

Is it all just hope and goodwill?

Evaluating the long-term impact of
bystander intervention and
consent training.



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Workshop Outline

- Our Active Bystander Programme
- Our Evaluative Methods
- Quality delivery
- Measures of success
- What does long term impact look like for students?
- What can we do?

Our Programme

1

**Complete the online
module**

2

Attend a workshop

3

**Become an Active
Bystander**





ACTIVE BYSTANDER

Content notice: This module contains information about bullying, harassment, sexual misconduct and hate crime and includes scenarios where these behaviours are discussed.

The Active Bystander Programme aims to train UCL students to recognise and challenge problematic behaviours, such as bullying, harassment and sexual misconduct both on- and off-campus. The programme was originally launched as part of the Full Stop Campaign in 2015, which called for the UCL community to come together and say no to bullying, harassment and sexual misconduct.

This training aims to give students the knowledge and practical skills to be an Active Bystander in their community – that is, learning to be aware of others' behaviours and, when the behaviour is inappropriate, choosing to challenge it in a safe way. This module will cover what it means to be an Active Bystander, what we consider to be inappropriate behaviour and how to recognise and challenge it and how UCL and the Students' Union are able to support you.

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After you have completed this module, you will attend a live workshop that will expand on these ideas to improve your practical skills.

To start the module, please click 'Start Course'.

WHAT DOES IT MEAN TO BE AN ACTIVE BYSTANDER?

What does it mean to be an Active Bystander?

WHAT IS INAPPROPRIATE BEHAVIOUR, AND HOW CAN I RECOGNISE IT?

Bullying

Harassment, Discrimination and Microaggressions

Hate Crimes and Hate Incidents

Sexual Misconduct and Consent

ONCE I HAVE RECOGNISED UNACCEPTABLE BEHAVIOUR, WHAT CAN I DO?

The 5 Ds

Where can I access support?

NOW THAT I'VE COMPLETED THE MODULE, WHAT COMES NEXT?

Next steps



Our Evaluative Methods

	A	B	C
1	Categories	Theme	Notes
2	>Workshop Leaders	Workshop Leaders	
3	Quality of delivery	Workshop Leaders	Comments relating to how clear, informative and interactive the workshop leader is
4	Handling of challenging situations	Workshop Leaders	Comments relating to the handling of challenging situations during live workshops
5	Ability to answer questions	Workshop Leaders	Comments relating to the workshop leader's ability to answer questions
6	Personal anecdotes	Workshop Leaders	Comments relating to the sharing of personal anecdotes from workshop leaders
7	Other - Workshop Leaders	Workshop Leaders	Other comments relating to workshop leaders
8	>Organisations and Management	Organisation and Management	
9	Workshop timetabling	Organisation and Management	Comments on the timetabling of the workshops (e.g. it clashed with a lecture)
10	Programme structure	Organisation and Management	Comments on the structure of the programme (e.g. it worked well with the online module)
11	Departmental/ faculty communication	Organisation and Management	Comments on the effectiveness, promptness, or politeness of departmental/ faculty communication
12	Students' Union communication	Organisation and Management	Comments on the effectiveness, promptness, or politeness of students' union communication
13	Other - Organisation & Management	Organisation and Management	Other comments on organisation and management
14	>Content	Content	
15	Legal definitions	Content	Comments on the legal definitions provided
16	Videos	Content	Comments on the videos used within the training
17	Scenarios	Content	Comments on the scenarios



Our Evaluative Methods

Summary, Students - Online	Proportion	Negative	Neutral	Positive	BALANCE
Peer engagement	21%	12%	1%	8%	-4%
Marginalised identity	0%	0%	0%	0%	0%
Empowerment	7%	0%	0%	7%	7%
Increased knowledge	31%	0%	0%	31%	30%
Group discussions	41%	2%	0%	39%	37%
Total	100%	14%	2%	84%	70%

Summary, Students - In-person	Proportion	Negative	Neutral	Positive	BALANCE
Peer engagement	14%	6%	1%	6%	0%
Marginalised identity	0%	0%	0%	0%	0%
Empowerment	6%	0%	0%	6%	6%
Increased knowledge	22%	0%	0%	22%	22%
Group discussions	58%	1%	0%	57%	56%
Total	100%	7%	2%	91%	84%



Students' Union UCL's Active Bystander Programme

Term One Evaluation Report, 2022-2023

where **more** happens



Quality Delivery

- What was the most memorable training / learning experience you've had? Both good and bad.
- How did you self-evaluate that it was good / bad?

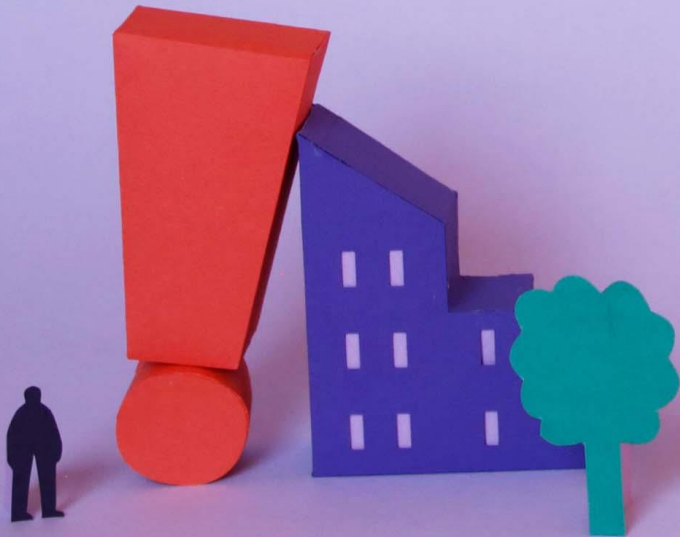


Monitoring and Enforcement



Condition E6: Harassment and sexual misconduct

“Providers must regularly review their policies and practices to ensure ongoing compliance and address any emerging issues.”



How would you measure the success of a programme?



**What do you think
long-term impact
looks like for your
students?**



Things we know

- **Goal-based** evaluations measure if objectives have been achieved
- **Process-based** evaluations analyse strengths and weaknesses.
- **Outcomes-based** evaluations examine broader impacts and often investigate what greater good was served as a result of the program or project.



Things we know

- Follow-up surveys
- Longitudinal studies
- Interviews
- Behavioural observation
- Alumni check-ins
- Focus Groups



Why aren't we doing them?

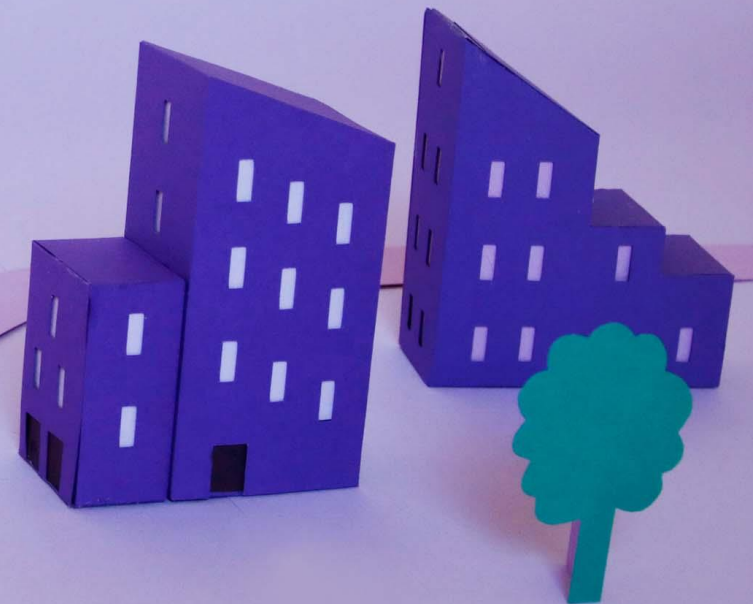
What are the barriers?

- Follow-up surveys
- Longitudinal studies
- Interviews
- Behavioural observation
- Alumni check-ins
- Focus Groups



How do we remove these barriers?

What can we do to start evaluating long-term?



Thank you.

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