced with students and have focussed primarily on exploring the impact of negative attitudes, stereotypes and micro-aggressions. Therefore, the train the trainer sessions developed for the Intervention Initiative do not fully translate.”

Interestingly, one project team is looking specifically at developing existing bystander intervention training materials to help address the intersections between sexual harassment, sexual violence and hate crime and the experiences of specific student groups.

“We’re doing something slightly different in that we’re not actually developing and launching training but what we’ve done in this second-round project is try and create more intersectional approaches to training around sexual violence, sexual harassment and hate crime. So, what we’re doing is developing and piloting guidance that’s focussed on first response disclosure and bystander training specifically. There are two models for preventing sexual violence and sexual harassment that have been most widely touted as the two models to use at universities, so given that these two models are being used throughout the sector

we wanted to look at how intersectionality could be more thoroughly embedded into those training models so thinking about the intersections between sexual harassment, sexual violence and hate crime but also about how the experiences affect different stakeholder groups.”

Either in addition to or alongside bystander intervention training, many providers are implementing other forms of often shorter, introductory awareness raising sessions to larger groups of students. These tend to include the use of films and animations among other resources, which have been developed by multiple projects.

Many of the providers are developing bespoke, or adapting existing, training materials, sometimes in conjunction with external partner organisations. Some examples are given in the quotations from five of the providers below.

“So, we’ve got our Community Officers, our Hate Crime Coordinator, we’ve got a number of organisations in the community and some of our key student leaders in some of the faith and culture groups and that is going to kick start a conversation of how we work with the community around hate crime and hate incidents. And then leading off the back of that we also then have a similar one for sexual violence. Then what we’re doing is running workshops which will be delivered by some of those key organisations so that people can get a taste of awareness, both staff and students. And then from those workshops we’re then going to work with those local organisations to create kind of like train the trainer types but more like short activities that staff and students, so almost like here’s a mini campaign pack, here’s some activities you can start a conversation in your society, in your team around what hate crime or sexual violence looks like. So, we’re kind of trying to drip feed it that way.”

“Likewise, we have delivered a tailored, and slightly extended, version to a further 44 student employees in our [name] programme, with a focus on using restorative approaches to supporting students with inclusion and conflict resolution in halls accommodation.”

“The University has successfully produced a training video that highlights different examples of micro-aggressions and the impact they have on individuals. This video has been viewed 1,363 times on YouTube, and through student induction has been viewed by 4,035 first-year students [which] constitutes 70% of our September 2018 intake.”

“The development of new evidenced-based, student-focussed digital training entitled ‘Hate Crime in Higher Education’ which from 2019/2020 will be mandatory for student-facing roles and student officers in the SU.”

“Awareness training to 79 Students’ Union Society Leaders and Halls Ambassadors delivered. Development of peer led training around micro-aggressions, which will complement the work around Sexual Violence and Harassment Active Bystander training already being delivered by students.”

In discussions with the project teams, the importance of not being overly prescriptive with definitions of hate crime and harassment was highlighted, and that instead it is beneficial to use case studies as illustrative examples when delivering training to students. This is demonstrated by the examples below from four different providers.

“...we’re kind of taking the same approach as well, to give the key definitions up and [instead] to give them in a more user friendly way rather than going into too much depth with it and then following that up with key examples that the students might be able to relate to a lot more and be able to see how it fits into the key terms a lot more than a very academic kind of definition that they might struggle fit the issue that they might be dealing with into. So, I think that we’ve found that trying to follow that up with some key examples that they can actually in real life might be really helpful for them instead of having it too wordy or full of jargon that they might not quite get, but then having the academic reading section as a separation section that they can then follow it up with or the teaching staff or the academic staff... or they can follow up with their own reading if they want to take that a little bit further.”

“We are taking a broad kind of definition to online harassment, online abuse is kind of an umbrella term and thinking about the different things that might come under that so quite a broad perspective on it but thinking about different online risks that our students might experience and not really defining things specifically but saying have you had images shared of you without your consent online, that sort of thing, so quite broad in scope.”

“For us it was getting the police in and getting it straight from the horse’s mouth really. They did a PowerPoint presentation and sort of explained the difference between the two and gave case studies with it. We found the students especially the 16-19-year olds latched on to the case studies more than anything because it gave it context. We also put the definitions of each one on all of the marketing campaign as well so that helped people understand with that.”

“Our educators are going to be taking part in scrutiny panels alongside the police. I can’t actually say how successful that is going to be because it’s not happened yet but I think, so the same police officer did part of the training with the student peer educators and I think because hate crime and hate incidents are so broad and so diverse I think it really helps to pick one case study and then look at all the different factors and then break it down that way. I think that will help the peer educators

when they're doing further engagement work and outreach work on campus to actually recognise, be a little bit more alert to the different situations that are out there and then they can pass that on to people so I think that will help reporting.”

6.5 Enhanced student support

A clear benefit from many of the Catalyst projects has been the publicity they have generated to increase awareness of existing support for students who have been affected by hate crime or harassment. This has included, for instance, the creation of web-content and dedicated resources (including for specific groups of students such as international) or setting up supportive networks for first year students to join before they arrive at the provider to help them with their transition.

“So, that was where we've come from in terms of where our ideas were initially generated to the idea to then support the students and give the students a lot more information so they can make more positive choices with how they act and know how to support themselves and others but how to kind of get support if they need it from wider organisations, institutions and in-house as well. So, that's the idea of the project.”

“The key achievement of the project to date has been the pioneering Welcome Ambassador programme, piloting an innovative extension to traditional peer mentoring. Transitioning first year students were offered the opportunity to be matched into a Welcome Group, consisting of 15-20 other new students with common interests and hosted online by trained student Welcome Ambassadors. The groups were designed to include both home and international students from a range of faculties with the intention of helping students to form supportive networks promoting inclusion and belonging. The groups covered the transition and induction period for new students, opening in early September and continuing during the first few months of the academic year.”

“An annual slot in the plenary lectures as part of our communication skills programme primarily targeting international (and EU students). These students are particularly important to reach as although education regarding online safety are now delivered via the digital literacy, computing and PHSE/SRE curriculums in schools in the UK, mature students and students from other countries may never have received any training around this subject or are likely to have been taught with different definitions as well as legal and cultural norms and practices.”

Increasing awareness amongst staff about how to respond to students who have experienced an incident is an important tool in improving overall support to students. Staff should also be aware how to signpost affected students to report incidents and get the support they need.

“The project we’re doing is just generally about online stalking and harassment and there’s really two dimensions to that ... what we’re doing essentially is established a website as I mentioned which will host the projects really and there were two dimensions to that really. One is to provide support, advice, information, legal definitions of what problems might be, just to kind of raise awareness of the issue of online stalking and harassment and we are designing that from the point of view that this is something that might be accessed by victims as it were, people who are experiencing problems, but also that it will be a resource that is available to members of staff, I mean obviously members of staff could be victimised too, but it will be available to members of staff who have got pastoral responsibility for students in all kinds of different ways.”

“In terms of successes, we’ve had quite good feedback from our staff. We’ve raised a lot of awareness around this around campus and people are probably sick of seeing my face. We’ve had quite good feedback from administrators as well who have actually come to us personally and asked for advice when they are responding to students as well as our safeguarding team who are heavily involved in this as well. We’ve raised more awareness within our student services staff and course admin, it’s very important that they are involved in these projects as well.”

“Students can come along to Student Services and speak to somebody in the Wellbeing Team if they just want to have a chat and not necessarily have anything done but just to get it off their chest really. We’ve also got two third party reporting centres here at the University.... one out in the accommodation so going forward we’ve been talking about an online reporting tool which we’re trying to get a bit more information on at the moment, so we’re looking into that and just getting students to report those areas that I’ve just discussed, our campus police officer as well.”

Another key benefit reported by providers from their work on the projects is their realisation of the need to improve the coordination of safeguarding support services for students.

“I think we’ve got a bit of work to do in terms of joining up all the different strands of being able to kind of map things so Equity, Diversity and Inclusion, Wellbeing, us, Student Services, I think they need to be a bit more joined up thinking and we’re kind of getting there but it’s working out where everything sits together and who’s doing what. I think sometimes there needs to be more of a joined up approach that I don’t think we always have at school and lots of people are doing different things, and lots of people are doing the same things, and just communication within the staff body I think we could work on but definitely from our perspective the training and senior management support is the second thing. I think having real champions at a senior level at the school has been incredibly helpful for us.”

7. Reporting

7.1 Introduction

The following changes would indicate that the Catalyst funded projects' objectives relating to improving reporting mechanisms and information sharing have been achieved:

- + More providers should have better reporting mechanisms and systems in place;
- + There should be more holistic reporting processes;
- + Students should be more aware of how to report hate crime/incidents;
- + Victims/survivors should be more confident that if they report incidents their provider will respond effectively;
- + In turn there should be an increase in reporting of hate crime and incidents, including of online harassment; and (eventually)
- + Reporting by students of hate crime and incidents should become the new norm.

Almost two-thirds of the Round Two projects were focussed on improving reporting mechanisms and/or management information. In some cases, new reporting systems were developed and implemented as part of the project; while in others existing reporting systems in place for reporting of sexual misconduct were being adapted to also cover hate crime and incidents, and in a minority to cover broader safeguarding issues and concerns. Very few of the providers were using mobile apps as a reporting mechanism.

Four projects were either setting up or improving a Third-Party Reporting Centre, often in conjunction with other reporting mechanisms. This supports collaboration with local police and other reporting centres, which allows students to access support from their provider even when they report elsewhere.

The views of the project teams vary on whether it is advisable for providers to have a single reporting tool for a broad range of issues or multiple (but joined-up) reporting routes in place. All of the projects with reporting systems in place or planned allow anonymous as well as attributed reporting of incidents. However, a key unresolved issue is around handling data where an individual has been identified in a report as an alleged perpetrator; and in particular how should this data then be used and stored, including where there are several anonymous reports about the same individual.

Many of the providers are seeing an increase in the number of reports of hate crime and harassment, and this data in some cases is now being analysed and used to inform further interventions where needed. Clearly, at least within many of the providers with Round Two Catalyst projects, students now have a better understanding of how to report, what to report and seem more confident that their provider will respond positively to their reports. They are also able to access support, and there are examples of positive outcomes being achieved.

7.2 Reporting mechanisms

Analysis of the Final Reports to the OfS from the 37 Round Two projects showed that 23 of these (62%) had focussed on improving reporting mechanisms and/or management information. Of these, eleven providers were in addition or instead working to improve their policies, processes and procedures.

In some cases, new reporting systems were developed and implemented as part of the project; while in others existing reporting systems in place for reporting of sexual misconduct were being adapted to also cover hate crime and incidents, and in a minority to cover broader safeguarding issues and concerns.

Most of the providers refer to the use of commercial ‘off the shelf’ software packages, but in some cases bespoke systems have been developed by in-house or third-party IT teams. Some quotes below from three of the providers offer illustrative examples of the various approaches being used.

“This project was linked to our original Catalyst project [project name] in order to create a longer-term safeguarding campaign, which launched during the new student term. This communicated a more cohesive and stronger message. All awareness, training and resources sit under this banner, so students have a central place for information and support. This is linked to the reporting system (we have utilised Culture Shift’s Report and Support product), making access to information, support and reporting easier.”

“An integral part of the new system will be the inclusion of hate crime sub-categories as agreed with police to maximize the potential for cross referencing and data capture.”

“The current phase of the project has allowed us to be innovative and further develop a more automated workflow for the recording and referral of safeguarding issues in [provider name]. It has also allowed us to develop other online resilience and mental health assessment measures and materials for the identification, support and both face to face and interactive online provision of resilience building strategies for all students and staff.”

Most of the projects have made reporting systems available via their website and/or intranet. However, only a small minority of the providers have developed mobile apps for students to use for reporting. This seems surprising given the ubiquity of smart phones generally, and particularly among students, and the ease with which they could be used for reporting by students and responding by providers. The quotations below describe the apps developed by three of the providers.

“Development of an incident reporting app, which links into a new Critical Incident app used in our Security team. This will allow all staff and students on campus to quickly, easily and safely report an incident to the University, have tailored support services and, where necessary, alert a member of security personnel to a live incident which will allow them to respond instantly.”

“The nature of the project means that we are expecting a significant increase in the incidents that are being reported to the University through the app, and we will encourage this. We will be able to use the data to accurately highlight areas of significant concern, and work on counter activities with an aim to prevent these types of incident in the future. We will be able to track the types of reports and compare this to the marketing campaign for that month to measure the effectiveness of the campaign and highlight any areas for improvement. We will have access to regular reports through the app and will be able to use this data in our liaison with the local police force, accommodation providers, other institutions and our own Security team to increase safety across our campus and across the city of [place name].”

“During the project, the College invested in a student smart phone app called [app name], allowing students to access their timetables, pastoral support, news and key information from Student Services on their smart phone or tablet. The staff ambassador requested a Safeguarding feature within this app to send students through to the Safeguarding area of the main college website when clicked. This has contact details to report incidents and general Safeguarding information on topics including bullying, online harassment, cyber-bullying and hate crime.”

7.3 Third-Party Reporting Centres

Four of the Round Two project teams mentioned an explicit focus on setting up or improving a Third-Party Reporting Centre¹¹ (or two centres in some cases), often in conjunction with other reporting mechanisms. Often these centres collaborate with other Third-Party Reporting Centres in a local area and share information. This allows students to access support from their provider, should they wish to do so, even when they report elsewhere.

Moreover, training programmes undertaken as a result of the Catalyst projects have helped increase awareness among students and staff of the existence of Reporting Centres. Some examples of providers' experiences in setting up Centres are included below.

¹¹ See *National Hate Crimes Reporting Procedures for Third Party Reporting Centres* on the True Vision website available at: http://www.report-it.org.uk/files/third_party_reporting_flowchart_1.pdf.

“We recognised that a much more effective measure would be to go in to the community and work with the 20 or so Third-Party Reporting Centres, so we would at least be able to become expert referrers for any students that did disclose hate crime and online harassment. This was successful and [provider name] quickly became a service to approach for advice, guidance and support.”

“Throughout the project, we have built a strong working relationship with [area name] Constabulary. This has strengthened our relationship with other voluntary sector reporting centres in [region], many of which work with targeted groups. This has increased the knowledge and support we can offer and signpost to our students and staff. We have developed joint training with the Constabulary which incorporates personal testimony from within their network and our own case studies. [The] Constabulary have been impressed with our efforts in tackling underreporting [they] cite our Reporting Centre as a positive example when they are working with other Colleges and Universities to encourage them to become Third-Party Reporting Centres.”

“All staff and student training has been evaluated. Our most recent training, co-delivered with the Police, showed that 91% of staff respondents had not been aware of the Reporting Centre prior to the training. Hate crime/incident training is a now regular element of the University’s Equality And Diversity Training Plan and open to University and Union staff, in addition to that delivered by the union for students. We expect this figure to change over time.”

“[Provider name] Third Party Hate Crime Reporting Centres are open to students, staff and local residents. As part of our evaluation, we carried out a survey before the formal launch of [provider name] becoming a Third-Party Reporting Centre to gain an understanding of students’ awareness on hate crime/incidents and the reporting of hate crime. The results indicated that students were not sure where to report a hate crime/incident and that their knowledge was limited in understanding what a hate crime/incident was. Since 2018 this work has had oversight from the Hate Crime Reporting Working Group, which includes members from staff, the Students’ Union and representatives from the local authority. This group sits within the governance structure reporting in to the Student Experience Sub-Committee.”

Several of the other providers mentioned during discussions with project teams that they are now considering setting up Third-Party Reporting Centres as a result of finding out about them through their involvement in the Round Two Catalyst projects. Collated guidance and/or an event(s) for providers on how to set up a Third-Party Reporting Centre and the considerations would be very beneficial, and some of the providers who have centres in place are willing to share their learning directly with others.

7.4 Single and multiple reporting channels

The views of the project teams vary on whether or not it is advisable for providers to have a single reporting tool for a broad range of issues. The key benefit of a single tool is that all these issues can be collated for a single individual and thereby the often intersectional nature of the issue can be better understood. If students are using a single tool then this may also lead to reports of incidents they didn't necessarily recognise as problematic before being prompted. Two of the providers' approaches using a single reporting tool are outlined in the quotations below.

“So, our online tool will cover hate incident, sexual harassment, bullying, physical violence. We have decided to take the broader approach and the one that we have had a debate and discussion on it was wellbeing. So, at the beginning we put on their mental health also but then we had concerns of having a report about mental health with other categories whether a crime or an incident and it was not the best way to do it so in the end we decided that we would follow the example of the Wellbeing Team and we will have Wellbeing Support for those suffering with mental health but we didn't feel that it was the right place. We tried to include most of the incidents that the students could have. I guess the positive side of that is that you have all of the incidents in one place and the students can just select what they can see and sometimes the incidents are connected so it could be a hate incident and sexual harassment so for that reason I think it helps to have a broader perspective.”

“I guess our tool does the same thing and our reason behind that was we thought that there is a lot of research that suggests people don't recognise what has happened to them to be a hate crime. So, we thought if we asked the questions in a way that said “have you been a victim of” and then list “bullying, sexual harassment” whatever it might be and then ask another question to say: “Do you think it is motivated by bias or prejudice?”. So even if that user or that victim doesn't recognise it as a hate crime the questions we ask we should elicit that information.”

However, other providers have put in place multiple (but joined-up) reporting routes to give students other options in addition to a single online system or form. These can include face-face reporting options externally and internally for students to approach an individual trusted person, such as someone in the Student Union, course administrators, student welfare or chaplaincy staff. Some of the considerations raised by project teams are included in the quotations below from four providers.

“Feedback to a reporting tool – in contrast to telling a personal story to an individual. The wide range of scenarios that students may wish to report allied with the data fields selected to enable coding and categorisation of incidents, feels contrary to the aim of reducing the barriers to reporting. Whilst there is a need for a University-led reporting portal, which provides the message, that the University will take your experience seriously, further research is required on how this could be made simpler and enable students to tell their story in their own way.”

“Another clear lesson learned was the important role that the first point of contact students may have is vital in safeguarding. Often overlooked, course administrators and other professional services staff have contact with students in relation to mitigating circumstances, applying for extensions and other course related activities, and, as such require the information and guidance on how to advise and support students at least as much as those staff in academic roles. It was also clear from the focus groups with our students that they wanted more than one way to report and they suggested that having different reporting options would be advantageous. For example, knowing that there was more than one person they could talk to, internally but also externally, and having online and offline reporting mechanisms.”

“We have a slightly more unusual system because our SU is registered as a Third-Party Reporting Centre, but incidents of sexual violence are dealt with by the main University. So, any type of system that would combine the two, we’ve had the discussion about intersectional issues, it’s been a difficult one for us. I think the most attractive feature for us about keeping hate crime reported within the SU is that students have told us that there is a very different perception of the SU and a different relationship in the SU than with the main University and students have seen the way that the University have dealt with things in the past and it’s really sad to say but there is a little bit of a lack of trust there... So, thinking about the core contacts that people may reveal this kind of thing to they’re probably not going to come to us and say I’ve experienced a hate crime but they might tell the Chaplaincy or they might tell their Doctor, or they might tell their Personal Tutor so it’s seeking out all of that support.”

“[There is a need to] systemise it, and that’s a challenge, but I think one of the things that was an observation that someone gave me many moons ago was the role of catering staff, porters, cleaners in halls, cleaners in the community, who are aunties and uncles to students and take a bit of extra care and I think as we get increasingly under pressure at universities with budgets we take some of the human side out and I think there’s something about thinking about these colleagues as my academic colleagues would call it as “intimates”, so they are often the first point where they hear something and then can nudge people along, and I think that’s a reflection for us at [provider name] in terms of how do we get to who might be the first point of contact and hopefully any point of contact.”

7.5 Anonymous reporting

Discussions with project teams during focus groups and at the Round Table event with highlighted some concerns with how anonymous reporting is implemented. All of the projects with reporting systems in place or planned allow the option of anonymous reporting. In many cases, anonymous reporting allows collection of data that may be used to identify particular issues on or off campus, such as a pattern of incidents taking place in a particular location. Approaches to anonymous reporting are indicated by the quotations from three of the providers below.

“...there is data [on the anonymous reporting tool] that says background, so what country you’re from, gender etc. The percentage of things which are reported is really interesting to look at which nationalities are reporting and which aren’t, and then there’s obviously two central tracks whether it’s staff or student report, so if it’s staff it goes to our HR Division and if it’s student it goes to student services to deal with the request and then I think there’s also... you can report anonymously and you can also say that you’re happy to be contacted so you would then go forward and people would contact you and follow up on the incident, and they can support you. So, it can be anonymous or not anonymous.”

“The Report and Support tool allows users to report anonymously and receive signposting to both internal and external support services. We can use anonymous reports for monitoring and data purposes, so ‘action’ may still ensue from anonymous reporting.”

“With the project increasing the amount of awareness of hate crime and online harassment, we can see a correlation between our communications and activities and the increase in reporting. We also created an online reporting form which has made it easier for people to come forward and report incidents to us; this also allowed for complete anonymity for people who preferred to report this way.”

However, there are some unresolved issues with the use of anonymous reporting in terms of what information is collected and how this is used. A key concern is where an individual has been identified in a report as an alleged perpetrator; and in particular how should this data then be used, including where there are several anonymous reports about the same individual. Some of the project teams reported received conflicting advice on this matter. Therefore, there may be a need for further research and guidance or advice, potentially at a sector level, on this key issue. Experiences and some of the concerns in this area are set out in the quotations below from four of the providers.

“I really struggle with this because I know there’s a real movement. The latest 1752 Group says that anonymous reporting should be able to be acted on and I think legal opinion is really divided on this as far as I can tell at the moment. I think for myself I am comfortable supporting work that doesn’t give a name but gives an issue and I

think the [another provider] site has an online reporting thing where it controls what you can say and that gives the capacity to trace themes and to trace areas that might be problematic but it doesn't actually identify individuals or individual programmes but it may help you determine what level of training you need to provide to your staff or something like that. But on the other hand I also know how difficult it can be to put your name to something and without the information from the people who don't want to put their names to things you are really limited so it might be a question of saying we'd like to follow it through with you but we can't take action outside and follow it through unless you give us that agreement because the other person has rights too. I just think it's really hard. I don't think we're there yet in terms of a consensus or I'm certainly not anyway.”

“However, with anonymous reporting, which is why we included it, the aim of that is if students, if we get ten students reporting something about a corner of the library we can do something about that even though the reports are anonymous but we're learning because say it was ten reports about a lecturer and they were anonymous what do we do with that? And we're not sure yet but we're developing processes as we go along to try and support the students that report to us and try and make their lives easier.”

“That's very reminiscent of the discussions we've been having actually recently and I think we'll probably go down the route where we do allow anonymous reporting but with that we have to, we give people different options of course, they can be anonymous or otherwise but we have to obviously advise that if they are going to be anonymous we can't really do very much personally to intervene but I understand from the student welfare people that they already allow anonymous reporting of concerns, not to do with online stalking but generally, and sometimes they use those to, so if they get four or five bits of information about an individual they might approach the individual and talk to them about it even though the reports that came in were anonymous. It has to be done obviously in a very sensitive way but they do use them to not only monitor trends and identify problems but they sometimes do use that kind of data to intervene but that's obviously problematic. Thank you anyway, that's useful advice.”

“So, it's been quite a positive partnership really and what we've found out is that students definitely do want to tell us about [hate crime or harassment] it although it's slightly different to sexual assault in that they don't always want support for that, but they do want us to know. So, we're along the same lines as other people thinking that an online reporting tool is a good idea. We're not there yet. Students can still ask for help online but it's not anonymous and it's not specific so we are thinking about that very seriously.”

7.6 Impact on reporting rates

Many of the providers with Round Two funding are already seeing an increase in the number of reports of hate crime and harassment, and this data in some cases is now being analysed and used to inform further interventions where needed. Quotations below from six of the providers give a flavour of the increased reporting taking place.

“An increase in the number of reported incidents could be attributed to greater awareness of hate crime and associated reporting measures amongst the student population and shows positive correlation with key outcomes of this project.”

“In 2018/19, there has been a rise in the number of incidents that now being reported to our Safeguarding Team. Since September 2018, three incidents have been recorded as hate incidents and investigated by the Safeguarding team with appropriate advice given. It was identified that one incident involved public transportation and the staff ambassador organised for the British Transport Police to deliver a general talk on Safeguarding measures to College students following this.”

“We implemented the Report and Support tool starting at the beginning of Welcome Week in September 2018 and we are continuing to monitor and discuss reports that are emerging with an active Hate Crime and Harassment Steering Group. It is relatively early in the semester to draw conclusions, but we are seeing an increase in reported incidents. We are also seeing an increase in reported incidents around breaches of behavioural conduct by students from staff, suggesting a move towards lower tolerance for low-level harassing behaviour. We will review the full data set annually.”

“This was an engagement project and increased reporting was our key objective. There has been a correlation between project activity and reporting rates. All reports are followed up and examples from the 22 reports have been developed into case studies which are now incorporated into the training and provide evidence of the action we will take and helping to address a barrier identified in the research that people did not believe any action would follow if they did report an incident/crime. These will continue to be refreshed.”

“Since launching the form six months ago, we have had a total of 55 reports (for hate incidents, online harassment and sexual harassment). We do not have data for previous years as there was no system for recording this data in one place.”

“Furthermore, we can evidence that during our project activities there has been an increase in awareness correlating in an increase in reports of hate crime in the preceding months since the launch of the centres. The local authority has confirmed that 50% of reports into the Borough since November have come via [provider name] Reporting Centres.”

Clearly, at least within many of the providers with Round Two Catalyst projects, students now have a better understanding of how to report, what to report and seem more confident that their provider will respond positively to their reports, they are able to access support, and there are examples of positive outcomes being achieved. Outcomes of some of these reports are illustrated in the quotations from two of the providers below.

“Of the 11 reports received September to December 2018, none progressed to a formal procedure. Students wanted to be heard and have their experience acknowledged by the University, possibly wanted lessons learned or improvements made, but did not want the cost and hassle of pursuing formal processes which could adversely impact on their studies. The scope to deploy alternative and non-punitive dispute resolution procedures requires further work.”

“We have been able to see a direct link between reporting and the impact that it can have. For example, one report highlighted a proposed event at a City Centre nightclub posted on Facebook. The project contacted the club who then notified the organiser that the event could not go ahead as planned. We worked with the venue to have the event removed online and following our conversation, venue staff were made of the potential of hate crime arising from an inappropriate event. Not only was the venue better able to respond in future to similar events, but there was also an appropriate outcome for the report.”

8. Partnership and collaboration

8.1 Introduction

A key component needed for the successful tackling of hate crime and incidents is higher education providers working in partnership and collaboration with other providers, local schools, local authorities, and particularly with Student Unions, the police and expert third sector and other local organisations and campaign groups tackling the same issues.

The following changes would indicate that the Catalyst funded projects' objectives relating to collaboration and working in partnership have been achieved:

- + More commonly agreed definitions of different types of misconduct should be used across providers;
- + There should be improved collaboration among sector stakeholder organisations and campaign groups;
- + More collaboration and partnerships between HE providers and third sector organisations should be in place;
- + There should be more local, regional partnership working and community engagement taking place; and
- + All these should be leading to an enhanced influence on government policy and cross-silo working.

8.2 Successful collaboration

Among the Round Two projects over half mentioned positive involvement and ongoing collaboration with external partners explicitly, including through the following initiatives:

- + Ongoing membership by providers of local partnerships and boards convened to tackle hate crime and incidents in their areas;
- + Development of data sharing agreements with external agencies and organisations;
- + Developing pathways for student referrals to expert organisations who can provide more specialist support where needed;
- + Provision of specialist advice by external specialist organisations to project teams, including input and support to campaigns;
- + Delivery of training or provision of training materials by external specialist organisations;
- + Specific help-lines being put in place for different groups of students;
- + Supporting mediation and restorative justice initiatives for students; and
- + Contributing to or undertaking evaluations of the Catalyst projects.

The quotations below from discussions with project teams provide examples of successful collaborative working between eight providers with local agencies, expert organisations and with other providers.

“The culture change, we want students to feel confident to report anything at all. Police have been on board with this project from the start and they’ve delivered two training sessions here on our campus for students and staff as well which has been proved really, really useful. So, we want to change the culture and encourage students to report anything, whether it’s just something in passing that they’ve seen and they think that that’s acceptable, we want them to report it because all these low-level incidents can build up to some quite serious hate crimes. We want to try and target the low-level stuff.”

“And recently, just in the last two weeks, a lot of our community partners have been on campus for various events relating to Hate Crime Awareness week and Black History month and have started to talk about how they want to use the materials in their campaign, so it’s been a really good link in with the community.”

“We also have worked closely with Tell MAMA so there’s a lot of reporting of Islamophobia signposted to them, and Interfaith where different religions come together and they came along to our events so we had people from every single religion, even ones I’d never heard of, coming along to say this is who we are and you can come and talk to us at any point. So, they are going to be lasting relationships for sure with us.”

“...we also have connections with national organisations so the Internet Watch Foundation, Mary Collins Foundation and they focus on indecent images and under age imagery online, and revenge pornography as well. So, we’ve got good links with the Revenge Porn Helpline and they’ve delivered either training or seminars at the University for staff and students and they’re also part of the main sort of signposting organisations that we use for our students as well so we really encourage them if they see under age images or they have them on their phone coming from high school that they report them to the Internet Watch Foundation. If they have an indecent image of them sent around online without their consent we signpost them as well to the Revenge Porn Helpline. So, having those links has been really, really beneficial in getting the right resources and information to our students and the support.”

“Obviously, again working with the community stakeholder has been a really important part for us. We have worked closely with Tell MAMA, who came and helped us out with our Islamophobia Awareness Week which was fantastic. We had been working closely with [area name] Police and actually the hate crime contact at the Police has been a wealth of knowledge in terms of the different support groups

that are available around [area name] so he's introduced me to [other community] organisations.”

“And in those occasions where the individual doesn't feel safe enough to report a hate crime or hate experience that they have witnessed, to the university or either to the Student Union, they could actually go to other third parties that are local to us within reach of those students and also sometimes they may be able to access better support, for example, people who have expertise around supporting LGBT groups. So, accessing organisations like that would help them with the reporting mechanism but also would be able to provide them with tailored support to their needs.”

“So, there are four elements to this particular project. One is to consult with people are five/six partner universities who have already participated either in first response disclosure training or bystander intervention training [provider names] are partnering universities that have participated in one of those forms of training that we've developed and so we wanted to ask them about their experience of the training and particularly collaborating with student societies and groups that represent marginalised groups. So, BAME, LGBTQ+, disabled groups and international student societies as well and thinking about how we can work with community groups representing those stakeholders as well to think about how both first response and bystander training can be more responsive to their different experiences and perspectives.”

“We didn't start out to work with partners particularly other than the Student Union but actually as an unintended consequence we now have a meeting with [other provider name] who are just across the road from us and the [other provider name] who are also just down the road from us and it started from a conversation about bystander training and trying to create a sense of safety around this. Because our students, they are crossing each other's territory all the time, there's sort of a log of shared space and we agreed that actually for this bit of [area name] it would be a good idea if we actually spoke more to each other so about twice a term we have a [collaborative group name]. It now involves local accommodation providers, local police officer, we have a campus police officer as well, and we just go and share information. If there are particular issues going on we'll talk about that and what each of us is doing about it. If there's local initiatives how we can get involved. So, it wasn't a key part of the project at all but it has come out of it and it's been really useful.”

9. Conclusion

Generally, the vast majority of the 45 providers with Round Two Catalyst project funding were not addressing hate crime and incidents in a meaningful or coordinated way prior to receipt of the funding. The OfS's intervention has therefore succeeded in stimulating a wide range of activities across multiple providers as intended.

However, there remains substantial variation across the providers in how advanced they are in tackling hate crime and incidents and online harassment affecting students, and crucially in whether the initiatives were "one-off" or have become embedded as part of 'business as usual' within the providers. Indicators of sustainability of the initiatives include changes to providers' related policies, processes and reporting systems.

Findings from the research to date for the Catalyst safeguarding evaluation broadly have shown that although there are many issues to be resolved, tolerance for sexual misconduct has decreased within the higher education sector in recent years and correspondingly reporting of incidents is now increasing.

Although the sector's work in addressing hate crime and incidents is at an earlier stage than that of sexual misconduct, there is an enhanced awareness of these issues affecting students, and there are signs of the same reduction in tolerance (at least among the 45 providers with Round Two funding), and consequently reporting is beginning to increase.

In summary, some of the key outcomes from the Round Two Catalyst funding identified so far by the research include that there is evidence of:

- + More and sustained partnership working in local/regional areas and with expert organisations is evident;
- + Enhanced knowledge of issues of hate crime and harassment affecting students through research and practice;
- + Increased awareness of what constitutes a hate crime/incident and online harassment through training and resources;
- + Increased engagement from multiple academic areas and significant levels of academic research and expertise have been drawn on;
- + More reporting mechanisms are in place, including third party reporting centres in place or prospect; and
- + A range of tools, training resources and guidance have been developed for free use across the HE sector.

Appendix One: Overview of Round Two projects

A list of the 45 providers funded under the second Catalyst call is shown in Figure 4 below, along with the project titles and an indication of whether the provider had also received funding as part of Round One and/or Round Three of the Catalyst funding.

Among the projects funded under the second Catalyst safeguarding call:

- + 18 received funding for projects only under Round Two (and therefore had one year of Catalyst safeguarding funding and activity)
- + 19 received funding for projects under both Rounds One and Two (over two years)
- + Two received funding for projects under both Rounds Two and Three (over three years)
- + Six received funding for projects under all three rounds (four years of funded activity).

Figure 4 Round Two projects and levels of Catalyst funding

Provider	Round 2 project title	Round 1 funding	Round 3 funding
Anglia Ruskin University	ARUsafe - Development of an online reporting tool to enable better reporting of and sharing good practice on hateful, sexually violent, harassing or discriminatory behaviours on campus		
Aston University	The Aston Alliance		
Blackpool and The Fylde College	Tackling Hate Crime and Online Harassment	X	
Bournemouth University	Responding to Hate Crime		
Buckinghamshire New University	Hate Crime Cultural Change Project	X	
Bury College	Digital Values	X	
City of Plymouth College	Students Against Hate Crime		
Coventry University	University Challenge: safeguarding students	X	X
Goldsmiths, University of London	Establishing Third Party Hate Crime Reporting Centre	X	
Keele University	'Never Stand By' – Ensuring a Coordinated Community Response to Hate Incidents and (Online) Harassment at Keele	X	
Lancaster University	Hate Crimes Project	X	
Leeds City College	Tackling Hate Crime	X	
Lincoln College	Tackling hate crime and online harassment - HE in FE	X	
Liverpool School of Tropical Medicine	Welfare First		
LSE (London School of Economics and Political Science)	Changing the culture: building bridges on campus	X	X
London Southbank University	Stop the Hate Trait	X	
Manchester Metropolitan University	'Take it outside' Film Festival	X	

Provider	Round 2 project title	Round 1 funding	Round 3 funding
Middlesex University	The no home for hate project	X	
Newcastle University	NU Culture: Respect Without Barriers		
Northumbria University	Building Capacity to Tackle Online Hate Crime and Stalking on Campus		X
Nottingham Trent University	NTU Stands Together	X	X
Sheffield Hallam University	Don't stand by: supporting staff and student communities to hold respectful discussion of personal and political identity	X	X
SOAS	Student Leadership in Inclusive Campus Environments (SLiICE)		
Sussex Coast College	Expect Respect (working title)		
The Manchester College	Human Libraries		
UCLAN (University of Central Lancashire)	Hate Crime and Online Harassment: Understanding and Changing Culture		
University of East London	Step Up to Stop Hate		
University of Bath	Combatting online harassment and hate crimes: extending the University community approach	X	X
University of Bedfordshire	Bedfordshire Cyber Awareness Programme (BCAP), together with guidance on effective practice to support online welfare more broadly for all students		
University of Birmingham	Developing Community Relationships and Responses	X	
University of Exeter	Safeguarding Black, Asian and Minority Ethnic students	X	
University of Huddersfield	Enhancing a Safe & Secure Learning Community		
University of Leeds	Hate Crime – not on our campus		
University of Leicester	Standing Together Against Hate Crime	X	X
University of Lincoln	Building Respect and Changing Cultures in the University Community (Phase 2)	X	
The University of Liverpool	#Speakout: calling out harassment, changing the online campus	X	
The University of Manchester	Active Bystander Initiative		X
University of Portsmouth	Speak UP Step UP Portsmouth: tackling hate crime and sexual violence as part of the city-wide Restorative Portsmouth initiative	X	
University of Suffolk	Creating a community of digital civility and safety		
University of Sussex	Hate crime on university campuses: Repairing the harms of hate and prejudice through student-led dialogue		
University of Winchester	Safeguarding against Online and Social Media Abuse		
University of Wolverhampton	Tackling Hate Crime/Online Harassment Through Education		
University of Worcester	Transgender Education and Support Programme	X	

Provider	Round 2 project title	Round 1 funding	Round 3 funding
University of York	Developing an intersectional approach to training on sexual harassment, violence and hate crime	X	
UWE (University of the West of England)	Online reporting tool for anti-social behaviour and hate crime at UWE	X	

Appendix Two: Methodology

This stage of the evaluation focussed on research and analysis on the 45 Round Two Catalyst projects, which were mainly seeking to tackle hate crime/incidents and online harassment affecting students.

The research took place between October 2018 and February 2019 and involved the strands of activity summarised below:

- + Five online **focus group discussions with a stratified random sample¹² of project team leads**, and two additional focus groups held later in the research process to discuss evaluation and sustainability of the work within the providers (all of the project teams were invited to participate in the latter events).¹³ The aim of this approach was to gather necessary information for the evaluation on ‘what works’, as well as to support and enable the **exchange of learning between project teams** and help foster informal communities of practice and ongoing networking within the sector.
- + An online **focus group discussion and telephone interviews with students** involved in the design or delivery of projects, such as those delivering training, campaigns, materials development, performances, research and who are members of project boards or working groups.
- + An **e-survey of students¹⁴** and/or student representatives involved in the design or delivery of projects to collect their perceptions of institutional effectiveness in safeguarding students. This e-survey was circulated to students via the Round Two project teams. A low response rate was received to this survey from 24 students involved in projects, from just nine providers.¹⁵ Nevertheless, the Round Two survey results contained useful qualitative responses to open-ended questions, and findings were triangulated with those from the focus group and interviews with students.

¹² The projects’ areas of focus were categorised into those with a focus on: online harassment; innovative awareness raising campaigns; internal/external community relations; training; and enhancing reporting systems. A random sample of providers was then drawn from each to invite participation in focus groups and interviews. The sample was augmented to include: projects working with external partners; spread of geographic region; target groups of students; and providers being funded in either or both other rounds of the Catalyst safeguarding funding.

¹³ Interviews and focus group discussions focussed on: leadership and governance of safeguarding initiatives; effective management; student involvement, training and experience; staff involvement, including of academic staff and specialist resources; reporting mechanisms; partnership and collaboration; monitoring to enable evidence-based decision making; culture, attitude or behavioural change; risks or negative outcomes/barriers to change; sustainability and embedding of change.

¹⁴ The e-survey contains a mix of open and closed questions across five sections: about the student; student’s role in the Student Union and in the Catalyst project/initiative; student involvement in the project; the provider’s effectiveness in safeguarding students; student experience; and impact. Equality data were also collected in the monitoring section at the end of the questionnaire.

¹⁵ The survey tool was similar to that used in an e-survey conducted in May 2018 as part of the evaluation (circulated by both Round One and Round Two project teams), which received 106 responses.

- + **Multiple additional semi-structured interviews, discussions and correspondence** with various senior leaders, project team leads, external project partners and practitioner and academic subject matter experts supplemented the focus groups.
- + **A Round Table event with twelve of the project teams** to discuss ‘what works’ in tackling hate crime and online harassment affecting students, together with sector experts and representatives from the Office for Students and Universities UK.
- + Participation in two **Universities UK Round Table events focussed on race hate crime and online harassment** and cyber bullying.
- + **Thematic analysis** of the results of all the interviews, focus groups and discussions using qualitative analysis software Atlas.ti to identify recurring themes within the data to establish a coherent coding framework.
- + **Documentary review** of the interim and Final Reports¹⁶ which project teams had submitted to the OfS. The reports were based on common templates which contained specific questions requested by the evaluation team. Atlas.ti was used for this analysis in the same way.
- + **Analysis and synthesis** of all the findings and production of this summary thematic report for dissemination across the sector.

¹⁶ At the time of writing 37 of the 45 projects had submitted their Final Reports in time for this analysis.

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