Australian National University

# Rights, Relationships and Respect Evaluation

## Final Report

## 2024

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# Rights, Relationships and Respect Evaluation

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## Summary

The ANU Sexual Violence Prevention Strategy (2019-2026) envisions a violence-free campus, emphasising primary prevention of sexual violence. This includes addressing systemic power imbalances and social norms that drive violence. In response to a 2021 internal review identifying gaps in respectful relationships and consent education, the Respectful Relationships Unit (RRU) and Student Safety and Wellbeing (SSW) developed the *Rights, Relationships and Respect* (RRR) program. The program includes a compulsory online module for incoming residential students and a pilot curriculum of workshops in select halls.

ANU POLIS: The Centre for Social Policy Research conducted an evaluation to assess the program's implementation and effectiveness.

### RRR Online Module Findings

In 2023, two-thirds of incoming students (4,494) completed the online module. Key survey results from 1,284 respondents indicate:

- 89% completed the module due to its perceived importance.
- 85% rated it as clear and valuable, with positive feedback from female, postgraduate, and international students.
- Students expressed trust in ANU support services, especially among male and international students.
- Learning activities revealed strong student understanding of sexual misconduct policies, consent, and bystander action.

However, students requested clearer guidance on sensitive topics and managing personal boundaries in professional settings.

### RRR Workshop Findings

The workshops targeted three residential halls, offering progressive learning on identity, sexual violence prevention, and empowerment. The evaluation highlighted four key themes:

1. **Engagement**: Attendance decreased across workshops (394 → 130). Challenges included session timing, content relevance, and mandatory attendance policies. Female students noted a need for greater male participation. Language and cultural barriers appeared to hinder engagement among international students.

2. **Culture**: Cultural differences across halls appeared to impact engagement. Self-catered and catered halls reported stronger community ties, while the privately-operated hall displayed a dominant party culture, overshadowing inclusivity efforts. Addressing such cultural dynamics is critical to fostering respect.
3. **Development and Implementation**: Co-designed workshops with peer facilitators were well-received for their adaptability and safe learning environment. Continued feedback-driven development was seen as a strength.
4. **Student Experience and Learning**: Reactions were mixed. Some students found content too simple, while others, particularly international students, encountered it for the first time. The workshops raised awareness of consent and gendered violence but called for more actionable strategies and deeper discussions on hall culture.

### Conclusion and Recommendations

The RRR program showed positive engagement, particularly through the online module, and has potential to shape a respectful campus culture. However, face-to-face workshops faced challenges in sustaining participation and addressing cultural and language barriers. Future efforts should focus on flexible scheduling, tailoring content to student demographics, and addressing hall-specific cultural dynamics.

Key Recommendations:

- Continue co-designing workshops with peer facilitators.
- Expand workshop topics, including masculinity, coercive behaviour, and alcohol use.
- Tailor approaches for different hall cultures and foster leadership training.
- Monitor and evaluate ongoing program development.

With thoughtful implementation, these recommendations will strengthen the University's violence prevention efforts and compliance with the upcoming *National Higher Education Code to Prevent and Respond to Gender-based Violence*.

## Acknowledgments

We are grateful to the student participants for their time and insights, without which this evaluation would not have been possible. We extend our sincere thanks to Professor Nicholas Biddle for his expert consultation on methodology, and to Professor Miranda Forsyth for conducting workshop observations. We also appreciate the contributions of Dr Bethany Muir for her thorough analysis of survey data. Special thanks also to Patricia Teh, Senior Project Officer, University Experience for her support.

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# Executive Summary

## Introduction

The ANU Sexual Violence Prevention Strategy (2019-2026) outlines a vision for a violence-free campus, with primary prevention as a central focus. Primary prevention of sexual violence refers to whole-of population initiatives that address the drivers of such violence. It requires reforming the institutions and systems that excuse, justify, or promote violence; and shifting the power imbalances, social norms, and practices that drive and normalise it (Our Watch, 2021). Within this framework, sexual consent education at universities is recognised as a critical element to ensure that all students possess a fundamental understanding of key concepts, support systems, and methods for prevention (Zapp et al., 2021). An internal review conducted in 2021 identified gaps in existing respectful relationships and consent education at ANU, including a lack of evidence-informed content, ineffective implementation, a lack of inclusivity, and insufficient evaluation. As a result, the Respectful Relationships Unit (RRU) and Student Safety and Wellbeing (SSW) collaborated to develop and implement a comprehensive education program targeting incoming students, with a particular emphasis on those entering residential accommodation. The program, entitled Rights, Relationships and Respect (RRR), comprises a one-hour online module, compulsory for incoming residential students. Additionally, a pilot curriculum was conducted in three selected residential halls, consisting of three two-hour workshops.

Recognising the importance of evaluation, ANU POLIS: The Centre for Social Policy Research was engaged as a partner to measure the implementation and effectiveness of the program. The evaluation, approved by ANU HREC, used a mixed-methods approach. This executive summary aims to provide an overview of the findings from the evaluation process. A preliminary evaluation report was published in June 2023.

## RRR Online Findings

### Online Module Implementation

In 2023, 4494 students, about two-thirds of all commencing students, completed the online module. A total of 1284 participants, a 30% response rate, completed a post-module survey which collected data on demographics, course feedback, motivation, knowledge, and trust. Key findings are as follows:

- The average age of respondents was 23, with 58% female, 39% male, 1.4% non-binary, and 3.2% trans.
- Undergraduates comprised nearly half of the sample (49%), followed by postgraduates (47%) and HDR candidates (4%).
- A vast majority (86%) were commencing students, with 60% being international students and 40% domestic.
- 70% had engaged in prior sexuality and relationships/consent education, with domestic and undergraduate students more likely to have completed this than international and postgraduate students.
- Most respondents (89%) completed the course because they perceived it as important.
- The majority of students (85%) rated the course as clear and valuable with female, postgraduate, and international students more likely to indicate satisfaction.
- Most students were aware of and reported trust in ANU support services, with male, commencing, and international students respectively more likely to express trust.

### Analysis of responses to Learning Activities

As part of the online module, students engaged in various learning activities, ranging from analysing student roles in respectful communities, reflecting on consent in different contexts, to recognising and responding to sexual harassment and assault scenarios. Text mining and topic modelling were used to analyse the open text responses in these activities. This analysis provided insight into student understanding of and engagement with course content and allows an assessment of the extent to which the course learning objectives were met.

Most students demonstrated an understanding of the University's policy on sexual misconduct. They expressed a willingness to take collective responsibility for creating safe and inclusive community, notably through bystander intervention, listening to the experiences of peers and staff, communicating respectfully, and upholding the University's code of conduct. They articulated an understanding of legal and ethical frameworks around consent. The responses to scenarios involving consent amidst intoxication and power imbalances indicated thoughtful engagement and application of concepts introduced in the module.

Responses also suggest areas for improvement of the module, such as providing clearer guidelines on engaging in community discussions about sensitive topics and managing personal boundaries and consent in professional settings. These insights could guide future iterations of the course.

## RRR Workshop Findings

The pilot program consisted of three two-hour workshops targeting students from three residential halls. These halls were chosen purposively to represent a diverse range of backgrounds and community dynamics, including a privately-operated catered hall, an ANU-owned catered hall, and an ANU owned self-catered hall. The workshop series was designed to provide a progressive learning experience for participants.

Workshop 1 focused on understanding identity in relation to sex and relationships, emphasising concepts like sexual citizenship, identity, and consent.

Workshop 2 delved into drivers of sexual violence and bystander intervention strategies.

Workshop 3 aimed to empower participants to take action against gendered violence by providing practical skills for identifying issues and prototyping initiatives. Projects created during the workshops were shared across residential halls to inspire collective action against sexual violence.

Workshops incorporated digital feedback using an online engagement tool, group activities, and scenario-based learning. Peer educators played a crucial role in facilitating the workshops, co-leading sessions, and contributing to the development of content.

The evaluation drew on a range of qualitative methods and sources of data to explore the different facets of residential hall culture and strategies to enhance student safety and prevent harm. This includes interviews with student participants, peer facilitators, and RRU staff, workshop observations, and an analysis of student views collected during the workshops using the online engagement tool. Overall, four key themes emerged.

### Engagement

Engaging students was a challenge, particularly in maintaining their interest and attendance throughout the workshops. 394 students completed Workshop 1, approximately 200 students completed Workshop 2, and 130 students completed Workshop 3. Factors influencing engagement included the timing of sessions, the perceived relevance and novelty of the content, and mandatory attendance policies, which had mixed effects on student involvement and attitudes. Students who consistently and actively participated noted a need for higher

engagement from all student demographics, particularly men, who were seen by their female counterparts to benefit most from these discussions. Notably, lower levels of active participation were observed among international student cohorts, compounded by language barriers hindering their grasp of essential concepts such as affirmative consent. Enhancing meaningful engagement of these students warrants further consideration for future program iterations.

### Culture

This analysis leverages data from an online engagement tool used during the workshops to facilitate discussion, supplemented with researcher observations, to gauge student perceptions of hall culture at ANU. Students responded to various prompts designed to capture elements of hall culture and identify areas for improvement. The analysis suggests distinct cultural attributes and preferences across the ANU self-catered hall, the ANU catered hall, and the privately operated hall, illustrating the diverse student experiences and the potential challenges in implementing a uniform educational or cultural change program across different residential settings. Students in the ANU self-catered hall and the ANU catered hall consistently described their residences as places with a strong sense of community and inclusivity. Students in the self-catered hall especially noted the inclusive atmosphere for LGBTQIA+ students. Students in the privately operated hall indicated a prevalent party culture with a focus on alcohol consumption, which may overshadow other aspects like inclusivity and respect.  Addressing the discrepancies in engagement and respect towards the program, especially in halls with a more pronounced party culture, will be essential for the success of future initiatives aimed at promoting gender equality and combating gender-based violence.

### Development and Implementation

Students saw the dynamic and iterative nature of the program as a strength, which involved adapting workshop content based on feedback from earlier sessions. Peer facilitators worked closely with RRU staff to co-design the workshops. Both student participants and peer facilitators saw the co-design as a particular strength. Feedback on the workshop's format was generally positive, emphasising the safe and inclusive atmosphere facilitated by the presenters.

### Student Experience and Learning

Participants expressed varied reactions to the workshops. In some instances, the workshops were critiqued for their simplicity, though some content, such as discussions on pornography and bystander intervention, were seen as valuable and thought-provoking. Conversely, others, particularly international students, seemed to encounter content for the first time, underscoring the challenge of designing a student learning experience that accommodates a wide range of prior experiences. In the data collected from the online engagement tool, students reported an increased awareness of the complexities surrounding consent and significant reflection on the prevalence and understanding of sexual violence. Students demonstrated a good awareness of formal and informal support systems, though they expressed a desire for more actionable strategies to support peers effectively and safely. Finally, students expressed a desire for more targeted discussions on how cultural norms within the halls and the broader university environment could be shifted towards a more respectful and inclusive community.

## Conclusion

The evaluation of both the online module and the in-person workshops sheds light on various aspects of student engagement, cultural dynamics within residential halls, program development, the learning experience, and the interplay between these elements.

Overall, the online module was well received, its implementation successful, and presents an effective means to introduce students to key concepts surrounding respect, consent, and support pathways.

Face to face workshops hold promise to enrich and deepen the learning experience, however several challenges emerge regarding engagement, implementation, and the student experience. In examining student engagement, differences between online and face-to-face delivery become evident. Mandated participation drove high completion rates in the online module within residential settings, while workshops experienced declining attendance, suggesting challenges in sustaining interest. There was some evidence that requiring attendance led to diminished meaningful participation. At the same time, these workshops offer benefits including immediate feedback, activities and discussions, and the building of community and a shared sense of responsibility. Going forward, flexible scheduling and active promotion of the workshops' benefits could help maintain interest and participation. This should be developed and implemented through a collaborative effort between residential services, educators, and students.

Analysis of hall culture revealed diverse experiences, which appeared to influence levels of student engagement, emphasising the need for contextualised approaches. Understanding and addressing party culture and attitudes towards gender equality are crucial for fostering a respectful community environment.

The iterative program development process, characterised by continuous feedback and co-design, emerged as a strength. Creating spaces conducive to dialogue and incorporating diverse perspectives into content are vital for meaningful learning experiences.

Student feedback emphasised the need for a balance between content depth and accessibility, particularly for students with varying levels of prior knowledge and experiences. Creating safe spaces for student learning that foster respect and inclusivity should be prioritised.

In consideration of these findings, we make the following recommendations for the continued improvement of the in-person program:

- A continued emphasis on co-design and co-delivery with peer facilitators
- Consideration of more flexible scheduling and delivery options to maximise engagement
- Consideration of cultural differences and sensitivities related to consent and respectful relationships, and how these are best addressed in the workshop environment
- Expanded topics, including more content on toxic masculinity, coercive behaviour, alcohol consumption, and relationship dynamics.
- Conduct further research into cultural dynamics across halls, to inform a tailored approach that recognises and addresses the unique cultural dynamics of each hall, for instance by introducing targeted interventions that normalise respectful behaviour during social events and promoting alternative, inclusive activities. This can feed into developing leadership training that fosters inclusive and respectful cultures
- Ongoing monitoring and evaluation of the programs as they evolve.

Thoughtful and timely implementation of the recommendations raised in this report will not only lead to ongoing program improvement but will strengthen the University's position in light of the introduction of the National Higher Education Code to Prevent and Respond to Gender-based Violence later this year.

Overall, this evaluation provides an understanding of the RRR program's implementation, effectiveness, and areas for improvement. The findings demonstrate positive engagement and learning outcomes, with significant insights into student motivations, cultural dynamics, and the challenges of maintaining participation across diverse student cohorts. The online module successfully engaged students, particularly those motivated by the importance of the course,

though it highlighted the need for more tailored content for specific demographics. The in-person workshops, while well-received, encountered challenges related to cultural and language barriers, attendance and engagement, and the complexity of certain concepts. We recommend continued refinement of both the online and in-person components with these insights. Ultimately, this evaluation shows that these programs can support a more inclusive and respectful campus culture for all ANU students.

# 1. Introduction

## Background

The release of the *Change the Course* report by the Australian Human Rights Commission in 2017, highlighted the pressing need for universities to address sexual harassment and sexual assault on campus, prompting ANU, like many institutions across Australia, to take decisive action. Under the leadership of then-Vice-Chancellor, Professor Brian Schmidt, ANU committed to a university-wide strategy, the ANU Sexual Violence Prevention Strategy 2019-2026 (SVPS), with the ambitious goal of a violence-free campus by 2026.

Central to this strategy was the establishment of the Respectful Relationships Unit (RRU) in 2019, which initially focused on providing support for survivors and implementing education initiatives to prevent sexual assault. Recognising the need to strengthen these efforts further, ANU launched a series of initiatives in 2021 to enhance its prevention and response strategies. This included reorienting the RRU towards a more prevention-focused approach and establishing the Student Safety and Wellbeing (SSW) team to manage disclosures and provide comprehensive case management services[1].

Among the critical areas identified for improvement was the University's approach to sexual consent education. Recognising the limitations of existing programs, the RRU sought to design a comprehensive, multi-modal education program that would address the complexities of sexual consent and foster a culture of respect and safety. Informed by research and emerging practices, the Rights, Relationships and Respect (RRR) program was developed, utilising both online and face-to-face workshop components to engage students and promote understanding of consent, respectful relationships, and care and support pathways.

This report presents an evaluation of the implementation of the multi-modal RRR program, examining its effectiveness in achieving its objectives. Conducted as a partnership between POLIS: The Centre for Social Policy Research (formerly the ANU Centre for Social Research and Methods) and the RRU, this evaluation aims to provide insights into the strengths and areas for improvement of the program, ultimately informing future efforts to prevention education at ANU and beyond.

## Overview of the RRR Program

### Online module

The development and implementation of the Rights, Relationships and Respect (RRR) online aimed to equip all commencing students with essential knowledge and resources to foster a culture of respect and safety on campus, and to inform students about disclosure, reporting and

[1] Note that in 2024, the RRU merged with the ANU Inclusive Communities team to form *Inclusive and Respectful Communities (IARC).* The unit develops and implements strategies relating to gender equity, sexual violence prevention, mental health and anti-racism. A key focus of the unit is on preventing gender-based violence and other harmful behaviours, driving positive, sustainable change through education, community interventions and cultural change. Additionally, IARC hosts the ANU Ally network, which provides training and resources to support the LGBTIQA+ community.

support pathways. The online module, launched in January 2023, was the result of a collaborative effort involving practitioners from the RRU and SSW, with input from students and other key stakeholders.

The RRR online module was designed to address the multifaceted dimensions of consent education within the context of the Australian Capital Territory (ACT) and the ANU campus.

Comprising six topics, the RRR online module provides an exploration of key themes related to respectful relationships and consent education:

1. Respectful Relationships at ANU: This topic delves into the dynamics of respectful relationships within the context of the ANU. It explores the values, norms, and expectations that shape interactions among students and staff and fosters an understanding of how to cultivate healthy and respectful relationships within the university community.
2. Understanding Consent: This topic provides a comprehensive examination of the concept of consent, emphasising its importance in all forms of interpersonal relationships. Students learn about the principles of enthusiastic, ongoing, and affirmative consent, as well as how to recognise and navigate situations where consent may be ambiguous or coerced.
3. Understanding Sexual Violence: In this topic, students gain insights into the dynamics of sexual violence including the cultures that drive it.
4. Power and Relationships: This topic explores the intersection of power dynamics and relationships, highlighting how imbalances of power can influence consent and contribute to instances of exploitation. Students examine societal structures, gender roles, and other factors that can perpetuate power imbalances and reflect on strategies for promoting equity and respect in their interactions.
5. Care and Support: In this topic, students are provided with comprehensive information about the support services and resources available to survivors of sexual misconduct at ANU and across the ACT. Topics include differentiating between disclosing and reporting instances of Sexual Assault and Sexual Harassment (SASH) and support options, empowering students to seek help and support when needed.
6. Ongoing Conversations: The final topic encourages students to continue engaging in conversations about respectful relationships and consent beyond the completion of the module. It emphasises the importance of ongoing dialogue and community action in creating a culture of respect and safety on campus.

### Pilot Program Overview

The pilot program consisted of three two-hour workshops targeting students from selected residential halls. These halls were chosen purposively to represent a diverse range of backgrounds and community dynamics, including ANU-owned halls and an independent affiliate residence.

The workshops aimed to deliver comprehensive education on healthy sex and relationships. The workshops covered sex and relationships, understanding sexual violence, bystander intervention, and practical skills for addressing gendered violence.

Workshop 1 focused on understanding identity in relation to oneself and others in the context of sex and relationships. It aimed to help new residents at ANU explore healthy sexuality and relationships on campus, emphasising concepts including sexual identity, consent, sexual projects and sexual citizenship. ‘Sexual citizenship’ and ‘sexual projects’ are concepts developed by scholars to understand sexual life and violence prevention on university campuses and have been used in developing a toolkit for institutional transformation (Hirsch & Khan, 2020; SPACE toolkit, n.d.).

Workshop 2 delved into the dynamics of sexual violence, including gendered drivers, the influence of pornography on perceptions and behaviours, bystander intervention strategies, and responding to disclosures of sexual violence. It aimed to increase awareness of gender-based violence in both Australian and ANU contexts, examining factors like societal norms and media representations that contribute to it.

Workshop 3 aimed to empower participants to take action against gendered violence by providing practical skills for identifying key issues and audiences, mapping culture within their hall, and prototyping initiatives to challenge drivers of sexual violence. Projects and initiatives created during the workshops were shared across residential halls as templates for action and inspiration.

Each workshop incorporated tools such as an online engagement platform to gain digital real-time feedback using group activities, and scenario-based learning. Peer educators played an important role in facilitating the workshops, co-leading sessions, and contributing to the development of content.

# 2. Data and Methodology

The evaluation utilised a mixed-methods design with a focus on collecting implementation data. Participation in any component of the evaluation was voluntary and confidential. The evaluation received the following endorsement and approvals:

- Executive endorsement (Professor Grandy Venville, Deputy Vice-Chancellor, Academic; Professor Sally Wheeler, former Deputy Vice-Chancellor, International and Corporate; Professor Ian Anderson, former Deputy Vice-Chancellor, Student and University Experience)
- ANU Director Planning and Service Performance unconditional approval
- Approved Privacy Impact Assessment
- ANU Human Research Ethics Committee approval (protocol no 2022/835 and 2022/850)

Data collection ran for most of 2023 and included:

## RRR Online Module

1. Take up and engagement was assessed using data gathered by the **Open Learning platform** on aspects such as course enrolment, course completion, and time spent the course.

2. **Post-implementation survey** to collect demographic data, understand motivational drivers for completing the module; gain course feedback and test knowledge about ANU support services
   - A 29 question post-completion survey was deployed to collect demographic data, understand motivational drivers for completing the module; gain course feedback and test knowledge about ANU support services.
   - To encourage survey completion, students entered a draw to win an AUD 100 gift voucher.
   - During the data collection period, **1284 students completed the survey.**

3. **Qualitative analysis of learner responses** assessed learning activities against learning outcomes.
   - Given the large amount of text data, it was decided that experimental text mining techniques contained in the open-source statistical interface, R (Ponweiser, 2012) would be an appropriate data analysis approach.
   - Different procedures were used dependent on whether the learning responses were unstructured or shaped according to the task requirements. For more structured learning responses – such as those that required participants to select from a predetermined list, concordance and frequency analyses were performed to determine how relevant terms were discussed, the contexts in which they were used, and the distribution of these across the sample.
   - Data from activities that encouraged more individual reflection, thus resulting in more unstructured text data were analysed using an unsupervised machine learning "Topic Modelling" approach to automatically infer the prominent themes present in the data (Blei et al., 2003; Fesler et al., 2019). This method is explained in more detail in Appendix 1.1.4.
   - A limitation of this analytical technique is that it can produce ambiguous or incoherent topics, particularly among heterogenous data sets as was the case here. For this reason, this analysis is broad and doesn't necessarily assess whether students were right or wrong in their responses, but rather provides insight into the contexts in which certain major terms and themes were discussed.

4. While not explicitly sought students also offered reflections on the online module throughout the various qualitative data collection activities employed in this evaluation.

## Face-to-face Workshops

This component of the evaluation drew on a range of methods and sources of data to explore the different facets of student engagement with the workshops. This includes:

- Interviews with student participants, peer educators, and RRU staff;
- Observations of the workshops, and;
- An analysis of participant views collected during the workshops using an online engagement tool.

The online engagement tool allows a facilitator to pose questions to an audience which they can answer in real-time by scanning a QR code. Responses can be visually shared in formats such as graphs, charts, and word clouds to prompt further discussion. The online engagement tool was used throughout the RRR face-to-face program.

The data collected through this tool was analysed using Quirkos, an online qualitative analysis tool. Available literature to date has primarily explored the use of online engagement tools as a method for digital real-time feedback as a classroom/business tool (e.g., Hill & Fielden, 2017; Gokbulut, 2020; Mayhew et al., 2020; Tarazi & Ortega-Martin, 2023). To the knowledge of the research team, this type of data itself is yet to be analysed as a data source in the academic domain.

To encourage participation in the evaluation, students were offered an AUD 50 gift voucher. Despite aiming to engage at least 30 students in interviews and focus groups, **only four students from pilot halls, three peer educators, and one staff facilitator took part in an interview.** Engaging students who had completed the workshops was particularly challenging, with limited response despite multiple calls for participation. A further limitation is that all student participants were domestic, although peer educators included both domestic and international students. All interviews and focus groups were conducted before the completion of workshop three, so reflections are limited to experiences from sessions one and two.

Research staff also observed 12 out of 20 workshops across all three sessions, taking open ended fieldnotes and where possible conducted observations in pairs to cross check notes.

### Data quality

Due to privacy concerns, several responses to the online engagement tool were excluded as they contained names or other information that could identify participants. Furthermore, as discussed below, student attendance at the workshops varied across the workshops and the pilot halls, with significant attrition across the workshops. As such, student views may not be generalisable to all students in a hall. Nonetheless, the input from students, both using the Online Engagement Tool during the workshops and the small number of students who took part in an interview, can be used to explore key themes and trends that shape the collective identity of these residential communities.

# 3. Rights, Relationships and Respect Online Module: Survey Findings

The Rights, Relationships and Respect (RRR) online module was launched at the beginning of 2023, replacing Epigeum's *Consent Matters* course that the university had used in preceding few years. Distinct from Consent Matters, the module was designed to provide essential knowledge and resources for fostering a culture of respect and safety specific to the ANU. Developed collaboratively by the RRU, SSW, students, and key stakeholders, the module comprises six topics:

- Respectful Relationships at ANU
- Understanding Consent
- Understanding Sexual Violence
- Power and Relationships
- Care and Support
- Ongoing Conversations

## Implementation overview

### *Course completion*

Access to the online module was on the Open Learning platform via Single Sign On. Analytical data from the OL platform show 62% (n=4494) of 7263 commencing students completed the course, 11% (n=774) had accessed but not completed the course, and 27% (1995) had not accessed the course.

### *Time spent completing the course*

The average time spent completing the course was 55.6 minutes (range 1-1231 minutes). The median time spent by students was in the 46-60 minutes interval, which means that 50% of students spent less than 60 minutes on the course, while 50% of students spent more than 46 minutes on the course.

Table 1: Time spent on RRR module

| Time spent | No of students | Percentage |
|---|---|---|
| 0-15 | 138 | 2.4 |
| 16-30 mins | 619 | 10.7 |
| 31-45 mins | 1143 | 19.8 |
| 46-60 mins | 1057 | 18.3 |
| 61-75 mins | 730 | 12.6 |
| >75 mins | 2091 | 36.2 |
| Total | 5778 | 100 |

*Communications to students and time of enrolment*

Commencing students were informed about the new RRR program and the requirement to complete the online module (all commencing students) as well as face to face training (residential students) through central and residential communication channels Table 2 below summarises communication sent out to students over the course of Semester 1:

Table 2: RRR student comms

| Date | Communications Channel |
|---|---|
| From 9 Jan 2023 | Welcome email campaign to new students with reference to RRR module |
| 31 Jan 2023 | On Campus – staff edition<br>On Campus – student edition |
| 31 Jan 2023 | Email to new students with information about the RRR module |
| 8 Feb 2023 | EDM to all commencing students – from DVCA Prof Grady Venville |
| 10 Feb | Email to commencing residents via Residential Experience Division |
| 22 Feb 2023 | RRR reminder email 1 from UE portfolio (sent to students who had not yet started RRR Online, or who had started but not yet completed). |
| 15 Mar 2023 | RRR reminder email 2 from UE portfolio |
| 29 Mar 2023 | RRR reminder email 3 from UE portfolio |
| Various | Emails from Heads of Halls in residences |
| Various | Posters and Xibo screens during O-Week and in residential halls |

Most enrolments (54%) occurred over the months of January and February 2023 (12.6% between 26-31 Jan and 42% between 1-28 Feb). The proportion of enrolments over the remainder of the semester occurred as displayed in Figure 1. These enrolments include those from both commencing and non-commencing students with any completion status.

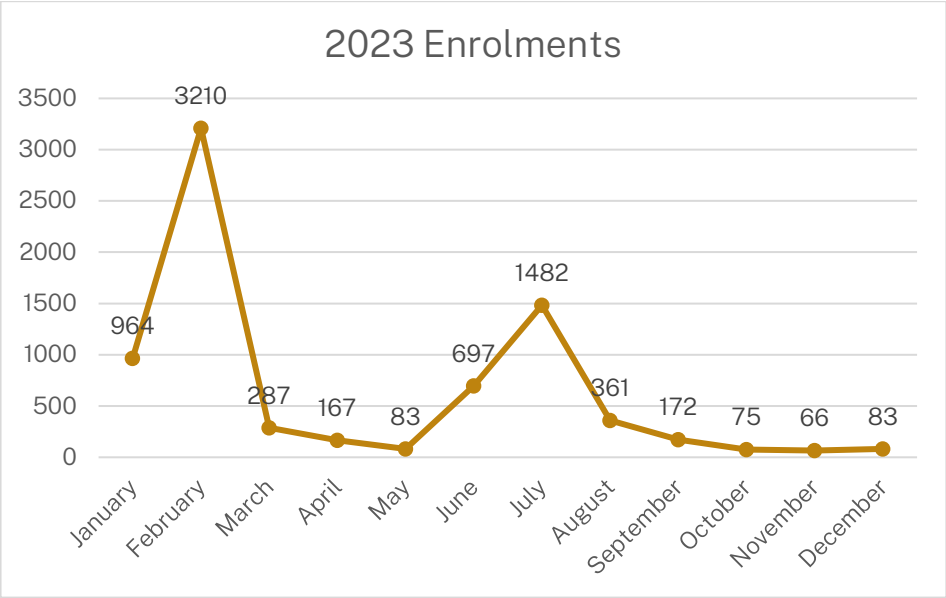


Figure 1: 2023 Enrolments

## Post module survey results

As of 17 November 2023[2], 1284 participants had responded to the survey (*Mean* age = 23.33; *SD* = 6.09; Range: 18-70).

### Participant Demographics

From the total sample, 749 (58.3%) were female, 496 (38.63%) male, 14 (1.09%) non-binary, 1 (0.08%) non-binary female; 2 (0.16%) transmasc, and 19 (1.48%) preferred not to disclose their gender identity. 41 participants (3.2%) indicated they have trans experience.

633 (49.2%) were undertaking an undergraduate degree; 598 (46.5%) were postgraduate; and 56 (4.4%) HDR students. 1108 (86.2%) commencing and 177 (13.8%) were continuing students. 518 (40.3%) were domestic and 766 (59.7%) were international.

Figure 2 provides a breakdown of domestic and international student status across education levels.

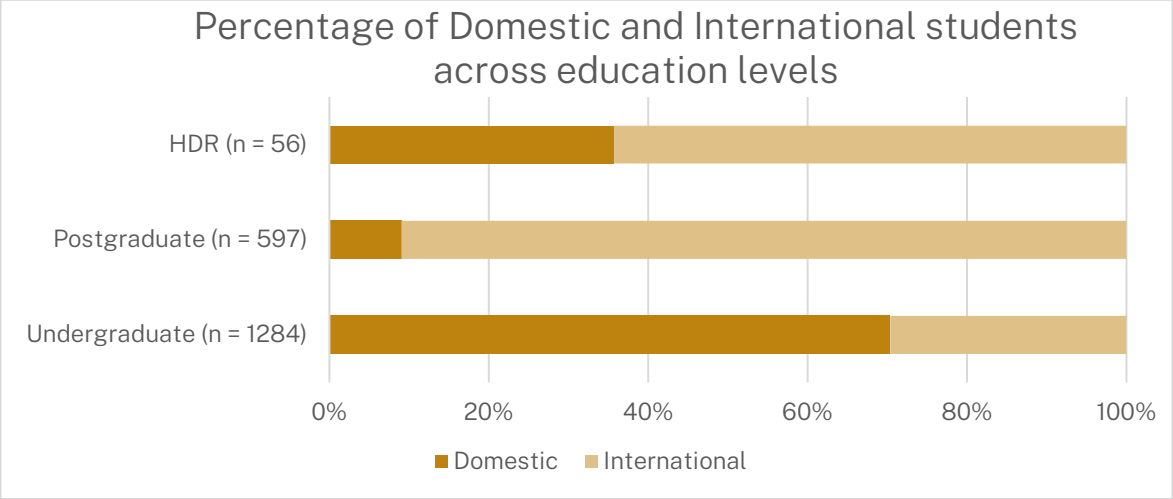


Figure 2: Percentage of Domestic and International students across education levels

### Participant Location

845 participants resided on campus (65.8%); and 439 (34.2%) off campus. Figure 3 below provides a further breakdown of on-campus residences.

[2] Note that the survey was closed in accordance with the University's Procedure: Student surveys and evaluations, applicable to non-standard student surveys, para. 37.

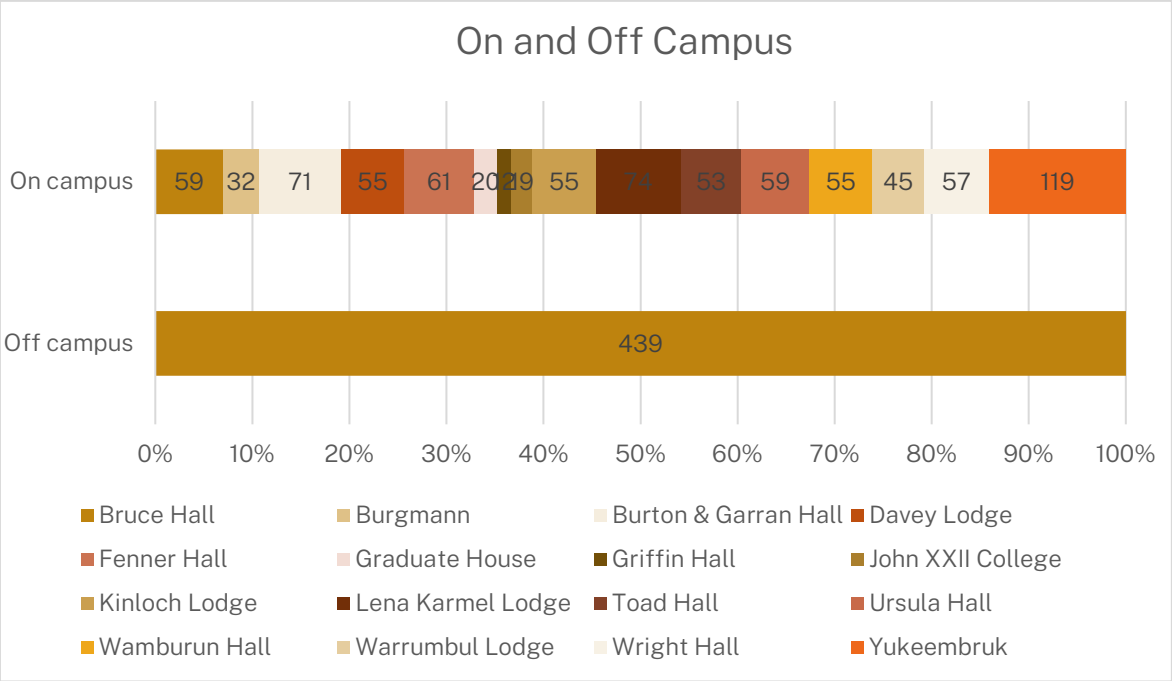


Figure 3: Breakdown of On-Campus Residences

### Previous Education on Sexuality and Relationships or Consent Education

899 (69.9%) participants indicated they had previously completed sexuality and relationships and/or consent education, and 104 (8.01%) were unsure. Those who had completed education participated in high school/college (*n* = 442; 49.7%), primary school (*n* = 20; 2.2%) or both (*n* = 159, 17.9%), another university (*n* = 208, 23.4%) and/or elsewhere (n = 22, 6.7%). 38 people (4.23%) identified they had completed prior training at ANU (Figure 3).

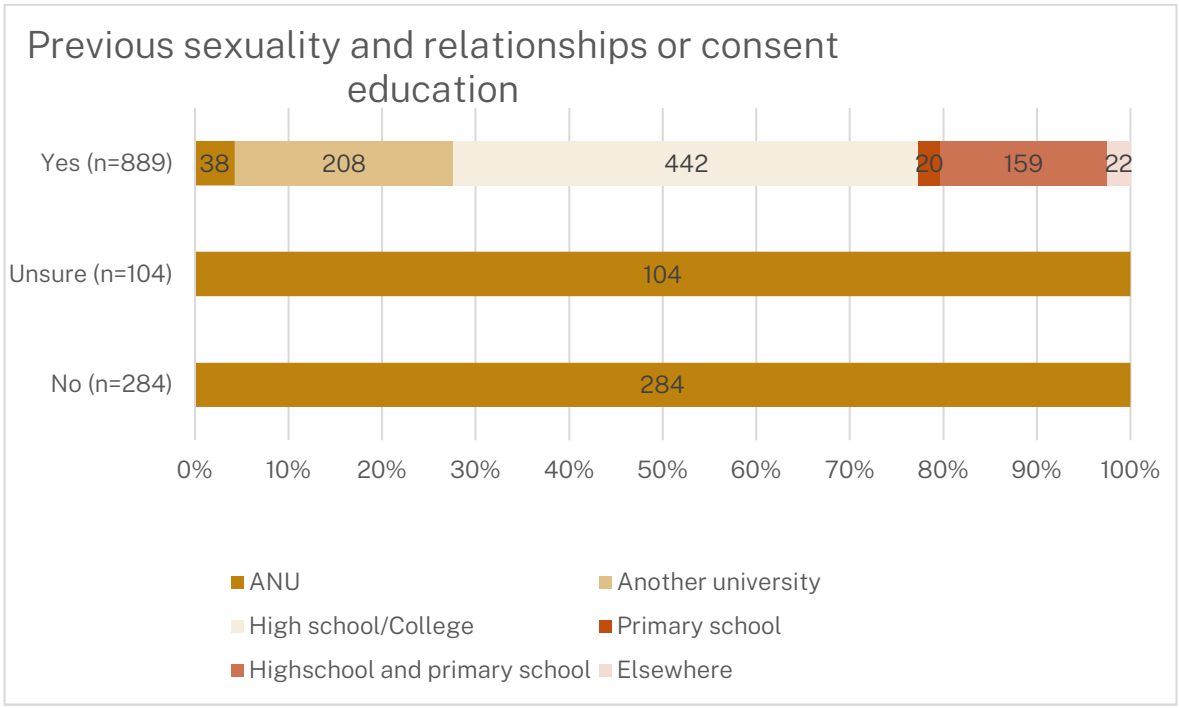


Figure 4: Previous sexuality and relationships or consent education

A higher percentage of domestic students had engaged in previous consent education than international students ($\chi^2(2) = 46.65$, $p < .001$, $V = .191$) (Figure 5). Of those who had engaged in previous consent education, most domestic students received this education in secondary school, while international students reported a combination of receiving this education in secondary school, a previous university, or through community education.

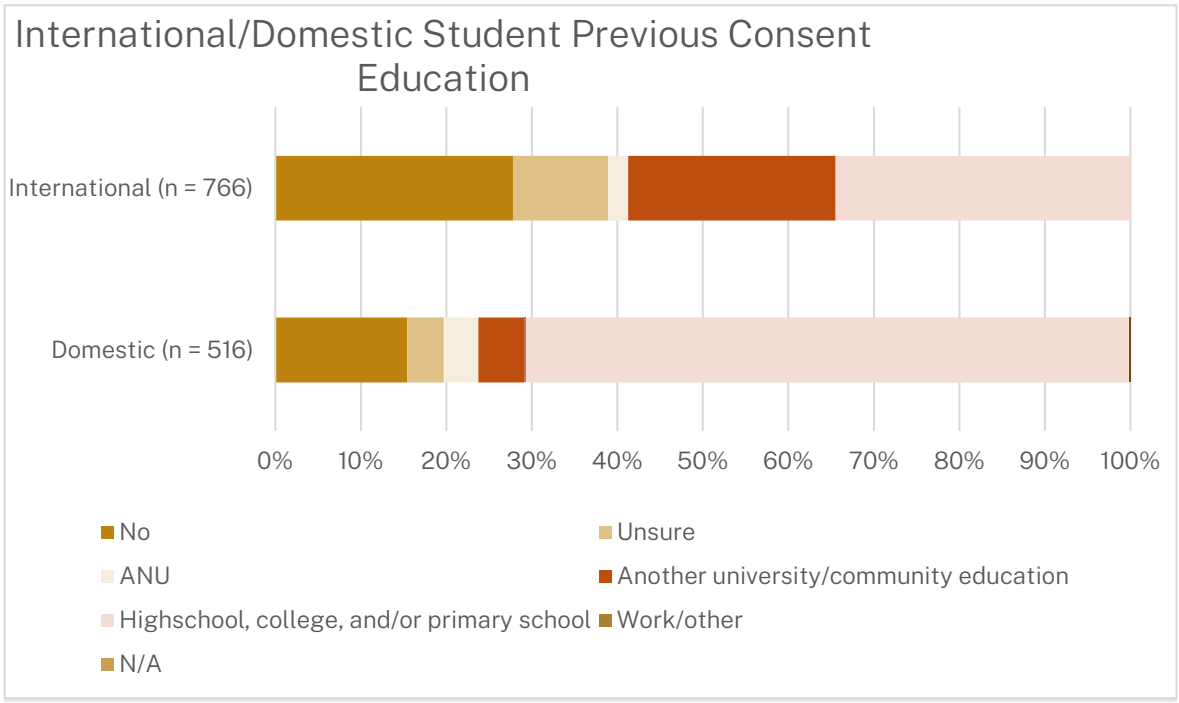


Figure 5: International/Domestic Student Previous Consent Education

A higher percentage of undergraduate students had engaged in previous consent education compared to postgraduate and HDR students ($\chi^2(4) = 32.88$, $p < .001$, $V = .113$) (Figure 6).

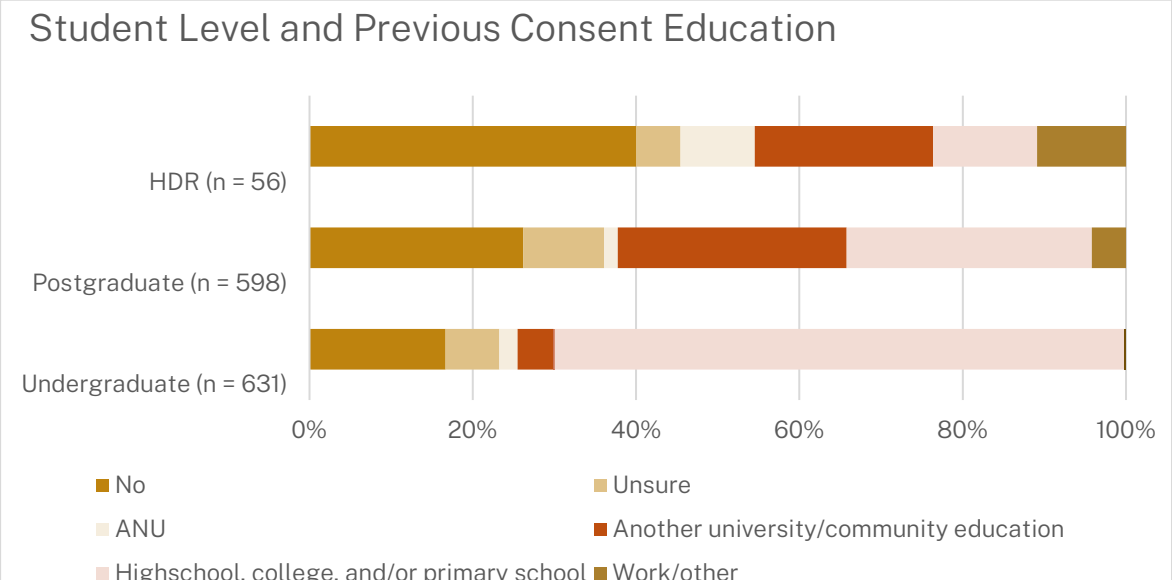


Figure 6: Student Level and Previous Consent Education

## Motivations for Taking the Online Module

We asked participants their motivations behind completing the online module. Using items from Sheldon and Filak (2008), we asked participants whether they completed the online module for external, introjected, identified, or intrinsic reasons (see also Ryan & Connell, 1989). If an individual feels forced to complete a task due to outside forces and would not have completed the task if not for this force, then this is *external motivation* (measured by the item 'I completed the course because somebody else wanted me to'). *Introjected motivation* refers to internal pressure from the person, usually to avoid guilt or shame (measured through the item 'I completed the course because I would feel ashamed, guilty, or anxious if I didn't'). Engaging in a task that an individual feels is unpleasant but valuable is *identified motivation* (I completed the course because I truly believe it is an important course to take'). *Intrinsic motivation* is where the individual engages in a task purely for enjoyment or challenge, not for other rewards (measured by the item 'I completed the module for the enjoyment or stimulation that it provided me'). We kept all items separate for the following analyses (all items combined produced Cronbach's $\alpha$ = 0.23, which indicates low reliability). These questions were asked on a scale from 1 (strongly agree) to 5 (strongly disagree).

Overall, Figure 7 suggests **participants were most motivated to take the course because of identified motivation** — where they believed it was an important course to take (89% agreed, 2.0% disagreed, 9.0% felt indifferent). Participants also indicated that they completed the online module for external reasons (48.9% agreed, 22.0% disagreed, and 29.1% felt indifferent). Participants generally disagreed that their motivations were because they would feel ashamed or guilty for not completing the module (introject; 26.8% agreed, 47.2% disagreed, 26.0% felt indifferent) or because they were intrinsically motivated and felt it would provide enjoyment or stimulation (29.1% agreed, 35.2% disagreed, 35.7% felt indifferent).

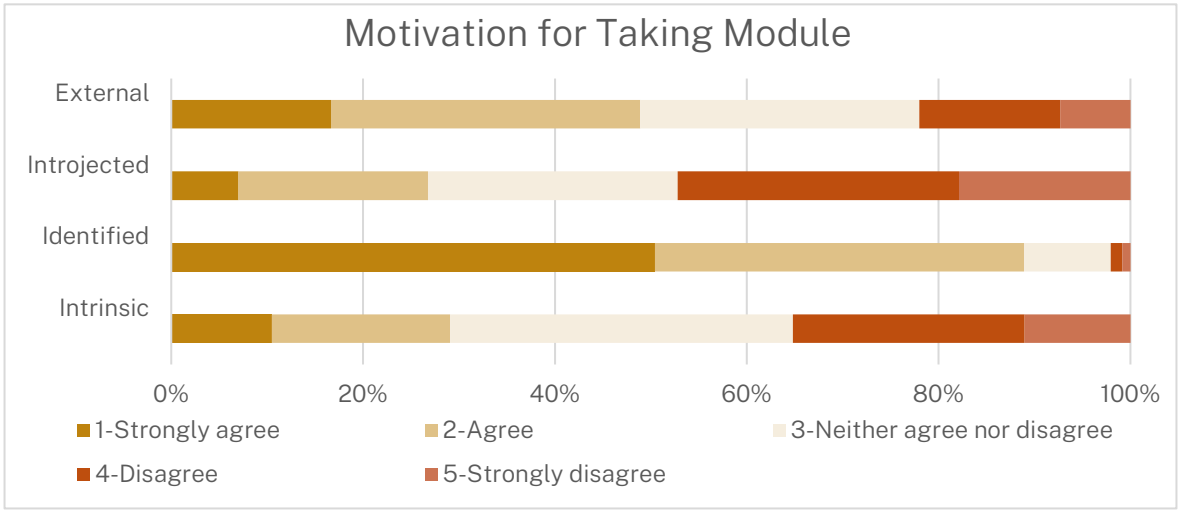


Figure 7: Motivation for Taking Module

### *Gender Identity and Motivation Responses*

Figure 8 below shows participant responses for each motivation type categorised by gender identity. All gender identities considered this an important course to take, but females more strongly agreed they were influenced by *identified motivation* than males; ($t(1225) = 3.23$, $p < .001$, $d = .19$). Non-binary participants, transmasc, and those who did not disclose their gender, also strongly agreed to identified motivation, but these were nonsignificant in the statistical

model (due to small sample size). Females also more strongly agreed they were driven by intrinsic motivation than males ($t(1225) = 2.09$, $p = .037$, $d = .12$).

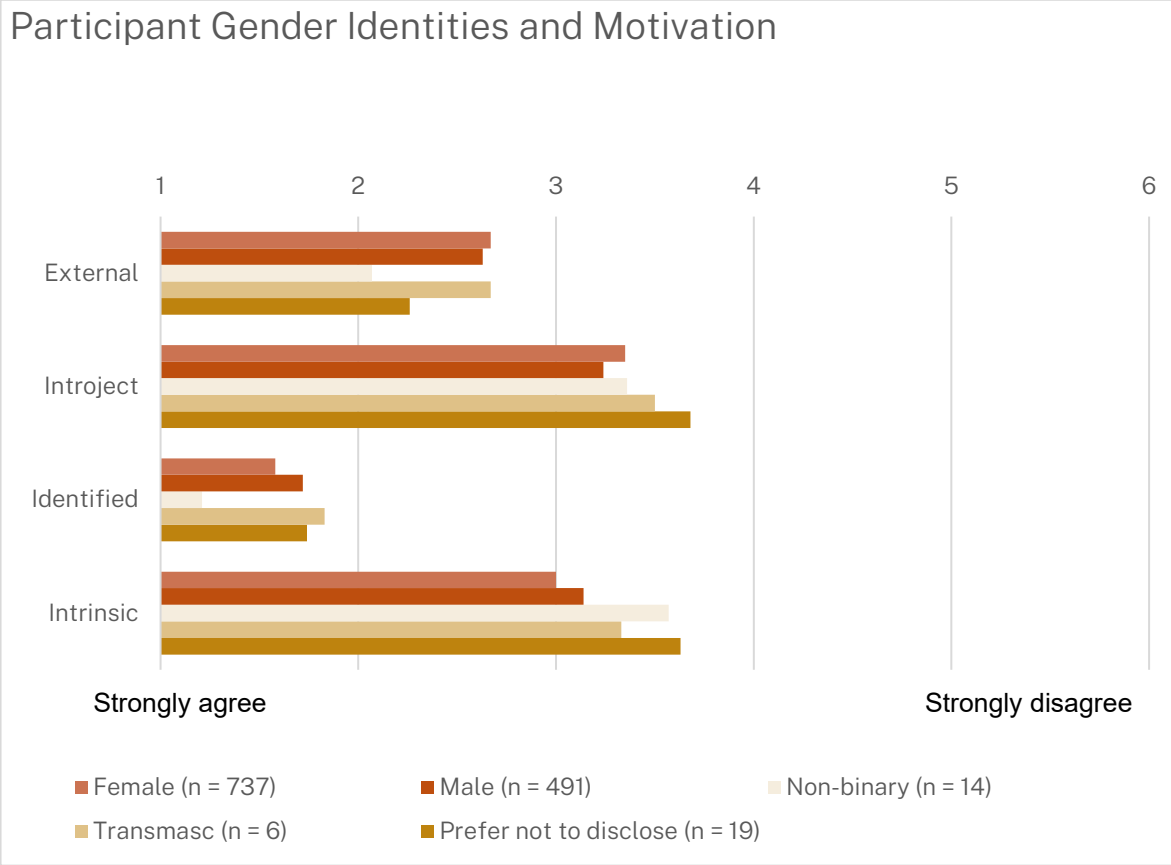


Figure 8: Participant Gender Identities and Motivation

### *Participant Education and Motivation*

Students across all education stages agreed they completed the course due to identified motivation, but also external motivation. Postgraduate and undergraduate students more strongly agreed they were affected by *introject motivation* than HDR students ($F(2, 1265) = 12.77$, $p < .001$, $\eta_p^2 = .02$). Postgraduate students more strongly agreed they completed the course for *intrinsic reasons* than HDR students and undergraduate students ($F(2, 1265) = 81.55$, $p < .001$, $\eta_p^2 = .11$).

### *Commencing and Continuing Student Motivation*

Commencing students more strongly agreed than continuing students they took the module for *external motivation* ($t(1266) = 3.43$, $p < .001$, $d = .28$), whereas continuing students more strongly agreed they took the module for *identified motivation* ($t(1264) = 1.56$, $p = .002$, $d = .27$).

### *Domestic and International Student Motivation*

International students more strongly agreed they completed the module because of identified motivation (they truly believed it was an important course to take) than domestic students ($t(1264) = 2.17$, $p = .030$, $d = 0.12$). International students also more strongly agreed they were motivated by introject motivation, ($t(1264) = 2.60$ $p = .010$, $d = 0.15$), as well as intrinsic motivation, ($t(1263) = 15.04$, $p < .001$, $d = 0.86$), compared to domestic students.

### *On-Off Campus*

Off-campus students agreed more strongly than on-campus students that they were motivated by intrinsic motivation, $t(1263) = 4.10$, $p < .001$, $d = 0.24$.

### *Other Demographics and Motivations*

People with a trans experience more strongly agreed ($M = 2.93$) to being motivated by introjection than people who have not ($M = 3.34$) ($t(1221) = 2.19$, $p = .029$, $d = 0.35$). People with a trans experience also more strongly agreed ($M = 2.54$) to being intrinsically motivated than people who have not ($M = 3.09$) ($t(1229) = 3.09$, $p = .002$, $d = 0.49$).

Participants who have, have not, or were unsure if they had prior sexual/consent education did not differ on their motivation for undertaking the module.

### *Correlations to Participant Motivations*

- Participant's level of identified motivation was moderately correlated to their SELT-style course feedback ratings (discussed more below), $r = .619$, $p < .001$. The stronger people felt they were influenced by identified motivation, the clearer and more valuable they felt the course was.
- Participant's level of intrinsic motivation was also moderately correlated to their SELT-style course feedback ratings, $r = .368$, $p < .001$. The stronger people felt they were influenced by intrinsic motivation, the clearer and more valuable they felt the course was.
- Participant's level of external motivation was weakly negatively correlated to their SELT-style course feedback ratings, $r = -.160$, $p < .001$. The stronger people felt they were influenced by external motivation, the less clear and valuable they felt the course was.
- Participant's level of introject motivation was weakly negatively correlated to their SELT-style course feedback ratings, $r = -.090$, $p = .002$. The stronger people felt they were influenced by introject motivation, the less clear and valuable they felt the course was.

### *Additional Motivations*

Participants were asked if they had other reasons for completing the module.

Participants indicated that they completed the module to understand the cultural expectations of the university and country (and how it differed from their own country, if international), for personal growth, and to inform their future career.

The most common answers appeared to be because it was mandatory, as a refresher, were curious about the approach at ANU, felt it was important or the right thing to do, from personal experiences, and to learn more about the topic.

## Course Feedback

Participants answered questions regarding the feedback of this module. The questions were 'I could see a clear connection between the learning outcomes and activities in this course', 'the course helped me understand concepts more clearly', and 'overall, this course was a valuable learning experience'. These questions were asked on a scale from 1 (strongly agree) to 5 (strongly disagree). We combined and averaged these to form one overall score on the same 1-5 scale.

Overall, participants felt the course was clear and valuable (Total $M = 1.66$; over 85% agreed to each item). Key findings include:

- Females were slightly more likely than males to find the course clear and valuable ($t(1183) = 2.41$, $p = .016$, $d = 0.14$).
- Postgraduate students were more likely than undergraduates to find the course clear and valuable ($t(1160) = 4.15$, $p < .001$, $d = 0.23$).
- International students were more likely than domestic students to find the course clear and valuable ($t(1210) = 6.76$, $p < .001$, $d = 0.38$).

### *Other Demographics and Course Feedback*

- On-and off-campus students did not differ on their course feedback
- Commencing students felt more positive to the course feedback than continuing students, $t(1212) = 2.36$, $p = .018$, $d = .20$
- People who have or have not had a trans experience did not differ on their course feedback
- Participants who have, have not, or were unsure if they had prior sexual/consent education did not differ on their course feedback.

### *Qualitative Feedback on Course*

Participants were asked to give open-ended feedback on the strengths of the course and to make suggestions for improvements. To code the analysis of the qualitative feedback, each individual response was categorised into specific themes under the broader domains of interface, content and delivery mode. Responses were reviewed to identify recurring topics and sentiments, which were then grouped to reflect common strengths and suggestions for improvement.

903 individual responses were received for this question. A very small minority of comments (>1%) stated that the course had no strengths. The remaining responses revealed several topics.

Broadly, responses can be summarised across the domains of interface and content, described below.

#### Interface

1. Interactivity
    - Engagement: Many participants noted the interactive elements of the course as a key strength.
    - Varied formats: Participants positively commented on the variety of formats — such as videos, quizzes, and written tasks.
2. User experience
    - Pacing: Participants appreciated the course's pacing, which they found to be well-balanced — neither too slow nor too fast.
    - Ease of use: The course interface was described as user-friendly, which helped maintain participant engagement without causing frustration.

#### Content

1. Information quality
    - Depth of content: Participants highlighted the thoroughness of the course content, which provided a comprehensive understanding of the subject matter.
    - Clarity: The course was commended for making complex concepts easy to understand. The material was clear and well-organised, helping learners grasp difficult topics.
2. Practical application
    - Real-world examples: The inclusion of realistic scenarios and examples was frequently mentioned as a strength. These examples made the content more relatable and applicable to real-life situations.
    - Practical advice: Participants valued the practical ideas and strategies provided by the course, particularly in helping them navigate challenging situations.
3. Inclusivity
    - Addressing key issues: The course was appreciated for its direct approach in addressing key issues, avoiding metaphors, and ensuring that participants could easily understand the content.
    - International perspective: A number of international students found the course especially helpful and informative, as it offered education and insights they had not previously received in their home countries or prior academic experiences.
4. Engagement with sensitive topics
    - Openness: Participants noted that the course openly addressed sensitive and complex issues.
    - Relevance: The content was seen as highly relevant, particularly in how it handled difficult topics in a straightforward manner.

### *Suggested improvements*

Participants were also asked if they had any suggestions for how to improve the course. 618 participants provided a written answer. Of these, 73 (12%) complimented the course and 123 (20%) indicated that they had no suggestions. The remaining 421 (68%) responses can be summarised as follows:

#### Interface

1. Video usage
    - Requests for more videos: Some participants expressed a desire for additional video content, suggesting that videos enhance their learning experience.
    - Accessibility and technical issues: Some participants, particularly those completing the course overseas, mentioned accessibility and technical challenges related to video content. There were also a few suggestions to reduce the number of videos to make the course more streamlined.
    - Layout and navigation: Some comments were made regarding the course's navigation and layout, indicating areas where the interface could be improved to enhance usability.
2. Course length
    - Perceived length: A common concern was that the course felt too long or took participants longer to complete than they had anticipated, suggesting a need for either adjusting the content or setting clearer expectations for completion time.

#### Content

1. Concept of consent
    - Need for expanded discussion: Some participants felt that the course did not sufficiently explore the nuances of consent, indicating a desire for deeper discussion and more comprehensive coverage.
    - Clarity issues: A few participants mentioned that, despite completing the course, they were still unclear about the meaning of consent, suggesting that the explanations could be made more explicit or detailed.
2. Gender and sexuality
    - Expanding content: A few students requested more content related to gender and sexuality, including topics like homophobia, indicating that participants felt these areas were underrepresented in the current material.
3. Specific content areas
    - Scenario feedback: A few participants provided feedback on specific content areas or scenarios, indicating that while the scenarios were generally well-received, there may be room for refinement or expansion in certain areas.

#### Mode of delivery

1. Text reduction
    - Too much text: Some participants suggested reducing the amount of text in the course.
2. Increased interactivity
    - More scenarios and quizzes: There was a call for more interactive elements, such as scenarios and quizzes, to enhance engagement and reinforce learning.
    - Preference for face-to-face workshops: A few participants highlighted the importance of face-to-face workshops.

## Trust in and knowledge of ANU Support Services

Participants answered questions regarding their trust in ANU support services: whether they will be treated with empathy and compassion and taken seriously if they were to reach out to ANU support services. These questions were asked on a scale from 1 (strongly agree) to 5

(strongly disagree). We combined and averaged these measures to form one overall score on the same scale.

Overall, participants indicated that they trust ANU support services (Total $M$ = 1.47; over 90% agreed to both items). Key findings include:

- Males were slightly more likely than females to feel they could trust ANU support services ($t(1990) = 2.67$, $p = .008$, $d = 0.16$).
- Commencing students were more likely than continuing students to trust ANU support services ($t(1228) = 4.24$, $p < .001$, $d = 0.36$).

### *Other Demographics and ANU Trust*

- On-and off-campus students did not differ on trust in ANU services.
- International students felt more trusting to ANU services than domestic students ($t(1227) = 2.15$, $p = .031$, $d = 0.13$)
- People who have or have not had a trans experience did not differ on ANU trust.
- HDR, undergraduate, and postgraduate students did not differ on trust in ANU services.
- Participants who have, have not, or were unsure if they had prior sexual/consent education did not differ on ANU trust.

### *Knowledge of Support*

Participants also provided true/false responses to a range of statements that targeted knowledge of available supports after taking the course. These statements can be found in the table below. Table 3 indicates that students were more unsure about making a report or complaint to the Office of the Registrar (88.4%), but otherwise were able to correctly identify actionable steps taught by the module. Comparisons against various demographic factors indicated no differences.

Table 3: Knowledge of ANU support services and processes

| | TRUE<br>N<br>% | FALSE<br>N<br>% |
|---|---|---|
| I can contact the Student Safety and Wellbeing Team to access general wellbeing support | 1223<br>98.8% | 15<br>1.2% |
| The Student Safety and Wellbeing Team supports students who have been impacted by sexual assault or sexual harassment | 1222<br>98.9% | 13<br>1.1% |
| I can contact the Student Safety and Wellbeing Team to make a disclosure about experiencing or witnessing sexual harassment and/or sexual assault | 1192<br>96.6% | 42<br>3.4% |
| I can use the Online Disclosure Tool to make a disclosure about experiencing or witnessing sexual harassment and/or sexual assault | 1181<br>95.5% | 56<br>4.5% |
| I can make a report or complaint to the ANU by contacting the Office of the Registrar | 1092<br>88.4% | 143<br>11.6% |
| The Student Safety and Wellbeing Team can help me with safe making options, wellbeing and academic support if I choose to make a report or complaint | 1216<br>98.4% | 20<br>1.6% |

These results, and their implications for future iterations of the online module are considered in the discussion (Chapter 8) of this report.

# 4. Rights, Relationships and Respect Online Module: Learner Responses

As described above, learning activities were designed to address the multifaceted dimensions of consent education within the context of the Australian Capital Territory (ACT) and the ANU campus. These activities were tailored to meet the following outcomes:

- Learning outcome 1: Access sexual assault and sexual harassment care and support pathways, including the University's zero tolerance approach and how this is upheld in case management and formal complaint protocols.
- Learning outcome 2: Reflect on the University's values and expectations around healthy and respectful relationships and my role as an active member of a safe community.
- Learning outcome 3: Articulate the legal parameters of sexual consent in the ACT.
- Learning outcome 4: Reflect on the ethical and social dimensions of sexual consent in their personal relationships.
- Learning outcome 5: Identify how power dynamics impact consent and respect in our personal and professional relationships at ANU.
- Learning outcome 6: Identify support services available to you at ANU and within the ACT community.
- Learning outcome 7: Identify instances of cyber assault and e-safety support.

Five activities were examined using text mining methods to determine whether and how students met learning outcomes. These mapped to learning outcomes two, three, four, five and six. Learning outcomes one – access sexual assault/harassment care and support pathways, and seven – identify instances of cyber assault and e-safety support, were assessed via multiple choice and true/false activities.

Students received guidance on these while completing the module itself. Students were provided the opportunity to opt out of their responses to the learning activities being excluded from the analysis for the purpose of this evaluation. The total number of responses included in the analysis ranged from 2026-1820 across learning activities. Only responses collected over the course of Semester 1, 2023 were included in the dataset. The resulting findings indicate that all learning outcomes were met, and in some cases exceeded.

The high level of correct responses to the true/false survey items designed to test knowledge of support services and pathways further indicate that learning outcome one was achieved.

## The University's values and creating a safe community

Learning outcome (Reflect on the University's values and expectations around healthy and respectful relationships and my role as an active member of a safe community) was assessed via an activity that required students to select from a predefined list of actions they might take to cultivate a respectful university community. Students selected three, and were invited to suggest an additional action/example they intended to take.

The predefined options included:

a) Engaging in formal leadership opportunities
b) Communicating respectfully with all members of the ANU community
c) Listening to the experiences of peers and staff and endeavouring to learn from them

d) Upholding the code of conduct as they move through their degree program
e) Being an active bystander when witnessing potentially harmful behaviours
f) Participating in formal and informal opportunities to change existing cultures that do not align with community values

Arguably, choosing any of the above responses would demonstrate a commitment to a respectful university community. An analysis of student opened-ended responses is additionally instructive. We analysed 1816 responses to this prompt (89.63% of the total sample for this activity). The most prominent topics identified are depicted in Table 4 below in descending order of importance. Some of these closely mirror the options already provided. It is unclear whether this was due to limited effort, or diverse interpretations of the task requirements.

Nevertheless, the additional emphasis placed on fostering inclusivity is reflective of additional positive engagement – particularly as example texts explored refer to both inclusive cultures and the actions necessary to achieve this.

Table 4: Modelled topics of open-ended student responses about their contribution to a respectful university community

| Topic | Example texts |
|---|---|
| Positive and inclusive culture | "recognising and respecting the individuality of staff and my peers"<br>"celebrating and recognising the differences that make us such a vibrant and lovely community"<br>"treating others nicely" |
| Rules and regulations | "following the code of conduct"<br>"upholding the college's policies of respect on and off campus"<br>"observing and complying with rules" |
| Bystander intervention | "taking bystander intervention training"<br>"calling out inappropriate behaviour that jeopardises the comfort of staff and peers, opting for reconciliation over shaming of said behaviour" |
| Community engagement | "joining some student groups or activities"<br>"attending leadership events and being a safe space for my peers to open up"<br>"running for international student representative in the student residence" |
| Active support and inclusivity | "discouraging stereotypes and cultures that are harmful to groups or individuals"<br>"using inclusive language and encouraging my peers to do the same" |

## Legal, ethical, and social dimensions of consent

Learning outcomes three (articulating legal parameters) and four (ethical and social dimensions of consent) were assessed using module activity two. The activity asked students to consider a scenario in which a couple in a long-term monogamous relationship have been consuming alcohol, evaluate whether consent was present, what evidence existed to suggest this, and whether there was information missing necessary to satisfy the presence of consent. A topic modelling approach was employed to analyse the open-ended responses to this scenario, revealing several themes in the data. Table 5 details the most dominant topics in the data, the key terms associated with these topics, and examples of the contexts in which they were used.

Table 5: Modelled topics of open-ended student responses to the scenario question

| Topic label | Example terms | Example texts |
|---|---|---|
| Ambiguity/complexity | boundaries, context, complex, established, situations, trust, depends, language, body, grey, ambiguous, unable, blurred, consented, drunk, lines, bounds, physically, unwelcome, depends | *"This one depends. On the one hand, it's typically considered that drunk individuals do not have the mental capacity to consent. This is especially the case for casual partners, such as one night stands. However, many couples discuss situations in which they are not technically able to give consent in the present, but would nonetheless like to participate, and so they come to an agreement when both are sober as to the conditions of consent, and withdrawal of consent, when they are otherwise unable to…"*<br><br>*"This situation is tricky, as they are a long term relationship, we could assume they have a level of comfort with each other, but the scenario provided doesn't acknowledge whether or not they have had sex with each other before meaning we do not know if they have previously given consent to each other before this sexual encounter…"*<br><br>*"It may also depend on the way in which 'yes' was said. Words don't necessarily suggest consent.* |

| | | |
|---|---|---|
| | | *If the partner was not overly intoxicated and the 'yes' suggested a shared enthusiasm, then consent was given."* |
| Consent negotiation while intoxicated | intoxicated, afternoon, suggesting, drinking, fact, engaged, non-consensual, given, regards, age, clearly, continued, agreed, partners, considered, prior, likely, consensual, significantly, activity | *"I guess it isn't really consent because they were drunk, however if it was an enthusiastic yes from both of them and they feel alcohol isn't affecting this decision than there isn't a problem."*<br>*"No. Despite the long term and monogamous status of their relationship, just because they have (presumably) already had sex, does not mean they consent to sex in that moment, had they have had a clear head. The intoxication does not allow this interaction to be wholly consensual"* |
| Power dynamics | informed, play, coerced, pressured, necessary, impaired, raises, wants, pressure, several, shared, feels, indicating, actions, entirely, partner, power, role, enthusiastic, semi | *"Consent when 2 parties have been drinking is a complex issue as it is difficult to claim one party was taking advantage of another when both parties have verbally engaged in consent."*<br>*"Although this couple has been in a long-term relationship that does not mean sexual misconduct can not occur. This scenario does not say whether one partner is more intoxicated than the other, whether a partner has the power to coerce the other or give any indication about any non-verbal cues of consent before sexual activity. Furthermore, the scenario does not give any indication of ongoing affirmative consent during sexual activity. It is not clear whether this scenario is consensual or not."* |

| | | |
|---|---|---|
| Missing information | provided, information, present, determine, lack, provide, individuals, scenario, throughout, suggest, seem, needed, may, encounter, missing, blurs, agreement, request, party, aware | *"It is unclear whether consent is ongoing - that's missing. Whilst the long term relationship would suggest a pattern of consensual sex, it's possible alcohol was used by one partner to exploit the other."*<br><br>*"Mostly, no, this is not cool. The consent is not persuadable and acceptable in this scenario. It also missing information as well. How long did they meet? Were they drunk after consuming the alcohol? Did the consent happen in a situation where both parties are faded or awake?*<br><br>*However, by the scenario itself, there is not enough evidence that it is consensual or non-consensual, but mostly it doesn't because alcohol will affect a person's behaviour and saying to various degrees."* |
| Legal dimensions | influence, consumed, regardless, consumption, involvement, consuming, discussions, legally, involved, clarity, generally, neither, guarantee, despite, alcohol, law, absent, drug, interaction, revoked | *"Based on the information given, this scenario does not satisfy formal consent as defined by ACT laws. This is as there is alcohol intoxication involved. Being long term partners however, blurs the lines of whether this can be considered consent, as clear boundaries would have been experienced and set in times prior to the situation. Despite this, legally, there is no formal consent."*<br><br>*"even though it is likely both parties were comfortable with engaging in this sexual activity, the fact that both are intoxicated blurs the boundaries of consent. This suggests that especially from a legal standpoint this could be viewed as non-consensual."* |

The presence of “legal dimensions” here indicates that students are across the aspects of this scenario that violate the legal parameters of sexual consent. Student reflections were thoughtful and tended to emphasise impacts of alcohol “even though it is likely both parties were comfortable with engaging in this sexual activity, the fact that both are intoxicated blurs the boundaries of consent. This suggests that especially from a legal standpoint this could be viewed as non-consensual".  Several example texts from the other topics also reference key legal aspects of consent. For example, “withdrawal of consent”, “a shared enthusiasm”, and “ongoing affirmative consent”. This further suggests student ability to articulate the legal parameters of sexual consent.

Similarly, students provided considered commentary on the ethical and social dimensions of consent, satisfying learning outcome four. Most notably, students expressed that although the sexual activity that took place in the scenario technically violated the legal definition of consent, aspects such as the duration of the relationship, whether there had been prior patterns of consensual sex, and the level of intoxication, were also important to consider when making a determination about whether consent was present. The dominance of the topic “ambiguity/complexity” is reflective of the extent to which students contemplated this. Furthermore, students referred to the impact a power dynamic would have on this scenario and noted that there was limited information about the extent to which exploitation or coercion could occur – both inclusive and irrespective of alcohol consumption.

## Power dynamics

Learning outcome five (how power dynamics impact consent and respect) was operationalised by activity three, in which students were presented with two scenarios to highlight the power differences that can exist in relationships at university. One scenario highlighted the potential for this to manifest in a residential context, while the other focussed on the relational dynamics between a post-graduate student and their supervisor. Students were then asked to reflect on the impact of power imbalances in terms of consent and respect, emphasising what could have been done differently. A similar topic modelling approach was used to analyse responses to this activity. The complete tabular outputs for each activity are available in Appendix 1.1.3.

Across both scenarios, students demonstrated a sound understanding of the imbalances of power, pinpointed the behaviours that were problematic, and identified ways to manage each situation despite discomfort.

In the residential context, students referred to the fact that one of the students held a leadership position which they had leveraged to coerce the other. For example, “there is a power inequality because of age (Ashton is older than Jeff), the social situation (Jeff is new and doesn’t know anyone, whereas Ashton is popular and knows people at the residence), and “Ashton should have managed this differently and recognised that he is in a position of power”.

Similarly, students clearly identified the substantial power the Supervisor yields over their student both in the situation itself, and regarding the student’s career “The power imbalance here is both gender-based as the professor's gender grants him male-privilege. Also, a social imbalance is present as the professor is both well-regarded and senior in the research department at the institution.”.

Student reflection on the actions that could have been taken to best prevent, or manage each situation provide additional indication of student engagement and understanding. In the residential scenario, students placed particular emphasis on the recognition of verbal/non-verbal cues as well as clear and direct communication, and the need for consent to be sought:

> “This scenario could have been managed different by having more clear verbal consent and communication”
>
> “Ashton could have asked for consent to kiss Jeff by simply asking "may I kiss you" which would have allowed for effective communication between the two.”
>
> There should have been more communication around consent and preferences and an apology afterwards.”
>
> “Ashton should have asked if Jeff was comfortable and gotten consent before putting his arm around him.”
>
> “Ashton should have asked for consent to kiss Jeff, and only kissed him if Jeff provided him with this consent.”

Communication was similarly highlighted in the second scenario, however given the additional professional complexity – the burden of this was understood to be placed on the student:

> “Roxy could have communicated that they felt uncomfortable and couldn't go swimming that night and one on one but suggest that they join a swim squad one day instead”
>
> “Roxy could have mentioned that she was uncomfortable with going beyond a professional boundary”
>
> “Roxy could explain to their professor that they were uncomfortable with how they acted at the function, and believed it to be inappropriate”
>
> “Roxy could have explicitly voiced their feelings as opposed to leaving without saying anything”

Additional recommendations emphasised help-seeking, primarily via ANU support pathways to manage this situation. This was the most dominant topic in the data which is to be expected as SSW was explicitly mentioned in the task description. Nevertheless, commentary surrounding SSW was overwhelmingly positive, with many respondents commending the student’s choice to seek support despite the risks to her career.

> “Roxy did the right thing in reaching out to Student Safety and Wellbeing. Student Safety and Wellbeing should be able to take action against the supervisor. If such action isn't taken it is tragically possible for impacts to be had upon Roxy's career”
>
> “I think Roxy handled this situation very well, as their supervisor put them in a compromising position and even though they were scared of losing their research career, they still chose to talk to the Student Safety and Wellbeing team about the incident.”
>
> “Students or employees may be more likely to feel as if disclosing or reporting sexual assault or sexual harassment will have a negative impact on their lives and careers.”

Across both tasks students highlighted the impact of space in creating opportunities for the harms depicted in both scenarios to occur. In the student/Supervisor scenario, the intimate nature of the pool/sauna was discussed as being particularly problematic given the expectations that may be associated.

> “The question of the invitation to use a pool and sauna, both intimate places, should not have been asked.”
>
> “Roxy's supervisor, rather than just being an older colleague in the same field, is in a direct position of power over them, so he should know better than to invite them to his home. A work social function is still a professional environment, but going to a pool or

> sauna together is much more intimate, and especially at night when they have both been drinking. Even if that wasn't an explicit sexual invitation, it was still unprofessional and would obviously make Roxy uncomfortable - especially if the implication was that their career could be at risk if they didn't agree."

In the residential scenario, responses noted that the isolation provided by Ashton's room was both critical to creating the conditions for harm to occur, but easily managed/changed.

> "Jeff could have avoided going into Ashton's room alone."

> "Jeff could have asked to see Ashton in a public space (rather than Ashton's private room), which may have made Ashton less comfortable making any advances, or enabled someone in the area to see that Jeff was uncomfortable and diffuse the situation/intervene."

> "Creating a safe environment for people to hang out in the residence that isn't a room - perhaps Jeff might have felt comfortable saying "let's check out the common room - I haven't spent much time there yet" rather than having to be alone with Asthon in a bedroom that has a more loaded atmosphere than a public space."

This commentary not only referenced the physical environment and expectations within it, but extended to comment on the concept of guardianship, and the ways in which existing leadership structures could be leveraged to prevent the likelihood of this occurring.

> "During O-week residences could attempt to keep events exclusively to new students."

> "Ashton should have been properly vetted and/or trained to bear the responsibility of being campus residence Senior Resident, including training and selection on understanding and baring the responsibility of committing SASH."

> "Training for SRs to be able to recognise inappropriate behaviour in their peers could have stopped Ashton's behaviour earlier - having multiple SRs interacting with each group would mean there are other people around who also have the authority to intervene and recognise harmful behaviour before it happens."

In addition to having met the learning outcomes related to power, these examples are indicative of positive engagement with the concept of "*sexual geographies*" (Hirsch & Khan, 2020) as relevant to both undergraduate and postgraduate student life. This is particularly encouraging as students struggled to grasp this in other formats.

## ANU support services

Learning outcome six (Identify support services available to you at ANU and within the ACT community) was assessed using a task that required students to reflect on a scenario in which one of their friends "Suxi" makes an accusation of sexual assault against another "Lachlan". The task asks students to reflect on the scenario and select three actions from a list of nine provided that they might take in response. Students were encouraged to consider both the individuals involved, broader friendship dynamics, and the ANU support pathways available when making their selection.

Given that students are selecting from a pre-defined list, keyword analyses relevant to each of the nine options were conducted. These are reported in Table 6 below.

Table 6: Frequency analyses of identified student responses to this scenario

| Action/example | Key-word/phrase | f | % in n = 1830 |
|---|---|---|---|
| Reach out for support for yourself because you have no idea how to navigate this. | “Support for yourself” | 1012 | 55.30% |
| Ask Abby for more information about what happened. | “More information” | 308 | 16.83% |
| Tell your Senior Resident, a student leader or Head of Hall that Lachlan sexually assaulted someone and he needs to be removed. | “Be removed” | 56 | 3.06% |
| Fill out an online disclosure anonymously to let the University know that a sexual assault might have occurred and Lachlan has been named – this would keep Suxi anonymous. You can choose to identify yourself or not. | “Online disclosure” | 489 | 26.72% |
| Speak to Suxi or send her a note that tells her you appreciate her friendship, you’re grateful that she’s been there for you in the past and you are there to support her if/when she needs it. | “Appreciate her friendship” | 993 | 54.26% |
| Offer Suxi information about resources such as the Student Safety and Wellbeing Team, Nurse Practitioner, ANU Counselling, ANU Medical Centre or internal pastoral support to make sure she has someone to talk to. | “Nurse Practitioner” | 1056 | 57.70% |

| | | | |
|---|---|---|---|
| Attempt to put distance between yourself and Lachlan but do not say anything to him. | “Do not say anything” | 113 | 6.17% |
| Attempt to put distance between you and Lachlan explaining that you’ve heard he possibly sexually assaulted someone and you just can’t support that. | “heard he possibly sexually assaulted” | 290 | 15.85% |
| Offer Lachlan information on resources about the Student Safety and Wellbeing Team, ANU Counselling, ANU Medical Centre or internal pastoral supports to make sure he has someone to talk to. | “Offer Lachlan information” | 370 | 20.22% |

Most students selected appropriate responses that best align with the learning outcomes. In particular, students demonstrated an understanding of ANU support pathways and seeking support for themselves or others through their indication that they would offer Suxi information about the Student Safety and Wellbeing Team, Nurse Practitioner, ANU Counselling, ANU Medical Centre or internal pastoral support (n = 1056, 57.70%), and use the online disclosure tool 26.72% (n = 489). It is also positive to see that a large proportion (n = 1012, 55.30%) of students indicated that they too would reach out through these various pathways to seek guidance about how best to manage the situation.

It is somewhat concerning to see that a proportion of respondents indicated their intention to take less appropriate or effective actions. For example, 16.83% (n = 308) of respondents stated that they would ask Abby for more information, despite being prompted in the learning materials that this might not be the best course of action. Similarly, 15.85% (n=290), indicated that they would explain to Lachlan that they were distancing themselves because they had heard he had been accused of sexual assault. Students were also advised not to use this approach, cautioning that they could not be sure of Lachlan’s guilt, would be violating Suxi’s privacy, and further – that it was not their responsibility to “police” the community.

These responses could be indicative of limited student engagement or learning fatigue. Indeed, this is one of the final tasks that students complete in the module. It is also possible that these aspects are not discussed in sufficient depth in the learning materials. Perhaps it would be beneficial to include an additional student reflection opportunity here to provide justification for the actions selected. Additional discussion of these results is available below.

## Limitations

There are several limitations to this analysis related to the Open Learning interface, the data itself, and the analytical strategy employed.

Firstly, given the course was designed to educate students, rather than to test their knowledge, it was structured such that students were allowed multiple attempts to answer questions to the standard required. This metadata is not retained by the platform. It would be beneficial to see whether it is possible to access this for current/future cohorts, as this information would provide further insight into student understanding and engagement.

Furthermore, the data was extracted at a particular point in time (end of semester 1, 2023; 23 May 2023), meaning that the analysis was not conducted on the entire sample of student responses. At the time the data was extracted from Open Learning, not all respondents had completed all learning tasks. Due to the course structure, this means we naturally have more datapoints relevant to earlier tasks, and fewer for the final activities. Despite this, we can be reasonably confident that our sample of 1820 (25.40%) – 2026 (28.27%) students (depending on the question/task) is representative of the overall cohort. However, mindful of student privacy concerns, no demographic information on respondents was collected. Thus, it is not possible to determine the extent to which the sample accurately reflects key characteristics such as gender, academic enrolment level (Undergraduate/HDR), or international/domestic student status. It must also be noted that some – though minimal - data was removed due to being entered on the open-learning platform in a language other than English. It is likely that these responses were completed by international students, and thus this represents data loss specific to this cohort.

Relatedly, topic modelling methods are most powerful when the topic models can be fed back into the original dataset to determine the extent to which individuals or cohorts belong to each topic.

Therefore, it was not possible to identify patterns in the dataset relevant to groups that might need supplementary and/or more tailored education. If feasible, in future, relevant demographic data should be collected to enhance the analytic potential of this method. This will provide the University with more information about student strengths and needs surrounding respectful relationships education and may assist in resource allocation.

Further, more technical methodological limitations related to the use of a machine-learning topic modelling approach are discussed in Appendix 1.1.4.

# RRR Workshops in the Pilot Halls

The RRR workshops were a pilot program consisting of three consecutive two-hour workshops targeting students from selected residential halls. These halls were chosen purposively to represent a diverse range of backgrounds and community dynamics, including a privately-operated fully catered hall, an ANU owned catered hall, and an ANU owned self-catered hall. They were designed and delivered by RRU staff in collaboration with peer educators, who were generally advanced students with experience of leadership in the halls.

Data for this analysis are drawn from researcher observations, qualitative interviews with staff, peer educators, and student participants, and analysis of student responses to an online engagement tool used during the workshops.

First, we report on student **engagement** with the program. This includes attendance, participation, and the extent to which students actively engaged with the content of the workshops. Second, this research allows us some insight into the **culture** that students navigate at the ANU, especially students living in halls of residence. We then present student views of **program development and implementation**, noting where this feedback can offer insight into future improvements of the program. Finally, we explore **student experience and learning** from these workshops.

## Engagement

Engaging students of each hall and maintaining that engagement for the duration of the program proved to be one of the most consistent challenges experienced throughout the pilot, both in terms of attendance and active participation in the workshop.

In Workshop 1, a total of 394 students attended across eight sessions. Attendance dropped by nearly 50% in Workshop 2, with around 200 students attending across six sessions. Workshop 3 saw a further decline, with 130 students attending across six sessions.

There appeared to be an element of self-selection in terms of which students continued to attend and actively contribute to sessions two and three. One student from a self-catered hall observed during the workshop, “I’ve noticed there’s a gender imbalance with who decides to come to these sessions.” Another student noted, “when I look at who has shown up it seems like most of the people here need it least”, while one said, “The program was great but felt like many points didn’t register for people who really needed to hear it”.

When asked about dwindling attendance, some students wondered if their peers were not sufficiently challenged or stimulated by the content, for instance, “It is basic, you're going to get a lot of people who aren’t interested, and, oh, I've heard this all before, I can’t be bothered to hear it again”. Another student remarked, “if the information was a bit more targeted towards university, and the issues covered were more profound, I think there’d be a higher level of engagement”. However, researcher observations and interviews revealed a diverse range of familiarity and comfort with the topics under discussion. This was particularly evident in the different levels of familiarity and comfort between domestic and international students, which mirrors findings from the online module. This will be discussed more below and suggests a need to identify and prioritise the individual needs of diverse student groups in future iterations of the RRR program.

Other engagement related issues can be divided into three categories: scheduling, attendance requirements, and familiarity and comfort with specific concepts, explored next.

### Scheduling

Workshops lasted for two hours and took place at three time points throughout the semester. Attending workshops was complicated by competing scheduling conflicts, and students found it difficult to make time to attend the sessions while also juggling work and academic commitments. This was acknowledged by staff, who commented:

> Time pressures on students in order to be able to foster community is a really tricky balance. Often the student groups that I talk to, even the suggestion of booking in an hour somewhere is met with a unanimous bout of laughter. And really reasonably so.

Data collected in-session through real-time digital feedback provided further insight into student engagement and availability[1]. Students were asked if they felt actively involved in their community, what the barriers were to active engagement, and when they are most available. While most students (76%) reported feeling active in their community, time (37%), energy (36%), and people (19%) were highlighted as the main barriers to increased activity. Students indicated they generally had the most time in the evenings (47%), with fewer available in the mornings (13%) and afternoons (10%). Notably, 30% of students preferred not to engage in their residential community, indicating limited capacity for extracurricular activities. To improve engagement, future workshops might be better scheduled in the evenings and avoid peak assessment periods.

### Attendance Requirements

Varying levels of engagement could also be partly attributed to the different communication strategies across halls. For those in the selected pilot halls, attendance at the RRR sessions was nominally mandatory. Both how this requirement was communicated by hall leadership to the students and how it was interpreted varied.

One student expressed that they interpreted this communication to mean that if they did not attend the workshop, their residential enrolment would be jeopardised: “I was under the impression that you would get evicted if you didn’t go”. This student noted that while they viewed the sessions to be important, this was certainly a deciding factor in their choice to prioritise attending the RRR session above their scheduled lecture.

Additionally, each residence employed further strategies to encourage student participation. These differed depending on the level of initial engagement observed within their residence. For example, having experienced high levels of student attendance and reasonable retention rates, it appears the ANU self-catered hall did little else to enforce participation in the RRR sessions. However, peer educators noted that in one residence, it was implied that participation was an important factor in being considered for future student leadership opportunities, and students were encouraged to attend in more subtle ways, aligned with expectations around student leadership.

Student attendance was particularly challenging at the ANU affiliated privately catered hall. Workshop attendance rates at this hall were notably lower than at the other two halls. To increase rates of student participation, hall leadership subsequently took a firm enforcement approach. While this led to an increase in attendance, students were observed to be less actively engaged and some students displayed disrespectful behaviour towards facilitators. Reflecting on this, peer leaders felt that strict enforcement of the attendance requirement negatively impacted the overall learning atmosphere. As one peer educator recounted,

> I mean, the biggest thing is that at [the privately catered hall] they were made to be there, right? Attendance was taken nine times or something ridiculous. It was very prison warden vibes. I think it was really harmful to the learning.

Another peer educator added,

> As soon as one of their staff members walks in the room it's kind of like everyone sits up straight and they put away their phones. I think it was probably quite harmful to the way that the content was absorbed.

### Familiarity and comfort with specific concepts

Engagement varied depending on the topic under discussion and student comfort levels. Researchers observed that while familiar content tended to be discussed more openly and with enthusiasm, other more abstract concepts, or those that students were encountering for the first time, appeared to be met with some reticence. Peer educators agreed that of all topics covered, students engaged most confidently with issues around sexual consent. However, this was mediated by cultural and language barriers.

As one peer educator observed:

> For example, we were doing a session on consent, and there was a group, a table that had all Chinese students, and they called me over, and they're, like, what is consent? We haven't heard that word. And then I had to write it down for them and they searched it in the Chinese language and translated it. So I guess it helped, but I guess there are still limitations in terms of language and cultural differences.

Conversely, irrespective of domestic/international student status, peer educators agreed that participants were comparatively less engaged in the topic of sexual citizenship and projects. This was also evident in digital feedback responses, in which students explained that they struggled to understand "some of the abstract concepts' (e.g., sexual citizenship), and found "wrapping my head around the concept of sexual projects" challenging. Comparatively, the use of the acronym FRIES, to delineate that consent must be 'freely given, reversible, informed, enthusiastic, and specific', appeared to be better retained. Students consistently identified this as something that had stood out to them.

This is consistent with researcher observations of these workshops. It is unclear whether this can be attributed to concepts too complex for this workshop format, lower levels of comfort with the topic, or other reasons that have not been explored yet.

Aligned with linguistic and cultural barriers explored earlier, domestic students were perceived to be more comfortable with and engaged in discussions related to gender identity than their international student counterparts. As one peer educator observed,

> In my workshop, international students did not put their hand up to answer any questions on gender identity. It was the domestic students that said that they knew about it. International students were just sitting there nodding their heads.

Peer educators also acknowledged that when students appeared to be confident about the subject matter, they were more forthright in their approach. This was particularly evident in conversations around gender identity and inclusion. However, where content was new or somewhat conflicting, this "correlated to some fear or trepidation", as articulated by one peer educator. Another peer educator noted,

> When we got more towards the consent side of things, people got a little more scared… because they didn't have the same certainty, and they were petrified of saying something wrong and being cast in the wrong way.

This was reflected in comments provided by students, as one student shared: "I think I know, I'm 90% sure I'm on top of this, but it isn't the sort of thing I really want to get wrong".

Using the digital feedback as a tool where students could anonymously share their views increased participation of attendees. One student interviewee commented: "As soon as the [digital feedback responses] come out everyone is a bit more engaged". This type of tool

was particularly useful to encourage more engaged participation across cohorts with divergent prior knowledge of and comfort with these topics.

## Culture

These findings comprise data from the digital feedback exercises, supplemented with observations from the research team and interview data, to assess student perceptions of hall culture at the ANU. In the workshops, students responded to various prompts designed to capture shared understandings of residential life that inform hall culture. These included questions about what participants liked about their hall, what they would like to see changed, and asked them to describe the culture itself. The analysis revealed distinct cultural attributes across the ANU Self-Catered Hall, the ANU Catered Hall, and the Privately Operated Hall that need to be considered when implementing a uniform educational or cultural change program.

Students in the ANU Self-Catered Hall and the ANU Catered Hall both consistently described their residences as places with a strong sense of community and inclusivity. This is reflected by the dominance of terms such as “comfortable”, “friendly”, “diversity” and “participation”. Students in the self-catered hall especially noted the inclusive atmosphere for LGBTQIA+ students. This was reinforced in student interviews conducted with peer educators in this hall, who described it as having “a strong gay culture”.

Responses to prompts about hall culture in the privately operated hall indicated a prevalent party culture. Students emphasised drinking using terms such as “nights out” and “beer sinkage”, which dominated data outputs. The research team observed this focus to overshadow other attributes such as sporting achievement and leadership structures which were mentioned, but to a lesser degree. Reference to inclusivity and respect were largely lacking in responses from this hall. While the word “feminism” appeared frequently in the data, the context suggested negative connotations rather than a genuine endorsement of gender equality. Indeed, the outputs contained various other sarcastic terms like “feminism4lyf”, and gendered slang terms like “chos” to refer to women/wanting to engage in sexual activity with women.

The data also provides insight into how culture is constructed and reinforced. The research team observed an additional ad hoc session delivered to the senior leader cohort at the privately operated hall. Throughout this session, comparable sentiments were reflected. While senior leaders placed more emphasis on sporting, academic achievement, and social events than their first-year counterparts, terms such as “matriarchy”, “sex”, “misogyny”, and “drinking” remained prevalent in the data outputs. This not only indicates the strength of hall culture at this residence, but the impact of leadership structure on fostering communal values and beliefs.

There are limitations around the comparability of this data, as this additional session was not delivered to the leadership teams at the other pilot halls. However, interview data collected from the self-catered ANU hall similarly reflects the importance of the “senior resident” leadership role. One student described “the culture is very inclusive, open, but not tolerant to stuff that’s out of line… a lot of the more influential students, SRs and stuff, do embody those values really well”. Here, SR leadership provides a mechanism through which values are shared and culture is fortified – be it supportive, inclusive, or harmful.

There was also an observed relationship between hall culture and active participation in the workshops. Peer educators suggested that the “strong gay culture” of the self-catered hall was a key underlying force that contributed to positive engagement among this cohort. They noted that the “types of people who then come to a sex, rights and relationships workshop” are among those most aligned with a commitment to creating an inclusive and respectful community. This was certainly reflected in observations of the sessions that took place at this hall. Similarly, in the hall identified to have a “party culture”, we observed that some students – across both the first year and senior resident sessions, acted in ways disrespectful to both the facilitator and

their peers. This behaviour included talking/interrupting and making inappropriate comments and jokes throughout the presentation and subsequent discussion. While such behaviour may be a sign of discomfort with the content, it may also indicate a general hostility towards the program. Addressing the discrepancies in engagement and respect towards the program, especially in halls with a more pronounced party culture, will be essential for the success of future initiatives aimed at promoting gender equality and combating gender-based violence.

## Development and Implementation

This theme draws on data collected through staff and peer educator interviews, who gave insight into how the RRR program was developed. This is supplemented by digital feedback collected in workshop two. The staff member we interviewed stressed that this pilot was an opportunity to explore what works in an ANU context: "It's a living community of people from all over the world... being bold and experimental I think is really important". This sentiment was consistent with our observations of the development and implementation of the program.

### Strength of the program: co-design and flexibility

The commitment to co-design was consistently pointed to as a strength of program development and implementation. Engaging peer educators was the primary way in which this was achieved. One peer educator observed,

> When they see us going and sitting with them as students, not as officers from the RRU, just looking at them they feel more comfortable to share and discuss openly on the table that they're sitting at. So, I think peer educators are really helpful in the sessions.

Peer educators also praised the RRU for being receptive to their feedback to make the workshops more digestible and relatable to student experience. One peer educator reported that "we would share feedback after each session", while another reflected, "coming up to workshop two, they discussed a lot with us about 'are you comfortable with this PowerPoint', is there anything you'd like changed".

Reflecting on this dynamic, the staff member noted,

> We've got a pool of about six at the moment, maybe seven, and I feel like the only thing that could be improved about that experience is to have more peer educators, a wider variety of experiences in there, and more opportunity to be developing the programme side by side.

The ability of RRU staff to tailor the content to their audience was seen as another positive aspect:

> When [the workshop leader] see consistent themes coming on board then they will tailor their stories through the rest of the session. I can tell that they have decided to tell this story, or to not tell the story.

Such flexibility allowed program leaders to adapt to and accommodate students' needs. As one peer educator expressed, "I think that's a really big benefit, and they told us that from the start – these sessions are going to change, we're going to go with the flow". One example of this was the emphasis placed on the drivers of gender-based violence throughout the second workshop, partly at the request of students. As noted by a peer educator, "after the first session, there was a huge amount of feedback ... that was way too hard, or where were the statistics, or where were the practical implications?". This was echoed by the staff member: "One of the threads [from workshop one] was a feeling that we needed to address more directly who is responsible for perpetrating sexual violence, and how to change the behaviours of those people". Noting this feedback, the RRU went on to design the second session around the drivers of gender-based

violence, guiding discussion on tangible actions that could be taken to undermine the drivers through mobilising community.

### Ongoing challenges and planning for the future

As discussed earlier, divergent levels of prior knowledge were highlighted as a challenge by both peer educators and staff. Some students had limited prior exposure to frank discussions around sex and consent:

> Students would come from a range of different backgrounds, exposure to these ideas, levels of maturity, comfort with it...I think everyone at the workshops has really felt that. That sometimes we're really excited to be talking about sex, talking about sexual health, and it's not instinctual for [all] people to share that excitement.

It was clear that there was a range of familiarity and comfort level with discussing sexual consent and related issues:

> Some people might have found it a bit boring, we did get comments that were, like, I've been learning this my entire life. And you have to sit with that person and say you might have, but there are so many other people in this room than you right now who are benefiting from what I'm saying.

This was also impeded by cultural and language barriers, the management of which proved to be a particular challenge in a live teaching environment, with possible consequences to learning and meaningful engagement. Reflecting on this, a staff member noted:

> How can we facilitate [overcoming] a language barrier of a live conversational programme. And I don't have good answers for that yet... it is very clearly an issue, and the flow-on effect as well, if you went to a first session and didn't understand a word of it, why would you sign up for volume two?

Mindful of these challenges, program leaders adapted as needed to accommodate students' needs, as highlighted above. For instance, when discussing consent, the staff member realised that some students were uncomfortable responding to hypothetical scenarios where they were asked how they would respond during a sexual encounter. Once they adjusted the scenario in a way that distanced the students, engagement improved. This adjustment meant that students did not have to situate themselves in circumstances they found uncomfortable, which made the workshops more accessible.

Noting the important role peer educators will play moving forward as the program is expanded, they were asked how they would like to see it evolve. When asked how the program should expand, peer educators all emphasised the need for a dynamic and adaptive approach, exemplified by the following comment: "I want to see this programme really respond to the people it's teaching to ... I would hate to come back in five years and see identical PowerPoints".

In order to achieve this, the peer educators felt that the RRU will need to continue collecting data on both program efficacy and student and facilitator experience. In the words of one peer educator, "I would say that I can only see the change if there's data. So I think having the project there and supporting them in getting relevant data I think would be really helpful", supported by another peer educator who said:

> It would be great to see people filling out more surveys at the end... interviewing us to get our assessments of engagement is a good idea as well. Really I think that's the only way we can measure the success of this programme, because I don't think we're going to see numbers change in the short term, in any real way.

## Student Experience and Learning

Insights regarding students' experience with the workshops and their learning drew on student interviews data and in-session digital feedback to discussion prompts.

In the interviews, students expressed varied reactions to the workshops. Overall, the pilot workshops were viewed as valuable. The facilitation was pointed to as a particularly strong aspect of the program. One student noted, "The person who was leading the sessions was really good", while another commented on the approachability of facilitators: "All of the people speaking were very approachable. And if you had questions that open, tell you what they thought". Peer facilitation was also highlighted as a positive aspect, as exemplified in the following insight:

> There were main people who ran the session, then mentors who were around university age. I think that was a good idea. People who [we] could more relate to. I remember one of the people … she talked about her own experience, and that was relatable. Because she understood the nuances of not just university life but university life at ANU on campus.

This was mirrored in digital feedback, where students provided positive reflection on workshop facilitation, with particular emphasis on factors such as "facilitator understanding of safe queer spaces and inclusivity", the "open" and "non-intimidating" environment for discussion that fostered "good conversation". Participants also explained that a key strength of the workshops was their frank, realistic exploration of "how to actually have conversations about consent, rather than statistics".

Content-wise, students particularly valued the open discussion of pornography. One student shared,

> There was a small discussion on pornography in the second session, and I thought that was a really interesting thing to discuss, because I'd say the modern understanding of how pornography fits into people's lives is a bit confused. There's kind of those two approaches. People say sex work is real work, which is so true, but then that doesn't just make pornography valid in every way. So the way they approached it, in talking about how usually it's accessed way too young, is damaging in a way, and sort of worth talking about, I think was really good.

Interviewees additionally reflected on the workshop content around the structural and cultural drivers of gender-based violence, as one student noted:

> What I really liked about the second session of the unit was that it was talking about the societal causes. And I think a lot of people who – maybe not when they're toeing the lines to assault, but particularly with harassment, don't necessarily see themselves as doing anything wrong. They completely think what they're doing is normal and fine.

Students reported that they found the concepts of sexual citizenship and sexual projects challenging to understand and apply to their own lives. One student described that when these were explained, "most people were rolling their eyes the entire time…these things that, like, were produced by academics for, I don't know, journal articles". For this reason, participants stated that they largely preferred the second workshop to the first. It is possible that such concepts are still a valuable component to support institutional change and future work should consider how to effectively communicate these concepts and their potential applications.

Using digital feedback, students were asked the question "Has your view of our community's approach to addressing gender-based violence changed?" in workshop 3. This offers insight into the effectiveness of the program and overall sentiment towards the RRU and ANU. Among the 40 responses received, coded into four categories (changed positively, changed negatively,

changed somewhat, opinion unchanged), the majority (n=21) viewed ANU's approach more positively after program completion. Many students cited the comprehensive nature of the workshops and their potential to induce change as key factors in their positive outlook. Comments included "Programs have improved" and "[The workshops] made clear the link between sexual violence and culture, cemented that cultural change is a shared responsibility."

Negative (n=2) or neutral responses (n=11) referenced lack of participation and limited observable change in day-to-day experiences. Comments included "The worst offenders/the people who would benefit the most from the sessions usually don't go" and "More tokenistic rather than culturally changed." These data indicate an overall positive trend but also highlight areas needing further work. Additional data on whether these sentiments pertain to hall/college, academic, ANU support, or broader institutional governance would help inform a more targeted and effective cultural change strategy going forward.

Students also offered suggestions for future workshop iterations based on their experiences. These ideas, which looked to make workshop environments more comfortable, and ensure learnings were retained included the option to enter or leave discreetly, smaller group sessions, and written or visual materials to take with you after the workshop.

### Student learning

Digital feedback responses provided additional insight into the concepts students found to be most valuable and relevant to their experience as residential university students. In the final workshop, participants were asked what aspects of the previous workshops stood out to them and what they found most challenging. Perhaps not surprisingly from a pedagogical perspective, their answers to these questions overlapped. This was particularly evident when it came to student understanding of the diversity of behaviours that constitute sexual assault/harassment, and the frequency with which they are experienced. "It was challenging to wrap my mind around the real statistics of sexual violence and its prevalence at uni because it's not really a topic of discussion", noted one student.

Students also reflected on their learnings surrounding the complexity and nuance of consent negotiation, emphasising how factors such as intoxication can impact upon one's ability to seek and give consent. As one student noted, "I thought it was interesting about how complex consent can be and how many grey areas there are". While navigating consent in circumstances where alcohol is involved was also observed to be an important learning, students expressed a desire for greater clarity on this, and for content to be more targeted towards the residential experience and typical aspects of student life: "More on alcohol, parties, practicalities of consent etc". Going forward, it would be beneficial to include a clear discussion about the relationship between alcohol, student culture, and negotiating consent.

Students also voiced how they had reflected upon the sessions and implemented their learning in their everyday lives. Overall, students agreed that participating in RRR either provided them with or increased their confidence in being an active bystander if they witnessed an incident of sexual assault or harassment: "I think is only added to it, in terms of my level of comfort".

This was similarly emphasised in digital feedback responses, through which students expressed an increased understanding of how to best support peers in various contexts related to experiences of sexual harm. Students pointed to workshop content about bystander intervention, which was viewed as a challenging but essential aspect of the program: "How to (or when to) intervene when there is alcohol involved and you're not sure if a friend is safe of or not".

One student, when asked whether they felt confident to intervene if necessary, remarked,

> I do. I didn't before, but the fact that I hang out now with a lot of people who are very confident to do it makes it easier for me... it's on your mind, and you know it's on everyone else's mind, you're all thinking about it, it adds confidence to the assertive motion.

This points to the collective understanding and shared expectations as a key factor that enhanced their confidence to speak up. This student also explained that since completing the first two RRR sessions, there had been a few instances which they had observed peers "toeing the line towards assault". They noted that in these cases, "the reaction has been very strongly with a lot of my friends, which I'm actually really proud about".

Students also commented on the importance of knowing how to support friends and peers in the wake of a disclosure or report. This related to supporting victim-survivors, "how to support those who have experienced trauma", "strategies of asking if someone is alright in a lowkey way", and also to the management of social circumstances and group/hall dynamics moving forward, "How to socially navigate grey areas, especially when perpetrators don't understand why they are in the wrong". This was framed as both an important learning and an area for additional skills development.

Some students also reflected on their improved knowledge of campus specific support pathways but did not mention RRU or SSW specifically. These comments were more general, and in response to being asked about whether their perception of ANU responses to sexual violence had changed over the course of the program, exemplified by the statements, "There are a good amount of support services available to us on campus" and "I just know there's more places than I thought to go for support".

Student responses to a prompt posed in workshop 3 "What did you expect to cover but didn't?" provides insights into gaps in the content and opportunities to extend the content. Several responses indicated a desire for content more targeted towards the residential experience and typical aspects of student life. Suggestions included more focus on alcohol, parties, practicalities of consent, and real-world strategies for everyday situations. Students also expressed a need for deeper exploration of how culture enables violence and the impact of language on creating culture. They requested more discussion on changing toxic masculine culture and normalising these conversations without alienating those who need to listen. Additionally, students highlighted a desire to learn about sexual violence resistance, including self-defence techniques, handling uncomfortable situations, and protecting oneself from sexual assault and harassment, especially off-campus. There was also a call for more information on relationship dynamics, specifically identifying red flags in potentially unhealthy or unsafe relationships. This feedback indicates a clear avenue for the expansion of program content to include more on culture and alcohol, emotional abuse, power imbalances, aggression, and resistance, which would be crucial to the university experience.

These results are discussed alongside the online module in the discussion section below, in which we provide an overall assessment of the RRR program, identify strengths, and provide recommendations for future iterations of the program alongside suggestions for ANU primary prevention more broadly.

# 7. RRR in the context of the emerging National Action Plan for Addressing Gender-based Violence in Higher Education

The RRR program delivery and evaluation have coincided with the development and release of the National Plan Addressing Gender-based Violence in Higher Education. We therefore feel it is relevant to situate our findings against this backdrop and reflect on how a program like RRR delivers on some of the aspects being called for by the Department of Education.

The Action Plan is underpinned by ten principles to guide implementation and ongoing accountability. Of these ten, the RRR program directly reflects principles three-through-eight[1].

*Principle three - Providers will implement change in their own communities and support positive change in the wider community, informed by a shared understanding of the drivers of gender-based violence, good practice and clearly defined standards.*

Through the development and delivery of the RRR program, and their broader scope of works, the ANU demonstrates an active commitment to cultural change processes. The RRR program works to embed knowledge of the drivers of gender-based violence in both Australian societal and ANU specific contexts. Workshop two "Understanding Sexual Violence and Bystander Intervention", focuses specifically on building participant understanding of the drivers of violence, and how they might be subverted through individual and collective action. Workshop three builds upon participant understanding of these drivers, by inviting students to design interventions that align with the eight essential actions (Our Watch, 2021) through which gender-based violence can be undermined. This focus contributes to supporting positive action at individual, hall/collegiate, community, and societal levels, and encourages personal and shared responsibility for this change.

*Principle four - Work to address gender-based violence will be co-designed with students, staff, experts, services providers and local communities and shared across providers to maximise impact.*

Commitment to this principle is demonstrated in several ways. As mentioned throughout, one of the great successes of the RRR program was the co-facilitation between staff and student leaders. This saw senior leaders take up paid casual work positions for the duration of the program to assist with guiding discussions among participants and providing personal insights and reflections on workshop content. The peer leaders also served as a feedback loop for student experiences of the workshops, which contributed to the refinement of the program to make it more relevant to student experience. Additional formal feedback was sought via surveys and interviews/focus groups which provided further opportunity for participants to share their experiences with the evaluations team. The RRU team should be commended for their quick adaptation to feedback which greatly strengthened the program.

Co-design of targeted student engagement strategies to counter gender-based violence was the focal point of the third workshop. Students were guided through a project prototyping exercise which encouraged them to design hall/college activities that would undermine the drivers of gender-based violence in ways that were likely to appeal to/engage their cohort. Ongoing support is being provided to these students through the RRU Senior Project Officer Residential Liaison to plan and execute these projects, which reflects broader commitment to cultural change processes.

In addition to the preparation of this report for institutional purposes, the evaluation team sought ethics approval for all data collection involved in this project such that our findings can be shared with broader academic and practitioner audiences to maximise impact.

*Principle five - Providers will take an inclusive and intersectional approach to implementation.*

Inclusion and intersectionality were thoughtfully embedded in both the online and in-person components of the RRR program. For example, at each workshop the facilitator contextualised the content by introducing intersectionality as a term.

Students perceived this to be particularly valuable. For instance, as detailed above one of the key qualitative themes that emerged throughout the workshop feedback data was "safety and inclusivity". Here, students reflected on the use of gender-inclusive dialogue, and the rejection of heteronormative perspectives as paramount in their confidence to participate in the workshops.

Throughout the program, the RRU team faced several challenges primarily related to diverse levels of comfort students felt with the content, and levels of prior knowledge. A clear split was observed between international and domestic students, which was difficult to manage in a large group setting. Moving forward, the RRU is developing a more tailored, culturally accessible approach to deliver this content to international and culturally and linguistically diverse students.

It also became apparent throughout the evaluation that undergraduate and postgraduate/HDR students had divergent needs. This prompted the RRU team to develop an additional online module with enhanced relevance to HDR settings that emphasised student/supervisor relationships.

*Principle six - Guided by recognised experts and educators, design and implementation will be trauma-informed, centring the voices and needs of victim-survivors.*

Aligned with the emphasis placed on inclusivity, the team adopted a trauma-informed approach to content delivery. For example, at the beginning of each workshop, time was set aside for students to reflect on their level of comfort discussing the forthcoming sensitive content. Students were then given an opportunity to leave in a discreet way or make alternative participatory arrangements if they felt unable to engage. This same approach was taken for the online module. There was no expectation that students participate if they have prior experiences of trauma related to sexual and/or gender-based violence. Furthermore, one of the key learning outcomes for the RRR program related to the identification of support pathways at the ANU and in the wider Canberra region which students were encouraged to engage with. Situating this as a learning outcome, rather than merely mentioning these pathways cements RRU commitment to a trauma-informed approach.

*Principle seven - Action will reflect and respond to existing and emerging evidence, using the best research and contributing to new knowledge about what works; Principle eight - Governments and individual providers will be transparent about efforts and progress towards ending gender-based violence.*

The RRR program is comprehensive and multi-modal, setting it apart from traditional third-party online consent training programs typically deployed in university contexts. Throughout the development of the RRR program, the team consulted the latest research from leading organisations such as Our Watch to guide their approach. Hirsch and Khan's (2020) work "Sexual Citizens" was particularly influential, and the team worked to translate this work into an Australian contemporary context. The Respectful Relationships Unit also collaborated with the Student Safety and Wellbeing Team (who manage disclosures and provide support following experiences of sexual assault and harassment) to ensure that the learnings of RRR translated into the ANU response context.

By ensuring that the RRR program is evaluated, the team is also contributing to new knowledge about what works. In addition to this report, we plan to disseminate our findings from this evaluation in peer reviewed journals. This research communication strategy exists independent

of Government oversight, but nevertheless aligns with emerging regulatory requirements. Here, the evaluation itself might be interpreted as evidence of principles seven and eight in action.

A further key feature of the National Action Plan is the forthcoming development of a "National Higher Education Code to Prevent and Respond to Gender-based Violence" (Action 3). Mindful of our findings, we are confident that the RRR program will align with the objectives laid out in the Code as they currently stand.

The first of these is to set requirements for a whole-of-organisation approach to addressing gender-based violence in university contexts that prioritises "evidence-based primary prevention activities and respectful relationships education in student activities and staff induction and development" (p. 12). Through the RRR program, the ANU is proactively engaged in this process irrespective of Government demands. So long as the program continues to be adapted and refined based on emerging best practices, RRR is set to meet these emerging requirements.

More broadly, the RRU has already advocated for and enacted a whole-of-organisation approach, recognising that education is just one piece of the puzzle when it comes to long term social and cultural change. Their holistic perspective is strongly reflected in their Sexual Violence Prevention Toolkit (2022), which maps out how cultural change can be achieved across student, academic, organisational, social, and community contexts.

The Code also requires that institutions explicitly consider and address the needs of diverse cohorts – emphasising "LGBTIQA+ people, international staff and students, culturally and linguistically diverse people, First Nations people, people with disability and higher degree research students" (p.12). As discussed, intersectionality and inclusivity are embedded in the RRR program, which is already being adapted to better suit many of the cohorts highlighted here. This requirement provides a useful scaffolding for the continued expansion of RRR to meet the needs of these groups.

Furthermore, the Code sets out requirements for data collection and reporting on whole-of-organisation efforts, and their impacts on campus prevalence of gender-based violence. This report might be considered an early example of the University's commitment to transparency. We look forward to the release of the Code in full such that our plans for the continued monitoring of RRR, and evaluation of future cultural change programs align with Government expectations.

# 8. Discussion and Conclusion

This evaluation provides valuable insights into both online and in-person elements of the RRR program. Analysis relevant to the online component revealed much about student experience of the module, motivations for engagement and an assessment of student learning. Importantly, this data also provided information about the levels of prior knowledge among incoming student demographics. Qualitative analysis of the in-person pilot program provided additional understanding of the structure, delivery and impact on student engagement and learning within ANU residential halls.

*Post module survey*

Overall, this analysis showed positive student engagement with the module, particularly around course feedback and motivation. Participants indicated that they were most motivated to take the course because of an *identified* motivation – i.e., a belief that it was an important course to take (89% agreed, 2.0% disagreed, 9.0% felt indifferent). This finding is particularly positive as it speaks to student investment in a positive and respectful culture at ANU, and perhaps indicates that they perceive their completion of this module as a means of fostering this. Unsurprisingly given ANU requirements that the course be completed by all commencing students, many also indicated that they were motivated to complete it due to external reasons (48.9% agreed, 22.0% disagreed, and 29.1% felt indifferent). It should be noted that responses to these questions were measured on a Likert scale, and that students could select multiple motivations. For this reason, this figure should not necessarily be interpreted negatively, or as an indication of apathy towards the module itself. The extent to which motivation differed among demographics is relevant for considering how these groups are approached going forward. The analysis showed that female identifying respondents were more likely to have taken the course because they believed in its importance than male identifying respondents ($t(1225) = 3.23$, $p < .001$, $d = .19$). This indicates that there is broader attitudinal work to be done convincing male participants of the need, and significance of this type of education. This is largely reflective of the broader violence prevention landscape, in which males have been known to downplay or underestimate the extent to which gender-based violence is a problem within their community/s (Coumarelos, Roberts, Weeks, & Rasmussen, 2023).

Notably, international students indicated that they were motivated to complete the course for additional reasons related to shame ($t(1264) = 2.60$ $p = .010$, $d = 0.15$), as well as for enjoyment and a desire to learn ($t(1263) = 15.04$, $p < .001$, $d = 0.86$), compared to domestic students. This is perhaps reflective of limited prior knowledge in this area among this cohort. Indeed, one of the most impactful findings of the survey was the extent to which respondents had completed some form of respectful relationships/consent education in the past. While almost seventy per-cent of respondents indicated that they had, international students were significantly less likely to have completed such prior education. This finding contextualises the distinct and multiple motivations expressed by the international student cohort and indicates a need for more tailored and extensive education to be provided to these students to support their participation in ANU student life.

Other areas of targeted engagement or relationship management relate to the findings observed on trust in the ANU as an institution. While the majority (Total $M = 1.47$; over 90% agreed to both items) of respondents indicated that they trust ANU support services, female identifying respondents indicated lower levels of trust than male identifying respondents ($t(1990) = 2.67$, $p = .008$, $d = 0.16$). Similarly commencing students were more likely to trust the ANU than continuing students ($t(1228) = 4.24$, $p < .001$, $d = 0.36$). This indicates the potential need for and benefit of restorative or reparative work with these cohorts.

The remaining survey findings relate to the course feedback. The survey feedback indicates that students experienced the module positively. Strengths related to the interface - with particular emphasis on the interactive nature of the activities, varied formats, ease of use and appropriate pacing – and content, which students praised for being relevant, inclusive and practical. We recommend that the RRU consider the suggestions for improvement that students offered, including:

- Adapting course length
- Ensuring the course is accessible – including requests for more videos, less text, and more interactive elements to test knowledge
- Requests for more clarity on and opportunities to discuss the nuances of consent, and gender and sexuality
- Requests for more scenario-based learning applicable to student experience.

*Implementation and module engagement*

With respect to implementation and module completion, there is a need to address the discrepancy between module completion and module enrolment. Despite high enrolments observed as at the data collection date (Figure 1) the completion rate was only 62 percent indicating that 38 percent of students who had enrolled, had either not begun, or only partially completed the module.

Furthermore, the data show rather significant variations in completion time as per Table 3. Half of students spent less than 60 minutes on the course, which could be indicative of limited engagement, attention and/or depth and quality of responses. While it is difficult to quantify the effects of reduced engagement time, this could indicate insufficient learning and knowledge retention. Equally, this could be reflective of strong prior knowledge, requiring less time to complete the learning activities. Thus, it may be useful to embed a metric of prior engagement in a respectful relationships/consent education program into the module itself, which would provide more clarity on this moving forward.

*Open learning response analysis*

Overall, the knowledge students demonstrated across the learning activities aligned with the intended learning outcomes. Students showed a sound understanding of ANU values and support systems (LO1; LO2; LO6), and knowledge of the legal parameters of consent in the ACT (LO3). Student responses relevant to LO4 – the ethical and social dimensions of sexual consent, - and LO5 were particularly thoughtful.

Taken as a whole, this analysis suggests that a holistic understanding of respectful relationships within the context of the Australian Capital Territory (ACT) and the ANU campus was reached. Across all learning activities, considerable overlap was observed in student ability to identify and explain the multifaceted dimensions of consent, even when a task did not explicitly prompt them to do so. For example, although students learnt about the legal dimensions of consent in the ACT early in the module, many continued to reflect on these aspects in the remaining activities. Furthermore, the topic modelling conducted for activity two suggests that when reflecting on the ambiguity of the scenario, students drew on their knowledge of power dynamics to justify their responses. This suggests positive engagement with the course, and the ability for students to apply knowledge across contexts.

The responses also revealed that students had varying levels of comfort with and perceived responsibility for fostering a positive and respectful culture at ANU. While some appeared motivated to actively contribute to cultural change – through taking active bystander courses, and seeking leadership opportunities, others could be described as uncomfortable or reluctant to take these steps. Determining ways to engage all ANU students in primary prevention

irrespective of prior knowledge/experience, undergraduate/postgraduate, residential and international/domestic student status is critical to ensuring the safety of all ANU students and staff.

Furthermore, we make the following recommendations:

- The development of tailored online modules for cohorts who may require more specialised or relevant education (such as postgraduate or international students). We recognise that these are already in development.
- Continual refinement of the module in response to emerging issues at both ANU campus and sector levels.
- Continued opportunities for students to provide feedback about the module content and interface.
- The possible development of RRR online courses to other ANU cohorts who may benefit from this education such as: continuing students wanting a refresher, senior leaders and ANU staff.

*RRR Workshops – qualitative analysis*

This pilot program aimed to address complex issues surrounding sexual identity, consent, and gender-based violence through a series of workshops designed and delivered in collaboration with peer educators. The findings from this evaluation highlight several key themes and areas for improvement.

**Engagement and Attendance:** One of the primary challenges identified was maintaining student engagement across the three workshops. While initial attendance was high, there was a significant drop-off in subsequent sessions. This decline can be attributed to several factors, including scheduling conflicts, lack of enthusiasm or discomfort with the topics. Additionally, cultural and language barriers further impeded engagement, particularly among international students. Addressing these barriers through culturally relevant examples could improve future iterations of the program.

**Culture:** The evaluation revealed distinct cultures within different residential halls, which significantly influenced student engagement and attitudes towards the workshops, particularly between halls that self-identified as having an inclusive and supportive culture and halls that self-identified as having a party culture. Future programs must consider these cultural dynamics and tailor approaches accordingly to enhance effectiveness and relevance.

**Program Content and Delivery:** The co-design approach, involving peer educators in the development and delivery of the workshops, was identified as a key strength of the RRR program. This approach fostered a sense of relatability and openness among participants, facilitating more honest and engaged discussions. However, the complexity of certain concepts, such as sexual citizenship, posed challenges for students. Simplifying these concepts and incorporating practical, real-world examples can enhance understanding and retention.

**Student Learning and Feedback:** Overall, students viewed the workshops positively, particularly appreciating the facilitation and the inclusion of peer educators. Open discussions on pornography, gender-based violence, and consent negotiation were highlighted as valuable components. However, students expressed a need for more targeted content that addresses typical aspects of student life, such as alcohol use and party culture. They also called for more strategies on handling uncomfortable situations and identifying unhealthy relationship dynamics. Finally, they noted the need for ongoing evaluation and iteration as the program develops.

In consideration of these findings, we make the following recommendations for the continued improvement of the in-person program:

- A continued emphasis on co-design and co-delivery with peer facilitators
- Consideration of more flexible scheduling and delivery options to maximise engagement
- Consideration of cultural differences and sensitivities related to consent and respectful relationships, and how these are best addressed in the workshop environment
- Expanded topics, including more content on toxic masculinity, coercive behaviour, alcohol consumption, and relationship dynamics.
- Conduct further research into cultural dynamics across halls, to inform a tailored approach that recognises and addresses the unique cultural dynamics of each hall, for instance by introducing targeted interventions that normalise respectful behaviour during social events and promoting alternative, inclusive activities. This can feed into developing leadership training that fosters inclusive and respectful cultures
- Ongoing monitoring and evaluation of the programs as they evolve.

Thoughtful and timely implementation of the recommendations raised in this report will not only lead to ongoing program improvement but will strengthen the University's position in light of the introduction of the National Higher Education Code to Prevent and Respond to Gender-based Violence later this year.

Overall, this evaluation provides an understanding of the RRR program's implementation, effectiveness, and areas for improvement. The findings demonstrate positive engagement and learning outcomes, with significant insights into student motivations, cultural dynamics, and the challenges of maintaining participation across diverse student cohorts. The online module successfully engaged students, particularly those motivated by the importance of the course, though it highlighted the need for more tailored content for specific demographics. The in-person workshops, while well-received, encountered challenges related to cultural and language barriers, attendance and engagement, and the complexity of certain concepts. We recommend continued refinement of both the online and in-person components with these insights. Ultimately, this evaluation shows that these programs can support a more inclusive and respectful campus culture for all ANU students.

# Appendices

## Online module survey instrument

Table 7: Survey instrument

| | |
|---|---|
| Demographic information | • UG, PG, HDR<br>• Commencing/continuing<br>• Gender – male, female, non-binary; add additional question: Do you identify as having a trans experience?<br>• Age<br>• Living on campus/off campus<br>• Which residential hall/college do you live in (if you live on campus) [dropdown]<br>• International/domestic |
| Level of prior Respectful Relationships education | • Have you previously completed and Respectful relationships or consent education? (Y/N)<br>• Where did this education take place? (drop down list – Primary school, High school, another university, other)<br>• Comment box |
| Motivation for engaging with the course | • Why did you take this course? [Filak, & Sheldon, 2008 - single item to measure extrinsic, introjected, identified, intrinsic motivation]<br>o You did the course because somebody else wanted you to<br>o You did the course because you would feel ashamed, guilty, or anxious if you didn't<br>o You did the course because you really believe that it's an important course to take<br>o You did the course because of the enjoyment or stimulation that it provided you |
| Course feedback – adapted from SELT | • I could see a clear connection between the learning outcomes and activities in this course.<br>• The course helped me understand concepts more clearly.<br>• Overall, this course was a valuable learning experience.<br>[5 point Likert scale: strongly agree – strongly disagree] |
| Strengths/suggestions for improvement? – from SELT | • What were the strengths of this course? [open ended]<br>• Please provide any suggestions you have about how this course could be improved [open ended] |
| Knowledge of ANU support services and pathways | • I can contact the Student Safety and Wellbeing Team to access general wellbeing support. [true/false]<br>• The Student Safety and Wellbeing Team supports students who have been impacted by sexual assault or sexual harassment. [true/false]<br>• I can contact the Student Safety and Wellbeing Team to make a disclosure about experiencing or witnessing sexual harassment and/or sexual assault. [true/false]<br>• I can use the Online Disclosure Tool to make a disclosure about experiencing or witnessing sexual harassment and/or sexual assault. [true/false] |

| | |
|---|---|
| | • I can make a report or complaint to the ANU by contacting the Registrar's office. [true/false]<br>• The Student Safety and Wellbeing Team can help me with safe making options, pastoral and academic support if I choose to make a report or complaint. [true/false] |
| Level of comfort reaching out | • I trust that I will be treated with empathy and compassion should I reach out to ANU support services.<br>• I trust that the ANU takes all forms of sexual assault and sexual harassment seriously.<br>[5 point Likert scale: strongly agree – strongly disagree] |

## Interview Protocols

### Student Participants

We are interested to hear of your experiences completing the RRR program.

- When did you complete the RRR program?
- Have you done anything like this before?
- Did you complete all sessions? If not, how many sessions did you complete?
- Have there been problems with attending? If so, explore and discuss perceived enablers/barriers?

Acceptance

- How have you found the first/second/third workshop?
- Was it what you expected? If yes/no, explore in what way.
- What were the best /worst parts?
- Did you find any of the topics more challenging/beneficial than others?
- What do you think (if anything) was missing from the training? Suggested improvements?
- How well did you feel the face to face program aligned with the online course?
- Any negative effects of the RRR program? How do you manage these?
- Have you used any of the skills? How? if not why not? Are you confident to?
- Have you spoken to your family/friends about the program?
- Would you recommend the program to others? Explore.

Residential culture

- How would you describe the culture in your hall?
- How does the content of the workshops translate to residential life? In what way? What impact could this workshop have on residential culture?

Is there anything else you would like to discuss about the RRR program?

### Facilitators

We are interested to hear of your experiences of delivering the RRR program.

RRR training

- How long have you been working at the ANU?
- What attracted you to this type of work? Have you done any work like this before?
- What was good/not so good about the training?
- What do you think (if anything) was missing from the training? Suggested improvements?

Workshop delivery/feasibility

- How many sessions have you been able to complete to date?
- Issues with attendance? Retention? If so, explore and discuss perceived enablers/barriers?
- What have you done to address retention problems if any?
- How many sessions do most students complete? All? 1,2,3.
- Any units more challenging/beneficial than others?
- Are students challenged by the content?

Acceptance

- How have students responded to the program so far?
- Have you had issues with engaging students in sessions?
- How acceptable is the program for students? Any students it doesn't work for? International students/ other diverse populations?
- Student's general influences/contribution of the program?
- Do you think this method is effective? Have you seen any program effects yet?
- Is there any aspect of the program that doesn't work so well?
- Is there something in the method that you felt doubtful about?
- What is the best part of delivering the program?
- Hard or distressing moments? How do you manage these?

Is there anything else you would like to discuss about the RRR program?

## Additional Data Charts

Table 8: Topic modelling for Activity 5A

| Topic | Top terms | Topic label | Example text |
|---|---|---|---|
| 14 | position, age, dynamic, older, difference, given, higher, power, year, respected, therefore, sr, aware, give, sought, third | Power dynamics/imbalance 1 | *"There is a clear power dynamic in this situation, where Ashton clearly has power over Jeff. There is a power inequality because of age (Ashton is older than Jeff), the social situation (Jeff is new and doesn't know anyone, whereas Ashton is popular and knows people at the residence)."*<br><br>*"Ashton should have managed this differently and recognised that he is in a position of power and that he was putting Jeff in a difficult situation where he was uncomfortable. Ashton should have recognised this and not asked Jeff into his room and tried to kiss him. Because of the power dynamic, Jeff was put in an untenable position that he should have not been put in, had Ashton realised that the power inequality meant that Jeff was put in this difficult situation."* |
| 16 | asked, kiss, trying, wanted, going, making, comfortable, attempting, definitely, room, consent, move, come, said, verbal, decision | Verbal/non-verbal cues 1 | *"This scenario could have been managed different by having more clear verbal consent and communication"*<br><br>*"Ashton could have asked for consent to kiss Jeff by simply asking "may I kiss you" which would have allowed for effective communication between the two."* |
| 7 | refuse, ask, think, type, intimate, next, happens, can, action, will, reject, respect, express, tell, kind, directly | Direct communication | *"There should have been more communication around consent and preferences and an apology afterwards."* |
| 11 | intentions, should've, told, | Clear communication | *"This situation could have been managed differently if Ashton* |

| | | | |
|---|---|---|---|
| | communicated, could've, felt, feelings, afterwards, discomfort, expressed, clearer, ok, spoken, clear, rest, talked | | *had made his intention/interest clear and had given jeff to opportunity to reject his advance in a way that did not compromise Ashtons experience at university and his social standing. Futhermore Ashton should not have sought to make a move on Jeff in the context of Jeffs senior resident especially as that restricted Jeff from feeling safe and comfortable in the residence thus leaving him isolated."* |
| 15 | arm, awkward, around, putting, inviting, kissing, put, apologised, even, interested, less, situation, beforehand, though, whether, person | Physical actions in situ | *"Ashton should have asked if Jeff was comfortable and gotten consent before putting his arm around him."*<br><br>*"Ashton should have asked for consent to kiss Jeff, and only kissed him if Jeff provided him with this consent."* |
| 10 | place, public, meet, suggested, space, hang, maybe, setting, entering, friend, declined, alone, instead, invite, area, excuse | Change of setting – emphasising public place | *"Jeff could have avoided going into Ashton's room alone."*<br><br>*"Jeff could have asked to see Ashton in a public space (rather than Ashton's private room), which may have made Ashton less comfortable making any advances, or enabled someone in the area to see that Jeff was uncomfortable and diffuse the situation/intervene."*<br><br>*"Creating a safe environment for people to hang out in the residence that isn't a room - perhaps Jeff might have felt comfortable saying "let's check out the common room - I haven't spent much time there yet" rather than having to be alone with Asthon in a bedroom that has a more loaded atmosphere than a public space."* |

| | | | |
|---|---|---|---|
| 12 | someone, talk, staff, member, incident, advice, wellbeing, head, reported, trusted, actions, concerns, else, resolve, speak, try | Support | *"Jeff could talk to another RA or person in leadership to discuss what occurred with Ashton so that the situation could be dealt with - this could also be done anonymously so that Jeff didn't have to feel pressured."* |
| 3 | resident, senior, residence, well-liked, impact, leadership, residents, influence, ability, abused, relationship, means, within, dynamics, freely, abused | Related to hall/college environment | *"During O-week residences could attempt to keep events exclusively to new students."*<br>*"Ashton should have been properly vetted and/or trained to bare the responsibility of being campus residence Senior Resident, including training and selection on understanding and baring the responsibility of committing SASH."*<br>*"Training for SRs to be able to recognise inappropriate behaviour in their peers could have stopped Ashton's behaviour earlier - having multiple SRs interacting with each group would mean there are other people around who also have the authority to intervene and recognise harmful behaviour before it happens."* |
| 1 | due, isolated, imbalance, lack, makes, network, socially, much, knowing, chance, present, conscious, imbalances, vulnerable, likely, status | Vulnerability and isolation | *Ashton has much more "power" in this scenario. He is older, a senior resident of ANU, and is very popular. These factors would make Jeff significantly less believed, more scrutinized and more socially isolated if he spoke out."* |
| 2 | sexual, engage, activity, assault, behaviour, unwanted, students, harassment, form, | Reporting unwanted behaviour | *"Jeff could report Ashton's behaviour to the university or residence hall staff."*<br>*"Jeff should have reported this to the welfare team and he* |

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| | authorities, rejecting, romantic, semi, unwelcome, advance, inappropriate | | *would have got the necessary support to heal."* |
| 6 | used, anyone, consent, get, know, settle, longer, uses, let, enjoy, disparity, happened, functions, hard, group, dorm | Expanding social network | *"A rural-regional or other association could have been established to socialise Jeff into a group rather than leaving him socially isolated."* |
| 5 | wants, still, something, might, problem, date, chat, happy, initiate, agree, firstly, sorry, ended, remain, want, people | Reflect, listen, and learn 1 | *"Ashton could have also initiated a conversation which involved setting boundaries from the beginning to ensure no actions would have been taken by either Ashton or Jeff."* |
| 13 | fit, third-year, pressured, indicated, upset, liked, university, decided, close, life, knows, gained, unfamiliar, obviously, somebody, took | Power dynamics/imbalance 2 | *"While Jeff could have refused Ashton's invitation if he felt uncomfortable, Ashton had a responsibility to ensure the safety and comfort of Jeff. One solution is that Ashton could have simply not pursued Jeff in the first place, as he is two years his senior and the power dynamic is quite clear. Another Solution would have been asking for explicit consent before attempting to kiss Jeff, and respecting his decision. The failure to act responsibly has led to a negative impact on Jeff's experience at ANU and most likely has lessened his feeling of safety on campus."* |
| 4 | verbally, stated, kissed, parties, junior, ash, pursuing, settled, non-verbal, read, physically, example, option, waited, simply, respectful | Verbal/non-verbal cues 2 | *"Proper communication between Jeff and Ashton for consent to hang out in Ashton's room should have been commenced by either or both parties, especially if Jeff felt uncomfortable with the scenario or if Ashton could see non-verbal indicators from Jeff that he was uncomfortable with hanging out in his room."* |

| | | | |
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| 9 | Symbols/characters | Symbols/characters | Symbols/characters |
| 8 | question, reasonable, line, refusal, coming, exist, thoughts, gentle, newer, sought, enthusiastic, them, become, share, listen, case | Reflect, listen, and learn 2 | *"A culture that encourages people to share their experiences and not feel personal shame for things that have been done to them can help all students feel safe and move forward after a trauma."*<br><br>*"Ashton need to learn more about how to respect others and put himself on an equal positions with others."* |

Table 9: Topic Modelling for Activity 5B

| Topic | Top terms | Topic label | Example text |
|---|---|---|---|
| 4 | Safety, wellbeing, team, talk, contacting, correct, reaching, earlier, thing, student | SSWBT | *"Roxy did the right thing in reaching out to Student Safety and Wellbeing. Student Safety and Wellbeing should be able to take action against the supervisor. If such action isn't taken it is tragically possible for impacts to be had upon Roxy's career"*<br><br>*"I think Roxy handled this situation very well, as their supervisor put them in a compromising position and even though they were scared of losing their research career, they still chose to talk to the Student Safety and Wellbeing team about the incident."* |
| 6 | Position, age, gender, career, types, imbalance, difference, older, power, dynamic | Power and control | *"The relationship between a supervisor and a postgraduate student has a clear power dynamic and difference. While the supervisor did the right thing by asking for consent, and there is a good chance that the offer was purely innocent and well-meaning, the supervisor should also have made it clear that there* |

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| | | | *was no pressure, and that they would not mind either way."*<br><br>*"The power imbalance here is both gender-based as the professor's gender grants him male-privilege. Also, a social imbalance is present as the professor is both well-regarded and senior in the research department at the institution.*<br><br>*The professor should not have made such an advance on Roxy at the event as this clearly put them in an uncomfortable situation."* |
| 12 | Apartment, back, swimming, invite, pool, come, swim, sauna, go, wanted | Physical environment | *"The question of the invitation to use a pool and sauna, both intimate places, should not have been asked."*<br><br>*"Roxy's supervisor, rather than just being an older colleague in the same field, is in a direct position of power over them, so he should know better than to invite them to his home. A work social function is still a professional environment, but going to a pool or sauna together is much more intimate, and especially at night when they have both been drinking. Even if that wasn't an explicit sexual invitation, it was still unprofessional and would obviously make Roxy uncomfortable - especially if the implication was that their career could be at risk if they didn't agree."* |
| 1 | Said, should've, told, felt, know, let, gone, something, telling, uncomfortable | Communication 1 | *"Roxy could have communicated that they felt uncomfortable and couldn't go swimming that night and one on one but suggest that they join a swim squad one day instead"* |

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| 7 | Professional, crossed, boundary, completely, cross, maintain, relationship, boundaries, supervisory, personal | Professional boundaries | *"The Professor clearly has more power and influence, including over Roxy's career options which makes it extremely difficult for them. It is the Professors responsibility to not act inappropriately and to maintain a professional relationship"*<br><br>*"There should, however, also have been guidelines about the best way to approach a scenario like this as a supervisor, and potentially better training."*<br><br>*"Roxy could have mentioned that she was uncomfortable with going beyond a professional boundary"* |
| 5 | Impacts, type, scenario, 2, influence, respect, used, consent, field, reported | Outcomes | *"While alcohol is in the picture, the power dynamic, consent and the proposed scenario place Roxy into three powerless positions where they may consider their studies are possibly affected."* |
| 2 | Harassment, intention, invitation, feel, sexual, students, decline, focused, structure, obliged | Reporting and disclosure | *"Students or employees may be more likely to feel as if disclosing or reporting sexual assault or sexual harassment will have a negative impact on their lives and careers."*<br><br>*"It was the responsible and safe choice for Roxy to report the harassment. This will hopefully protect them in the future from this supervisors unwanted advances."* |
| 9 | Afraid, chance, concern, found, sought, speak, worry, centre, better, support | Fear and repercussions | *"This is a clear example of inappropriate behaviour that was sheltered by power gained by a difference in positions. In Roxy's case, I'm not sure that I would act any differently than they did because I would feel the same fear and powerlessness. I would fear that rejecting this invitation* |

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| | | | *would cause embarrassment or resentment from the Professor and would affect their position and future interactions in this role."* |
| 10 | Professor, sooner, acted, inappropriately, along, done, believe, choice, giving, response | Inappropriate actions | *"The supervisor should not have made the invitation. It was inappropriate and doesn't allow the student to consent properly even if they wanted to given the power difference."*<br>*"He behaved completely inappropriately and unprofessionally, causing Roxy to feel uncomfortable and powerless."* |
| 8 | Stated, declined, professors, offending, reasonable, clearly, offer, conversation, taken, meant | Communication 2 | *"Roxy could explain to their professor that they were uncomfortable with how they acted at the function, and believed it to be inappropriate"*<br>*"Roxy could have explicitly voiced their feelings as opposed to leaving without saying anything"* |
| 3 | Help, inappropriate, can, ask, handled, refuse, immediately, realised, worried, school | Help seeking | *"It was right for Roxy to reach out for help and advice under the circumstances in order to protect herself and understand what her options are."* |

### Topic Modelling Methodology and Limitations

Topic modelling is a statistical method used to identify abstract topics or natural groups within a collection of responses or documents. The unsupervised topic modelling (LDA) used in this analysis automatically infers the topics from the data and assigns each student response a probability of belonging to each topic. A downside to this method is that it can produce ambiguous or incoherent topics, particularly among heterogenous data sets as was the case here. To increase the accuracy of the model, the research team iteratively evaluated the model.

Irrespective of the method used, prior to conducting the analysis of each activity, the text was processed to remove any terms that were likely to skew the results. These included common English words that don't convey meaning such as "the", "of", "to", and so forth. Other words were removed at the discretion of the research team depending on the activity being analysed.

When determining how many topics are present in the data, two key metrics are considered. The first of these is *perplexity*, which captures the degree of certainty a model has in predicting text. Lower perplexity scores are indicative of a better fitting and less "perplexed model". The second key metric is *exclusivity/coherence*, for which the algorithm attempts to balance the semantic coherence (accurate interpretability) of the model, with the exclusivity of terms

assigned to each topic (Mimno et al., 2011). The alpha parameter of the model is also important. In LDA, the alpha parameter represents document topic density. Models with a high alpha value generally assume that each document in a dataset contains multiple topics. In this task, students were required to reflect on one additional action/example they planned to take to contribute to a positive ANU community. Thus, each response is likely to reflect a singular topic only. For this reason, a low alpha parameter of 0.1 was chosen.

After running various iterations to improve the accuracy of the model using the structural topic modelling (STM) package, we found the optimal balance between perplexity, exclusivity and coherence, and thus the ideal number of topics.

Training a model to find more topics tends to result in greater distribution across the data but means that the text assignments are more accurate/interpretable. While a model with fewer topics might show that a greater percentage of the responses contain each topic, the topics themselves are more likely to be nonsensical.

It is also important to acknowledge the limitations of machine-learning topic modelling methods in this context. Firstly, the analysis used was “unsupervised”, meaning that there was no predefined training data fed to the algorithm prior to conducting the analysis. This process can be made swifter by employing a dictionary of predefined terms and meanings; however, no such reliable and validated list exists relevant to respectful relationships education. Furthermore, the topics in this analysis were manually assigned by one analyst, meaning they hinge solely on their interpretation of the data. Greater interrater reliability could be achieved in future if the analysis was undertaken by several individuals, and the results reconciled. For further information on this method and packages used, see Blei et al. (2003), Jelodar et al. (2019) (LDSA) and Roberts et al. (2014) (STM).

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