Equally Safe in Higher Education Research Toolkit

Guidance for Conducting Research into Gender-based Violence in Scottish Higher Education Institutions

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ESHE
Equally Safe
in Higher Education

The Scottish
Government
Riaghaltas na h-Alba

University of
Strathclyde
Glasgow

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Introduction

The Scottish Government is committed to eradicating violence against women and girls (VaWG). *Equally Safe* outlines the current strategic policy for the prevention and elimination of VaWG and all forms of gender-based violence (GBV).

The Equally Safe in Higher Education (ESHE) project was funded by the Scottish Government to implement *Equally Safe* in a pilot university and produce a National Toolkit for challenging GBV in Higher Education Institutes (HEIs). Research on staff and student attitudes to, and experiences of, GBV in higher education (HE) was a key work stream of the ESHE project.

The research workstream was implemented between 2016 and 2018 using the University of Strathclyde as the pilot site. The intention was to generate data on: views and perceptions of campus safety; attitudes to, and experiences of GBV; the impact of GBV; report and support pathways for victims/survivors; and broader issues of gender inequality and sexism in higher education.

The overall aim of the research methodology outlined in this Toolkit is to provide Scottish Higher Education Institutions with a means of creating an evidence base to inform the development of their GBV prevention strategies. The project utilised a mixed-methods approach consisting of an online campus-wide survey sent to all university staff and students as well as follow-up in-depth, semi-structured qualitative interviews and focus groups.

Purpose of the Research Toolkit

This Research Toolkit provides templates of key documents that may be useful to conduct the research workstream.

These documents are not intended to replace research training or to offer a knowledge base on GBV or VaWG but are offered as guidance to support the research and to be adapted to suit your needs and environment.

The tools were designed to facilitate the exploration of some key themes:

- Perceptions of safety on campus;

- The extent of GBV across a whole campus cohort;

- The impact on victims/survivors and the wider HE community;

- Support needs in terms of disclosure, reporting and help-seeking;

- Gendered practice, including gender (in)equality and diversity across the campus.

How to use this Toolkit

This Research Toolkit is organised into four sections:

1. Governance
2. Dissemination
3. Data Collection
4. Data Analysis & Management

In each of the sections there are a list of documents that may be useful for that stage of the research.

Contact details:
[Add your team/organisational/institutional contact]

SECTION ONE
GOVERNANCE

Section One: Governance

Research governance was embedded into the project including a Research Advisory Group (RAG) that supported the project and the Strategy Group that guided the wider ESHE project.

The research project requires ethical and intuitional approval. Be prepared for both these stages to take considerable time.

DOCUMENT

1.1 RAG Terms of Reference

1.1 Equally Safe in Higher Education (ESHE) Research Advisory Group: Terms of Reference

Title
The Group shall be known as the Equally Safe in Higher Education (ESHE) Research Advisory Group.

Project
ESHE is a pilot project which will adopt a strategic approach to the development of resources aimed at the prevention and elimination of gender-based violence (GBV) at the University of [name]. [project details]. ESHE will support the implementation of Equally Safe, the Scottish Government's national policy for the prevention and elimination of Violence against Women and Girls (VAW&G). The ESHE Project will generate new data on attitudes to and the extent of gender-based violence (GBV) on campus, develop a coordinated response to GBV and produce an Equally Safe Higher Education Toolkit for dissemination to other Scottish Higher Education institutions (HEIs). ESHE will adopt a partnership approach involving [name] University students, staff and their representatives and key external stakeholders to implement measures which closely reflect the twin themes of the Equally Safe approach – Prevention and Early Intervention.

ESHE will use the definition of gender-based violence (GBV) outlined in Equally Safe which recognises that it is broadly a function of gender inequality. While it is acknowledged that GBV mostly affects women and that men are the main perpetrators, it may impact individuals of any gender, sexual orientation, faith or ethnicity. GBV takes the form of actions that result in physical, sexual and psychological harm or suffering to women, children and young people, or affront to their human dignity, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or private life. These include:

- Domestic abuse

- Rape & sexual assault

- Child and childhood sexual abuse

- Stalking, sexual harassment and intimidation at work and in the public sphere

- Commercial sexual exploitation, including prostitution, pornography and trafficking

- Dowry-related violence

- Female genital mutilation (FGM)

- Forced and child marriages

- 'Honour'-based or dowry-related crimes

Purpose

The purpose of the Group is to comment on the development and implementation of the research tools (questionnaire survey, interviews and focus groups). Specifically:

- To share experiences and perspectives on gender based violence (GBV) so that the research team benefits from the wealth of experience that members of the advisory group bring.

- To share research expertise so that the research team can benefit from the advice the advisory members can offer-in terms of developing methodologies, research tools and data analysis.

- To comment on research design and data collection tools.

- To read and comment on initial findings.

ESHE Team

[name/s] Primary Investigator/s
[name/s] Research Lead
[name/s] Research Associates
[name/s] Administrator

Membership:

Membership of the Research Advisory Group include:
[name/s] [Scottish University]
[name/s] [Scottish University]
[name/s] [UK University]
[name/s] [UK University]
[name/s] [US University]
[name/s] Student Representative, [name] University
[name/s] Vice President Diversity, USSA
[name/s] Research Associate [project name]
[name/s] British Council Gender Equality Research Team
[name/s] [name] Research Unit
[name/s] NUS Scotland
[name/s] Rape Crisis
[name/s] Scottish Women's Aid

Schedule:

The Group will meet biannually, at six-monthly intervals:
- [date]
- [date]

Contact Details:

SECTION TWO
DISSEMINATION

Section Two: Dissemination

As the survey will be sent to all staff and students it is essential that it is has high visibility around the campus. We suggest that a range of formats are used and that the research team work with HR Corporate Communications and Marketing to support the dissemination of the survey.

We suggest including the following to devise a promotional plan and timeline to promote the research (remember to include the online link and research team contact details):

■ Posters and other promotional materials including leaflets around the campus
■ Fresher's Fayre
■ Plasma screens
■ All staff email via Corporate Communications
■ Staff weekly bulletins
■ All student email from Student Services
■ Student intranet notifications
■ Hard copies of surveys and return envelopes distributed to staff bodies that do not regularly access email

DOCUMENTS

2.1 Survey Promotion Plan	Some key contacts and milestones for developing promotional strategy.
2.2 Survey Email Invitations	Examples of emails used to promote the survey and research.
2.3 Survey Promotion Postcard	Examples of marketing postcard to promote the research.

2.1 Survey Promotion Plan

	Set up new project email address
	Liaise with institution re distribution
	Finalise launch date
	Finalise copy for email
	Comms to copyedit
	Design content for plasma screens
	Consult with Corporate Comms
	Agree mail out with Student Association — monthly / weekly updates
	Agree mail out with Student Services — monthly / weekly updates
	Agree mail out with Corporate Comms — monthly / weekly updates
	Agree where to place hard copies
	Posters and flyers placed around campus
	Promotion at Freshers Faye (student events)
	Notifications on student intranet / app
	Reminder notifications re close of survey

2.2 Survey Email Invitations

All Student/Staff email

Dear [Student/Colleague],

The Equally Safe in Higher Education (ESHE) Survey

Recent media reports have highlighted concerns about interpersonal safety issues across the Higher Education sector. The Equally Safe in Higher Education (ESHE) Project based in the School of Social Work and Social Policy is being funded by the Scottish Government to undertake research and to develop a national Higher Education Toolkit to address these issues in Scotland. The research involves collecting data from ALL staff and students in the University of Strathclyde. The data collected will help to develop our understanding of the issue and to create more effective responses and reporting mechanisms.

We cordially invite you to access our short on-line survey http://tiny.cc/ESHECampusSurvey

The survey is completely anonymous and all data is confidential.

For more information about the ESHE project please visit our webpage http://tiny.cc/EquallySafeHE or contact equallysafe@strath.ac.uk.

Thank you for your consideration.

All Student/Staff Follow Up email

Dear [Student/Colleague],

The Equally Safe in Higher Education (ESHE) Survey

Recent media reports have highlighted concerns about interpersonal safety issues across the Higher Education sector. The Equally Safe in Higher Education (ESHE) Project based in the School of Social Work and Social Policy is being funded by the Scottish Government to undertake research and to develop a national Higher Education Toolkit to address these issues in Scotland. The research involves collecting data from ALL staff and students in the University of Strathclyde. The data collected will help to develop our understanding of the issue and to create more effective responses and reporting mechanisms.

We cordially invite you to access our short on-line survey http://tiny.cc/ESHECampusSurvey

The survey is completely anonymous and all data is confidential.

We would like to thank [students/colleagues] who have already participated in our survey and apologies for any cross-posting

For more information about the ESHE project please visit our webpage http://tiny.cc/EquallySafeHE or contact equallysafe@strath.ac.uk

Student Association Newsletter

EQUALLY SAFE

The Equally Safe in Higher Education (ESHE) Survey
DEADLINE [date]

Recent media reports have highlighted concerns about
interpersonal safety issues across the Higher Education
sector. The Equally Safe in Higher Education (ESHE)
Project based in the School of Social Work and Social
Policy is being funded by the Scottish Government to
undertake research and to develop a national Higher
Education Toolkit to address these issues in Scotland.
The research involves collecting data from ALL staff and
students. The data collected will help to develop our
understanding of the issue and to create more effective
responses and reporting mechanisms. We cordially
invite ALL students to access our short on-line survey.

The survey is completely anonymous and all data is
confidential. For more information about the ESHE
project please visit their webpage or get in contact.

Staff Weekly Update

The Equally Safe in Higher Education (ESHE) Survey
DEADLINE [date]

Recent media reports have highlighted concerns
about interpersonal safety issues across the Higher
Education sector. The Equally Safe in Higher Education
(ESHE) Project, funded by the Scottish Government,
is undertaking research to develop a national Higher
Education Toolkit to address this. Strathclyde is the
pilot institution and we are collecting views from all
staff and students through our online survey.

All staff are invited to access the short survey online.
Hard copies of the survey are available to collect from
the reception area in the Lord Hope Building foyer. For
more information, please visit the ESHE web page or
contact us by email.

2.3 Survey Promotion Postcard

Take part in The Equally Safe in Higher Education (ESHE) Survey which involves collecting data from all staff and students at the University to develop a national Higher Education Toolkit to address interpersonal safety issues on Scotland's university campuses.

Complete the online survey and take part in a confidential one-to-one interview (voluntarily)

ONLINE SURVEY

http://tiny.cc/ESHECampusSurvey

Visit our website or contact us to find out more.
E: equallysafe@strath.ac.uk
T: 0141 444 8755
W: http://tiny.cc/EquallySafeHE

SECTION THREE
DATA COLLECTION
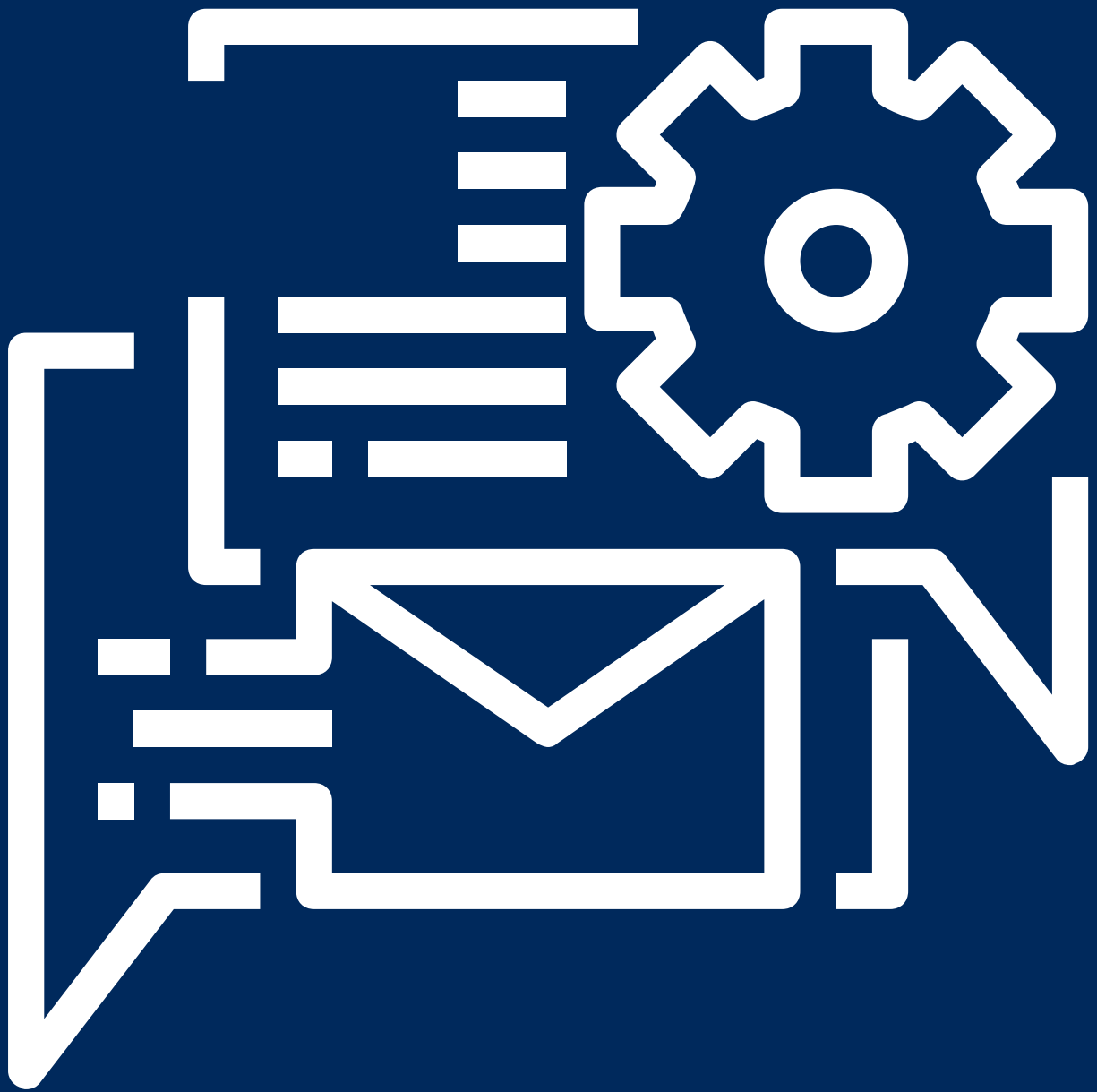
Section Three: Data Collection

This section offers a range of supporting documents for conducting the research including the online survey that is distributed to all staff and students; interview protocol for participants who volunteer at the end of the survey; and protocol for focus groups that target pre-existing groups. It is crucial that the survey is anonymous and does not capture any names or IP addresses. This also means that it is impossible to link interview and focus group participants to their survey entries. However, it is essential that all interview and focus group participants complete a survey prior to their participation. It is also suggested that interviews and focus groups are restricted to an hour to fit into a standard lecture/class timeslot.

DOCUMENTS

3.1 Survey	The online survey.
3.2 Interview Participant Information Sheet (PIS) and Consent Form	Information for participants about the research and the interview. The consent form must be signed before the interview can be conducted. NB: consent must be considered as an ongoing process and the participant can stop the interview at any time.
3.3 Interview Checklist	Guidance on the key steps before, during and after conducting an interview. It also provides a checklist of the documents and materials needed.
3.4 Demographics Proforma for Interviews and Focus Groups	For use in interviews and focus groups to capture key demographic information.
3.5 Interview Guide	Guidance on the key steps before, during and after conducting an interview. It also provides a checklist of the documents and materials needed. NB: This is not the same as Interview Checklist.
3.6 Focus Group Participant Information Sheet (PIS) and Consent Form	Information for participants about the research and the focus group. The consent form must be signed by all participants before the focus group can be conducted. NB: consent as above.
3.7 Focus Group Checklist	Guidance on the key steps before, during and after conducting an interview. It also provides a checklist of the documents and materials needed. NB: This is not the same as Interview Checklist.
3.8 Focus Group Guide	This schedule can be used to conduct focus groups. It explores similar themes to the interview, but with emphasis on attitudes and perceptions rather than personal experiences.

3.9 Support Organisation	To be given to all participants at the end of the interview or focus group. It provides contact information for local and national support organisations and emergency services, internal, and external, to the university.
	NB: to be updated with your services.
3.10 Factsheet	To be given to all participants at the end of the interview or focus group. It provides key facts and figures about the extent and prevalence of GBV in Scotland.
3.11 Disclosure Protocol	For use by all members of the project team if someone contacts the team to disclose or report GBV.

The Equally Safe in Higher Education Survey

This survey is asking all staff and students at Strathclyde University about their views and experiences of interpersonal safety issues. The survey is online, completely anonymous and will take about 15 minutes to complete.

Who are we?
We are a team of researchers based in the School of Social Work and Social Policy (HaSS). The research is funded by the Scottish Government and is part of a wider project. The Principal Investigator, Dr McCarry can be contacted: 0141 444 8755 / equallysafe@strath.ac.uk

Why is the survey being conducted?
Recent media stories have highlighted the issue of interpersonal safety in Universities. This project aims to develop our understanding of the issue and to create more effective reporting and responses. The research is being conducted for the Scottish Government on behalf of the Scottish Higher Education (HE) sector and is a platform for future development which will result in a national HE Toolkit. That is why it is essential to get the views of all staff and students.

What else should I know?
The survey is completely anonymous and confidential and there is no way to identify who has filled it in. Some of the questions are sensitive and ask about personal experiences. At the end of the survey there is a link to some support services. Please also contact us with any questions: equallysafe@strath.ac.uk or 0141 444 8755.

What happens to the information?
The information gathered will be used to inform other support and development in this area. A summary of the anonymised findings will be made available to all Strathclyde University students and staff. We will write a report for the Scottish Government and other outputs (e.g. publications and presentations).

Who can access the information?
Only the research team will have access to the full data, which will be securely stored on the university server. At the end of the project, the data will be stored in the UK Data repository (www.data-archive.ac.uk). The University is registered with the Information Commissioner's Office who implements the Data Protection Act 1998 and all data will be processed in accordance with this.

What happens next?
Please click the consent form below to start the survey. Participation is voluntary and the survey is completely anonymous.
Thank you for your consideration.

ESHE Equally Safe in Higher Education

University of Strathclyde Glasgow

This investigation was granted ethical approval by the University of Strathclyde Ethics Committee. If you have any questions/concerns, during or after the investigation, or wish to contact an independent person to whom any questions may be directed or further information may be sought from, please contact: Secretary to the University Ethics Committee. Research & Knowledge Exchange Services, University of Strathclyde, Graham Hills Building, 50 George Street, Glasgow, G1 1QE | 0141 548 3707 | ethics@strath.ac.uk

Qualtrics Survey Software

Consent:

- I confirm that I have read and understood the information above.

- I understand that my participation is voluntary and that I am free to withdraw at any time, without having to give a reason and without any consequences.

- I understand that the survey is anonymous and that I cannot be identified.

- I understand that once the survey is submitted my responses cannot be withdrawn.

- I understand that the survey data will remain confidential.

- I understand that the findings will be used in reports and other publications including for our funder (the Scottish Government).

- I understand that on completion the data will be stored in the UK Data Archive repository.

- I consent to taking part in the survey.

O Yes   O No

Feeder Question

What is your main role at the University?

O Member of staff   O Student

Section 1: Demographics

Please take a few minutes to answer some background questions. As stated, the survey is completely anonymous and no one can be identified by these responses.

Regarding your student status, are you:

O Full-time   O Part-time

Regarding your employment status, are you:

O Full-time   O Part-time

Which student category do you belong to?

O Scottish student

O UK student

O EU student

O International student

O Exchange student

O Distance learning student

O Other

Which year of study are you in?

O 1st year undergraduate

O 2nd year undergraduate

O 3rd year undergraduate

O 4th year undergraduate

O 5th year undergraduate

O Masters (undergraduate)

O Masters (postgraduate)

O PhD

O Other

Which staff category do you belong to?

O Academic (e.g. lecturer, researcher, teacher, knowledge exchange)

O Administration and Professional Services (e.g. admin assistant, co-ordinator, faculty officer, HR adviser, manager)

O Technical (e.g. lab technician, IT support)

O Operational (e.g. security, cleaning)

O Other

What type of contract are you on?

O Open-ended

O Fixed-term

O Hourly rate

O Other

Which Faculty do you belong to?

O The Business School

O Engineering

O Humanities and Social Sciences

O Science

O Not Applicable

Which age group do you belong to?

O Under 18

O 18-24

O 25-34

O 35-44

O 45-54

O 55-64

O 65+

O Prefer not to say

What is your gender?

O Male

O Female

O Other

O Prefer not to say

Do you belong to a black or minority ethnic (BME) group?

O Yes

O No

O Prefer not to say

Are you lesbian, gay, bisexual, transgender + (LGBT+)?

O Yes

O No

O Prefer not to say

Do you have a disability?

O Yes

O No

O Prefer not to say

Section 2: Safety

The survey would now like to ask some questions about your views and feelings of safety on and around the University campus.

	Very Safe	Quite Safe	Somewhat Unsafe	Unsafe
In general please state how safe you think the University is:	○	○	○	○

Please tell us how safe or unsafe you think the following University related spaces are:

	Very Safe	Quite Safe	Somewhat Unsafe	Unsafe	Don't know
Public teaching spaces (e.g. lecture theatre, seminar room, lab)	○	○	○	○	○
Private work spaces (e.g. office, meeting room)	○	○	○	○	○
Outside spaces on campus (e.g. walkway, garden) during the day	○	○	○	○	○
Outside spaces on campus (e.g. walkway, garden) at night	○	○	○	○	○
Library during the day	○	○	○	○	○
Library at night	○	○	○	○	○
Other University spaces (e.g. toilet, kitchen, lift)	○	○	○	○	○
University recreational venues (e.g. sports club, society, student union, gym)	○	○	○	○	○
Student accommodation	○	○	○	○	○
Travelling to and from the university during the day	○	○	○	○	○
Travelling to and from the university during at night	○	○	○	○	○
Streets around the university during the day	○	○	○	○	○
Streets around the university at night	○	○	○	○	○
Other place when on university business (e.g. conference, placement)	○	○	○	○	○
Online spaces (e.g. Myplace, Facebook)	○	○	○	○	○
Other recreational venues in Glasgow (e.g. bar, club)	○	○	○	○	○

Section 3: Experiences of abuse/violence

This section asks about a range of personal experiences that may have happened to you at anytime and anywhere in your adult life (i.e. since the age of 16). These questions refer to both face-to-face and/or online behaviours. Some of the questions explore sensitive issues but please be reminded that the survey is **anonymous** and **confidential**.

Please indicate if someone has:

	In the past 12 months		In your lifetime (since the age of 16)	
	Yes	No	Yes	No
Behaved in a jealous or controlling way (e.g. restricted what you could do, who you could see, what you could wear, what you could spend)	○	○	○	○
Repeatedly made negative, patronising or belittling comments to 'put you down'	○	○	○	○
Repeatedly checked up on your whereabouts by asking you, your friends/family or using social media	○	○	○	○
Repeatedly tried to stop you from coming into your workplace/ university or from doing work/studies	○	○	○	○
Threatened or tried to physically hurt you	○	○	○	○
Actually physically hurt you	○	○	○	○
Repeatedly followed or watched you in person or online in a way that made you afraid/concerned	○	○	○	○
Repeatedly stood outside, or turned up at, your home, university or other place where you were in a way that made you afraid/ concerned	○	○	○	○
Repeatedly sent you unwanted letters, emails, texts, calls or social media messages in a way that made you afraid/concerned	○	○	○	○
Repeatedly tried to communicate with you in other unwanted ways that made you afraid/concerned	○	○	○	○
Vandalised or took your property or something important to you in a way that made you afraid/concerned	○	○	○	○
Wolf-whistled or cat-called you	○	○	○	○
Made unwanted sexual remarks about you or to you	○	○	○	○
Asked you unwanted questions about your sexuality or sex-life	○	○	○	○
Tried to draw you into a discussion of sexual matters	○	○	○	○
Stared, leered or ogled at you in a way that made you uncomfortable	○	○	○	○
Touched you in a way that made you uncomfortable	○	○	○	○

Made unwanted attempts to, or actually did, grope or kiss you	○	○	○	○
Treated or implied better treatment for being sexually cooperative	○	○	○	○
Pressured, criticised, or got angry with you to do something sexual that you didn't want to	○	○	○	○
Offered or given you money to do something sexual	○	○	○	○
Made you do something sexual when you were drunk or 'out of it'	○	○	○	○
Used force, or threat of force, to make you do something sexual you didn't want to	○	○	○	○
Made you look at or act out pornographic material that you didn't want to	○	○	○	○
Took or shared nude or sexual pictures or videos of you without your permission	○	○	○	○
Did any of these sexual behaviours involve penetration with your penis, finger or other object?	○	○	○	○

Section 4: Disclosure

These next questions refer to the behaviours discussed before.

Did any of these behaviours happen whilst you have been a member of staff or student at University?

○ Yes   ○ No

Who was responsible for these behaviours?
(if more than one person please tick all that apply)

○ Partner or ex-partner

○ Someone I dated / had a sexual relationship with

○ Friend / acquaintance

○ Family member / relative

○ Someone I worked with

○ University student

○ University staff

○ Someone in a position of power or responsibility (e.g. sports coach, carer)

○ Stranger

○ Other

○ Don't know

What gender was the person / people responsible?
(if more than one person please tick all that apply)

○ Male

○ Female

○ Other

○ Don't know

Were any of these members of staff at the University in a senior, equivalent or junior position to you? (if more than one person please tick all that apply)

○ More senior to me

○ Equivalent status to me

○ Junior to me

○ Don't know

Please tell us where these behaviours happened
(if more than one place please tick all that apply)

○ Own home / someone else's home

○ University public teaching space (e.g. lecture theatre, seminar room, lab)

○ University private teaching space (e.g. office, meeting room)

○ University library

○ University student accommodation

○ Outside space at the University
(e.g. garden, walkway)

○ University recreational venue
(e.g. sports club, student union)

○ Recreational venue in Glasgow (e.g. bar, club)

○ Other University space (e.g. toilet, kitchen)

○ Travelling to and from University

○ Other place when on University business
(e.g. conference, meeting)

○ Street on or around University

○ Online space (e.g. Myplace, Facebook)

○ Other place on or around University

○ Other place **not** on or around University

○ Workplace (not at University)

Please tell us how these behaviours made you feel?
(if more than one feeling please tick all that apply)

○ Sad, upset or vulnerable

○ Scared, confused, guilty or shocked

○ rassed, humiliated or ashamed

○ Annoyed, frustrated or angry

○ Stressed or anxious

○ Bad about yourself

○ Protected, loved or good about yourself

○ Thought it was funny

○ Other

○ Had no negative impact

Please tell us if these behaviours have affected you
in any of the following ways whilst you have been at the
University (please tick all that apply)

○ Made it hard to keep to work deadlines / productivity
suffered

○ Missed work deadlines / classes / exams

○ Avoided the University / worked at home

○ Took time off studies / work

○ Negatively affected career development

○ Negatively affected professional relationships

○ Negatively affected personal relationships

○ Negatively impacted mental health

○ Other

○ Had no impact on work / studies at the University

Did you ever speak to anyone about these behaviours?

○ Yes, every time

○ Yes, some of the times

○ No, never

Who did you speak to about these behaviours?
(please tick all that apply)

○ Partner / friend / family

○ External support organisation e.g. Rape Crisis

○ Police

○ Work colleague / fellow student

○ University staff member - male

○ University staff member - female

○ University counselling service

○ Other counsellor / therapist / health professional

○ University student / staff union

○ University security

○ Other

Can you please state your reasons for not telling?
(please tick all that apply)

○ Concerns about negative impact on personal
relationships

○ Concerns about negative impact on relationships
with colleagues / fellow students

○ Concerns about negative impact on University work
/ studies

○ Too scared, frightened or intimidated

○ Feelings of embarrassment, shame or stigma

○ Conerns about information not being treated
confidentially

○ Previous bad experience after telling

○ Concerns about being blamed / not being believed / taken seriously

○ Didn't think it was serious enough to tell / didn't think I needed support

○ Did not know who to tell

○ Other reason

Can you please state your reasons for telling? (please tick all that apply)

○ Wanted something done about it

○ Wanted to talk it through with someone / get support

○ Concerned about it happening to me again

○ Concerned about it happening to someone else

○ Someone asked me about it

○ To keep a formal record / put a case together

○ Reached breaking point

○ Other reason

○ Needed medical attention

Did you ever make a formal report to the University?

○ Yes, every time

○ Yes, some of the times

○ No

What was the outcome after formally reporting to the University?

○ A positive outcome every time

○ A mix of both positive and negative outcomes

○ A negative outcome every time

○ No change

Section 5: Perpetration

We would now like to ask if you have ever behaved in any of the ways discussed in this survey. These questions refer to both face-to-face and/or online behaviours. We would like to remind you that the survey is **anonymous** and **confidential** and it is impossible to identify who has filled it in.

Please indicate if you have:

	In the past 12 months		In your lifetime (since the age of 16)	
	Yes	No	Yes	No
Behaved in a jealous or controlling way (e.g. restricted what someone could do, who they could see, what they could wear, what they spend)	○	○	○	○
Made negative, patronising or belittling comments to 'put someone down'	○	○	○	○
Checked up on someones whereabouts by asking them, their friends/family or using social media	○	○	○	○
Tried to stop someone from coming into their workplace/university or from doing work/studies	○	○	○	○

Threatened or tried to physically hurt someone	○	○	○	○
Actually physically hurt someone	○	○	○	○
Followed or watched someone in person or online	○	○	○	○
Stood outside, or turned up at, someones home, university or other place where they were	○	○	○	○
Sent someone unwanted letters, emails, texts, calls or social media messages	○	○	○	○
Tried to communicate with someone in other unwanted ways	○	○	○	○
Vandalised or took property or something important to someone	○	○	○	○
Wolf-whistled or cat-called someone	○	○	○	○
Tried to draw someone into a discussion of sexual matters	○	○	○	○
Treated, or implied better treatment towards someone for being sexually cooperative	○	○	○	○
Pressured, criticised or got angry with someone to do something sexual when they didn't want to	○	○	○	○
Offered or gave someone money to do something sexual	○	○	○	○
Made someone do something sexual when they were drunk or 'out of it'	○	○	○	○
Used force, or threat of force, to make someone do something sexual	○	○	○	○
Made someone look at or act out pornographic material	○	○	○	○
Took or shared nude or sexual pictures or videos of someone without their permission	○	○	○	○
Did any of these sexual behaviours involve penetration with your penis, a finger or other object?	○	○	○	○

Section 6: Reporting

Thinking about the types of behaviours discussed in this survey, this section asks about reporting processes at the University.

	Yes	No
Do you know **who** in the University you should formally report these behaviours to?	○	○
Do you know **where** in the University you should formally report these behaviours to?	○	○
Do you think **more information** is needed on how to report these types of behaviours at the University?	○	○
Have you **seen** any of these behaviours happening to the University staff or students?	○	○
Have you **heard** about any of these behaviours happening to the University staff or students?	○	○
Do you know, or have heard of someone, **who has left** the University because of these behaviours?	○	○

Has a student or staff member ever spoken to you about any of these behaviours happening to them? (please tick all that apply)

○ Yes, University student-male

○ Yes, University student-female

○ Yes, University staff-male

○ Yes, University staff-female

○ No

How did you respond? (please tick all that apply)

○ Followed University procedures

○ Offered support / sympathy

○ Offered practical help

○ Discussed with a colleague

○ Passed it over to an internal source (e.g. counselling service, HR)

○ Passed it over to an external source (e.g. Rape Crisis, police)

○ Passed it over to line manager

○ Looked for more information on University or external websites

○ Did nothing

○ Other

Do you think that more information on how to handle reports is required?

○ Yes

○ No

○ Don't know

Section 7: 'Lad Culture'

This section asks about 'Lad Culture'. 'Lad Culture' is defined by the National Union of Students (2012) as a group or 'pack' mentality residing in activities such as sport and heavy alcohol consumption, and 'banter'/talk which is often sexist, misogynist and homophobic. 'Lad Culture' could also refer to an environment in which there is general and/or institutional sexism.

	Yes, in all areas	Yes, in some areas	No	Don't know
Do you think 'Lad Culture' **exists** at the University?	○	○	○	○
Have you **seen any evidence of** 'Lad Culture' at the University?	○	○	○	○
Have you **personally experienced** 'Lad Culture' at the University?	○	○	○	○
Do you think 'Lad Culture' is a **problem** at the University?	○	○	○	○

In which the University groups do you think 'Lad Culture' is more evident? (please tick all that apply)

○ Male student populations

○ Female student populations

○ Male staff populations

○ Female staff populations

○ Don't know

Section 8: Gender Inequality at the University

These final questions ask about gender inequality at the University. Gender inequality is where people are treated differently and unequally based on their gender. This might refer to a difference in pay between men and women or an unequal distribution of men and women in different roles or at different levels.

	Yes	No	Don't know
Do you think there is gender **inequality** at the University?	○	○	○
Have you **seen** people being treated unequally because of their gender at the University?	○	○	○
Have you **heard** about people being treated unequally because of their gender at the University?	○	○	○
Have **you** ever been treated unequally because of your gender at the University?	○	○	○
Do you think there is institutional sexism at the University?	○	○	○

FAQ and Debrief

Thank You for Taking Part

Your responses will help the University to develop more effective reporting and support mechanisms for those who may experience any of the behaviours discussed in the survey. A summary of the anonymised findings will be made available to all University students and staff.

There are a number of organisations that can offer advice and support if you have been affected by any of the issues discussed in the survey. Please click the link for details: http://tiny.cc/Support_Organisations

Please now click the » arrows below to submit your response.

3.2 Interview Participant Information Sheet and Consent Form

We are inviting you to take part in an interview to discuss your views and experiences of interpersonal safety issues. This is to supplement the data that was captured through the online *Equally Safe in Higher Education* survey. As the survey is completely anonymous it is impossible to match participants to their survey once it is submitted. Please take the time to read the following information.

Who we are?
We are a team of researchers based in the [name of Dept]. The research is funded by the [name of funders]. The Principal Investigator, [name] can be contacted: [details E&T]

What is the research being conducted?
Recent media stories have highlighted the issue of interpersonal safety in Universities. This project aims to develop our understanding of the issue and to create more effective reporting and responses. The research is being conducted and is a platform for future development which will result in a national HE Toolkit. That is why it is essential to get the views of all staff and students.

What will you do in the interview?
You will be invited to a private room in the University for an individual interview with one of the named researchers. The interview will last no more than 60 minutes and with permission, we will audio record the interview. We also offer the option of a telephone interview.

What else should I know?
The interview will expand on some of the sensitive issues raised in the survey. We will provide two information sheets. The first sheet has contact information for a range of relevant support services. The second is a Factsheet which offers information about the issues being discussed in the survey and interview. Whilst we aim to keep the interview confidential, if it is revealed that you or someone else is at risk of serious harm we have a duty of care to tell someone about this; this decision will made with you.

What happens to the information?
The information gathered will be used to inform other support and development in this area and a summary of the anonymised findings will be made available to all [name] University students and staff. We may use some of your words from the interviews in the report that we will write for the [report details] and other outputs (e.g. publications and presentations), but no names or identifying details will ever be used. You have up until seven days after the interview to withdraw and we will destroy the interview.

Who can access the information?
Only the research team will have access to the full data, which will be securely stored on the university server. The audio files will be destroyed once the interview has been transcribed, anonymised and checked. At the end of the project, the data will be archived in the UK Data Archive repository (www.data-archive.ac.uk). The University of [name] is registered with the Information Commissioner's Office who implements the Data Protection Act 1998 and all data will be processed in accordance with this.

What happens next?
Participation is entirely voluntary. If you would still like to take part, please read and complete the consent form. Thank you for your consideration.

Principal Investigator & Researcher contacts:

Details:

This investigation was granted ethical approval by the [name] University Ethics Committee. If you have any questions/concerns, during or after the investigation, or wish to contact an independent person to whom any questions may be directed or further information may be sought from, please contact: [contact details: address / telephone / email].

Consent Form – Equally Safe in Higher Education Interview

- ■ I confirm that I have read and understood the information above.

- ■ I understand that my participation is voluntary and that I am free to withdraw from the project at any time, without having to give a reason and without any consequences.

- ■ I understand that I have up until seven days after the interview to contact the research team to exercise my right to withdraw and have my interview data removed and destroyed.

- ■ I understand that the interview data will remain confidential.

- ■ I understand that information which suggests that there is risk of serious harm to myself or other cannot be kept confidential and a joint decision will be taken regarding who to tell.

- ■ I understand that my anonymised words may be used in reports and other publications including for our funder [name].

- ■ I understand that the anonymised transcript of the interview will be stored at the [name] University and that on completion the data will be stored in the UK Data Archive repository.

- ■ I consent to being a participant in the project.

- ■ I consent to the interview being audio recorded as part of the project.

(PRINT NAME) _____

Signature of Participant: _____   Date: _____

Principal Investigator & Researcher contacts:

Details: _____

3.3 Interview Checklist

Opening: Thank you for agreeing to take part in this interview. I'd like to run through a couple of things with you before we start.

Consent: I'd just like to just double check that you have signed the consent form and are happy to participate in this research. Do you have any questions?

Anonymous: All the information will be anonymised. No identifying details will ever be used and you have until seven days after the interview to contact us to have the data removed and destroyed. We cannot match survey and interview responses.

All names and seven other identifiers will be removed from transcripts and research data stored in a secure location.

Own pace: This interview is your opportunity to talk about your experiences and I want to reassure you that we will go at your pace and that you only need to talk about those things you are willing to share. If you would rather not answer any of my questions we can move on. Please let me know if at any time you want to take a break or stop the interview altogether.

Risk of serious harm: Whilst we aim to keep the interview confidential, if it is revealed that you or someone else is at risk of serious harm we have a duty of care to tell someone about this; this decision will be made with you.

Named disclosure: This is a research interview and my role is to interview you about those aspects of your experiences which you wish to share. If you do name someone currently within the university, whether student or staff, during the course of the interview, I will have to pass this information onto my manager/PI.

If you would like to report formally to the university or to the police for further action to be taken then I can provide information on how you can do so.

After the interview is over, I will also give you a list of services who would be happy to help you if you think that you would like some more specialist support for some of the experiences you have described. These include universitybased and external specialist services.

Winding down: Thank them for sharing their experiences and acknowledge how difficult it may have been for them and how much we value their contribution. Try to return the person to the present moment, chat about what they are going to be doing after this.

Risk and safety: If during the course of the interview the participant indicates to you that

- They are afraid or in immediate danger;

- That they are at risk of immediate harm from someone;

- That they may harm themselves or someone else;

You should inform them that their safety and wellbeing is your priority. Here are some questions which it may be appropriate to ask:

- What do you need to be safe when you leave here?

- What have you done or considered in the past to keep safe?

- Is there anyone you would like to contact right now?

- What do you want to do?

Interviewer should have a list of **emergency** contact numbers which the person can call for immediate assistance.

Wait until the person has decided what to do. If they decide to do nothing and they have disclosed that they are at risk then tell them that it is your responsibility to report your concerns.

Interviewer safety: It is important that the place and time of the interview is known to an ESHE team member. The interview should take place during office hours wherever possible, in a university room where some degree of anonymity is possible for the person on arrival but where it is secure for all concerned and there are other people around. The interviewer should keep their mobile phone on hand on silent and if at any time feels uncomfortable, they should bring the interview to an end or if feeling unsafe, leave the room and call an ESHE team member.

Emergency contact numbers

University Security
[add in institution details]

The Advice Centre
[add in institution details]

Rape Crisis Campus Support
[add in institution details]

Student Disability, Health
& Counselling Services
[add in institution details]

Student Advice Hub
[add in institution details]

Police Scotland: Emergency
999

Police Scotland: Non Emergency
101

INTERVIEW CHECKLIST

Interview Schedule	○
Consent Form	○
Participant Information Sheet	○
Debrief Factsheet	○
Debrief Support Organisations	○
Blank Copy of Survey (for reference)	○
Recorder	○
Batteries	○
Pen & Paper	○
Refreshments	○
Accessible Space to conduct interview	○
ESHE team member has interview details	○

3.4 Demographics Proforma for Interviews and Focus Groups

We would like to gather some demographic data, though no information that could identify you will be made publicly available. Only the research team will have access to this information which will remain confidential.

Which age group do you belong to?

O Under 18

O 18–24

O 25–34

O 35–44

O 45–54

O 55–64

O 65+

O Prefer not to say

What is your gender?

O Female

O Male

O Other

O Prefer not to say

Are you lesbian, gay, bisexual, transgender + (LGBT+)?

O Yes

O No

O Prefer not to say

Do you belong to a black or minority ethnic (BME) group?

O Yes

O No

O Prefer not to say

Do you have a disability?

O Yes

O No

O Prefer not to say

What is your main role at Strathclyde?

O Staff

O Student

Which Faculty do you belong to?

O Business

O Engineering

O Humanities & Social Sciences

O Science

O N/A

For Students Only

Study Status

O Full-time

O Part-time

Which student category do you belong to?

O Scottish student

O UK student

O EU student

O International student

O Exchange student

O Distance learning student

O Other

Which year of study are you in?

O 1st Year UG

O 2nd Year UG

O 3rd Year UG

O 4th Year UG

O 5th Year UG

O Masters (UG)

O Masters (PG)

O PhD

O Other

For Staff Only

Employment Status

O Full-time

O Part-time

What type of contract are you on?

O Open-ended

O Fixed-term

O Hourly rate

O Other

Which staff category do you belong to?

O Academic

O Administration & Professional Services

O Technical

O Operational

O Other

Principal Investigator & Researcher contacts:

[Name of Principal Investigator/s]:

[Name/s of researcher/s]:

Name of Department:

Contact details:

Email:

Telephone:

3.5 Interview Guide

Opening Questions
- What do you study/do at the University?

- What year are you in/how long have you worked here?

Campus Safety
- On the whole, do you feel that [University] is a safe campus? Why/Why not?

- Are there specific areas/places/spaces that you feel are less safe? Why?

  Prompt: risks, previous/negative experience, campus design, time of day, areas to avoid etc.

- What, if anything, could the University do to improve campus safety?

Experiences of, and attitudes to, GBV [Remind participants of confidentiality]
- In the survey we asked about a range of personal experiences and behaviours. Have you been affected by any of the behaviours discussed?

- Would you like to tell me any more about this?

  Prompt: Where occurred? Single/multiple incident? Same/different perpetrators? Relationship to person? Ongoing contact? Witnesses? Help? 12 months versus lifetime

- If no direct personal experience: Have you seen/heard of these behaviours happening to [Uni] staff/students?

Impact
- How did this incident/these experiences affect you?
  Prompt: Impact personal life/relationships/education/studies/work/health?

- Did how it affect you change over time?

  Prompt: positive/negative over time? Long term impact? Is it still affecting you? In what ways?

- Has this experience/s changed your life? Your attitudes?

Disclosure and Reporting
- Did you tell anyone about this incident/these experiences?

  Prompt: Who? Why/why not? Barriers to reporting? Severity/frequency matter?

- If it involved another student or staff member, did you tell someone at the University?

- Did you report it to the University?

  Prompt: Why/why not? Who in the University did you tell/report it to?

- How did that person/organisation respond?

  Prompt: Glad you told? Improve? Feel safer?

- Do you feel the University responded effectively?

  Prompt: What did you want them to do? Support provided? Recorded or taken into consideration in relation to work? For staff – did reporting/disclosing impact your career, working life and work relationships? (positive/negative)

Receiving disclosures:
- Has a staff/student ever told you about any of these behaviours happening to them?

  Prompt: What did you do?

- What would you do if a student/member of staff disclosed to you? (policies and processes?)

- Do you think the University could improve reporting of incidents, support and helpseeking?

  Prompt: In what ways? Know where and who to go to at the Uni to formally report/get help?

'Lad culture'
- Have you ever heard of the term 'lad culture'? What does it mean to you? (If no, use survey definition)

- Do you think there is a 'lad culture' at [Uni]?

  Prompt: Evidence/examples? Certain areas/spaces/ subjects/groups? Alcohol consumption/sexual experience as markers of masculinity? Can females participate in 'lad culture'? Is 'ladette culture' the same? Impact: feminine/unfeminine? Do 'lad cultures' exist among staff as well as students?

- Has/do you think 'lad culture' impacted on your experience of the social side of University life?

  Prompt: How? Socialising, nightlife, alcohol, societies, sports, halls, fresher's.

- Has/do you think 'lad culture' impacted on your experience of the academic side of University life?

  Prompt: How? Have you experienced 'laddish' behaviours in teaching and rather – learning contexts? Is there a wider, institutional 'lad culture' at Strathclyde? Institutional sexism at [Uni]?

- Has/do you think 'lad culture' impacted on your experience of the more personal aspects of University life?

  Prompt: How? Sex, relationships, friendships, and peer groups/peer pressure.

- Use of social media, is pornography, sexting, explicit images and texts a big part of student life?

- Is 'Lad Culture' problematic?

  Prompt: Is it something that [Uni] needs to challenge? What, if anything, could the University do?

Gender Inequality
- Do you think men and women are treated differently at [University]? *Prompt:* staff, students, work life?

Any other questions / comments?
- Commercial Sexual Exploitation, Forced Marriage, Intersectionality.

3.6 Focus Group Participant Information Sheet and Consent Form

We are inviting you to take part in a focus group to discuss your views and experiences of interpersonal safety issues. This is to supplement the data that was captured through the online *Equally Safe in Higher Education* survey. As the survey is completely anonymous it is impossible to match participants to their survey once it is submitted. Please take the time to read the following information.

Who we are?
We are a team of researchers based in the [name of dept.] The research is funded by the [name]. The Principal Investigator, [name] can be contacted: [tel and email].

What is the research being conducted?
Recent media stories have highlighted the issue of interpersonal safety in Universities. This project aims to develop our understanding of the issue and to create more effective reporting and responses. The research is being conducted for the Scottish Government on behalf of the Scottish Higher Education (HE) sector and is a platform for future development which will result in a national HE Toolkit. That is why it is essential to get the views of all staff and students.

What will you do in the focus group?
You will be invited to a private room in the University for a group interview with your peers, which will be led by two of the named researchers. The group will last no more than 60 minutes and with permission, we will audio record it.

What else should I know?
While we are not asking about personal experiences, the focus group will expand on some of the sensitive issues raised in the survey. We will provide two information sheets. The first sheet has contact information for a range of relevant support services. The second is a Factsheet which offers information about the issues being discussed. Whilst we aim to keep the focus group confidential, if it is revealed that you or someone else is at risk of serious harm we have a duty of care to tell someone about this; this decision will made with you.

What happens to the information?
The information gathered will be used to inform other support and development in this area and a summary of the anonymised findings will be made available to all [name] University students and staff. We may use some of your words from the interviews in the report that we will write for the [funders/name] other outputs (e.g. publications and presentations), but no names or identifying details will ever be used. You have up until seven days after the focus group to withdraw and we will destroy the interview, although in a group interview this is not always possible.

Who can access the information?
Only the research team will have access to the full data, which will be securely stored on the university server. The audio files will be destroyed once the focus group has been transcribed, anonymised and checked. At the end of the project, the data will be archived in the UK Data Archive repository (www.data-archive.ac.uk). The [name] University is registered with the Information Commissioner's Office who implements the Data Protection Act 1998 and all data will be processed in accordance with this.

What happens next?
Participation is entirely voluntary. If you would still like to take part, please read and complete the consent form. Thank you for your consideration.

Principal Investigator & Researcher contacts:

Details: _____

Consent Form – Equally Safe in Higher Education Focus Group

■ I confirm that I have read and understood the information above.

■ I understand that my participation is voluntary and that I am free to withdraw from the project at any time, without having to give a reason and without any consequences.

■ I understand that I have up until seven days after the focus group to contact the research team to exercise my right to withdraw and have my data removed and destroyed, where possible.

■ I understand that the focus group interview data will remain confidential.

■ I understand that information which suggests that there is risk of serious harm to myself or other cannot be kept confidential and a joint decision will be taken regarding who to tell.

■ I understand that my anonymised words may be used in reports and other publications including for our funder [name].

■ I understand that the anonymised transcript of the focus group interview will be stored at the [name] University and that on completion the data will be stored in the UK Data Archive repository.

■ I consent to being a participant in the project.

■ I consent to the focus group being audio recorded as part of the project.

(PRINT NAME) _____

Signature of Participant: _____   Date: _____

Principal Investigator & Researcher contacts:

Details: _____

3.7 Focus Group Checklist

Opening: Welcome Participants/Introduce Focus Group Purpose/Project Description

- Greet participants and thank them for attending

- Research team introduction

- Thank group for their time and clarify the purposes of the focus group: to discuss attitudes and perceptions about the issues discussed in the survey

Consent/Confidentiality

- Check everyone has completed the survey.

- Hand out participant information forms for those who haven't received a copy already.

- Consent forms, allow participants time to read and sign.

Anonymity: All the information will be anonymised. No identifying details will ever be used and you have until seven days after the FG to contact us to have the data removed and destroyed although given the conversational nature of FGs it may not be possible to remove all the data. We cannot match survey and FGs. All names and other identifiers will be removed from transcripts and research data stored in a secure location.

Ground rules: No obligation to contribute; avoid disclosing personal info; respect opinions and privacy; all ideas valid; personal attacks not tolerated; allow others to speak; sensitivity of issue.

Introductions/Ice-Breaker
Discussion
Close Discussion

- Thank everyone for their contributions and attending

- Questions/comments

- Highlight option of individual research interviews

- Distribute debrief sheets

Risk of serious harm: Whilst we aim to keep the FG confidential, if it is revealed that you or someone else is at risk of serious harm we have a duty of care to tell someone about this; this decision will made with you.

Named disclosure: If you identify someone by name currently within the university who has perpetrated abuse, whether student or staff, during the course of the interview, I will have to pass this information onto my manager/PI.

If you would like to report formally to the university or to the police for further action to be taken then then I can provide information on how to do so. After the FG is over, I will give a list of services who can offer support. These include university-based and external specialist services.

Risk and safety: If during the course of the interview the participant indicates to you that

- They are afraid or in immediate danger

- That they are at risk of immediate harm from someone

- That they may harm themselves or someone else

Interviewer should have a list of emergency contact numbers which the person can call for immediate assistance.

Wait until the person has decided what to do. If they decide to do nothing and they have disclosed that they are at risk then tell them that it is your responsibility to report your concerns.

Interviewer safety: Focus groups will always have two researchers to facilitate.

Emergency contact numbers

University Security
[add in institution details]

The Advice Centre
[add in institution details]

Rape Crisis Campus Support
[add in institution details]

Student Disability, Health
& Counselling Services
[add in institution details]

Student Advice Hub
[add in institution details]

Police Scotland: Emergency
999

Police Scotland: Non Emergency
101

INTERVIEW CHECKLIST

Focus Group Schedule	○
Consent Form	○
Participant Information Sheet	○
Debrief Factsheet	○
Debrief Support Organisations	○
Blank Copy of Survey (for reference)	○
Recorder	○
Batteries	○
Pen & Paper	○
Refreshments	○
Accessible Space to conduct focus group	○
ESHE team member has interview details	○

3.8 Focus Group Guide

Campus Safety

■ On the whole, do you think that [Uni] is a safe campus? Why/Why not?

■ Are there specific areas/places/spaces that you feel are less safe? Why?

Prompt: Risks, security, previous ve experience, campus design, time, areas to avoid?

■ Do you think that particular groups of students may be more vulnerable on campus?

■ What, if anything, could the University do to improve campus safety?

Attitudes to GBV [Remind re confidentiality/not encouraging personal experiences]

■ In the survey we asked about a range of personal experiences and behaviours.

■ Have you seen or heard about these types of behaviours (on campus)? Can you say some more about your thoughts and views about this issue?

Prompt: Prevalent or problematic? Who? Where? Common?

■ Have you seen/heard of these behaviours happening to [Uni] staff/students?

Disclosure and Reporting

■ Who do you think you would be the most likely to speak to?

Prompt: Why/why not? Barriers to reporting? Severity/frequency?

■ Would you consider telling a member of Uni staff about an incident?

Prompt: If it did/didn't involve another student or staff member? Who in the Uni? Why? What outcome?

■ Would you consider reporting an incident to the University?

Prompt: Why/Why not? Do you know who in Uni to report to or get help?

■ Do you think the University could improve reporting of incidents, support and helpseeking? In what ways?

Impact

■ What do you think the impact of such incidents could be?

■ On people who experience it. On people who instigate it.

Prompt: Personal life/relationships, education/ studies, work, physical health?

■ Do you think there are any hidden impacts?

■ Do you think the Uni is aware of the full extent of these issues?

'Lad culture'

■ Have you ever heard of the term 'lad culture'? What does it mean to you? (If no, use survey def.)

Prompt: What are 'laddish' behaviours? Alcohol consumption/sexual experience as markers of masculinity? Can females participate in 'lad culture'? Is 'ladette culture' the same'? Impact: feminine/ unfeminine? Do 'lad cultures' exist among students & staff?

■ Do you think there is a 'lad culture' at [Uni]?

Prompt: Evidence of it at [Uni]? Examples of it at [Uni]?

■ Restricted to or dominates in certain areas/spaces/ subjects or among certain groups? Staff?

■ Does 'lad culture' impact the social side of University life?

Prompt: Socialising, nightlife, alcohol, societies, sports, halls, fresher's week.

- Does 'lad culture' impact on the academic side of University life?

  Prompt: Experienced 'laddish' behaviours in teaching contexts? Is there a wider, institutional 'lad culture' at [Uni]? Institutional sexism at [Uni]?

- Does 'Lad culture' impact on the more personal aspects of Uni life/overall Uni experience?

  Prompt: Sex, relationships, friendships, peer groups/peer pressure, social media? Are pornography, sexting, explicit images & texts part of student life? (Is this problematic?)

- Is 'Lad Culture' problematic?

  Prompt: Is it something that [Uni] needs to challenge? What, if anything, could the University do?

Gender Inequality

- Do you think men and women are treated differently at [Uni]?

  Prompt: staff, students, work life?

Additional themes for targeted focus groups

- Are there any aspects of your identity which have been central to your experiences of Uni life?

  Prompt: gender, class, sexuality, feminism, race, religion etc.

- Do you think membership of X group has affected your experiences at University?

  Prompt: Faced any challenges?

All male focus group

- Do you think there are any positives or negatives in being 'one of lads?'

- Are you aware of Sexual harassment. What is it? Have you? Why? Impact?

- Sporting masculinities/subcultures: cultural codes, team bonding, pack/group mentality, peer pressure.

Overseas Students

- Isolation/removed from home, friends, family and culture/ lifestyle/lack of support

LGBTQ

- Do you think [Uni] engages with LGBT+ issues?

- Do you think that Uni has a tolerant and inclusive atmosphere?

3.9 Support Organisations

INSTITUTION

Name	Contact details	Service provided
Advice Centre	[add institution details]	[add institution details]
Human Resources	[add institution details]	[add institution details]
Nightline	[add institution details]	[add institution details]
Staff Counselling	[add institution details]	[add institution details]
Student Counselling	[add institution details]	[add institution details]
Student Disability, Health and Counselling Services	[add institution details]	[add institution details]
Student Union	[add institution details]	[add institution details]
University Security	[add institution details]	[add institution details]
Student Association Advice Hub	[add institution details]	[add institution details]

EXTERNAL ORGANISATIONS

Name	Contact details	Service provided
Amina	www.mwrc.org.uk 0808 801 0301 0141 212 8420	Helpline for Scotland providing support to women from minority backgrounds affected by violence against women.Support is available in English, Urdu, Arabic, Bangla and Swahili. Service also runs a VAW awareness programme. ■ Helpline open: Mon-Fri – 10am-4pm
Childline	www.childline.org.uk/ 0800 1111	National helpline providing support to children under 19 on wide range of issues. ■ 24-hour helpline ■ Chat online 1-2-1 with a counsellor (24/7)
[Insert local Women's Aid Group]	[insert local contact information]	Provide information, support and refuge accommodation to women, children and young people who are experiencing domestic abuse. ■ Operate an office drop in ■ Contactable by phone and online form
Glasgow & Clyde Rape Crisis Centre	www.glasgowclyderapecrisis.org.uk 08088 00 00 14	Glasgow & Clyde Rape Crisis Centre helpline. Free and confidential support and information for women and men affected by sexual violence no matter when or how it happened. ■ Freephone, open 7 days, 6pm to Midnight. ■ Open 7 days a week between 11am and 2pm and Monday to Thursday ■ between 5.30pm and 7.30pm
Or [Insert local Rape Crisis Centre]	[insert local contact information]	

Hemat Gryffe Women's Aid	www.hematgryffe.org.uk 0141 353 0859	Provide information, support and refuge accommodation to women, children and young people from Asian, Black and Minority Ethnic Groups in Scotland. ■ 24 hour emergency service line
Men's Advice Line	www.mensadviceline.org.uk 0808 801 0327	Confidential helpline for any man experiencing domestic violence and abuse from a partner (or ex-partner). ■ Helpline open Mon-Fri 9am-5pm ■ Voicemail available – aim to contact within 2 working days
National Domestic Violence Helpline (Rest of UK)	www.nationaldomesticviolence helpline.org.uk 0808 2000 247	National service for women experiencing domestic violence, their family, friends, colleagues and others calling on their behalf. Run in partnership between Refuge and Women's Aid Helplines open 24/7. ■ Voicemail available: aim to contact at a safe time/within 30 mins
National LGBT Domestic Abuse Helpline	www.galop.org.uk/domesticabuse 0800 999 5428	National helpline providing emotional and practical support for LGBT people experiencing domestic abuse. An online chat service is available two days a week. ■ Helpline: Mon-Thu: 10am-5pm; Fri: 1pm-5pm; Sun: 12-4pm ■ Online Chat: 3pm-7pm Sat & Sun
National Rape Crisis Helpline (Scotland)	www.rapecrisisscotland.org.uk/ helphelpline/ 08088 01 03 02 Or if you are deaf or hard of hearing on minicom number 0141 353 3091	Rape Crisis Scotland's national helpline. Free and confidential support and information for women and men affected by sexual violence no matter when or how it happened. Provides contact details for local rape crisis centres. ■ Freephone, open 7 days, 6pm to Midnight
NSPCC	www.nspcc.org.uk 0808 800 5000	Helpline for adults to get advice or share their concerns about a child. ■ Helpline open 24/7 ■ Online reporting available
Refuge	www.refuge.org.uk 0808 2000 247	Provide safe refuge accommodation to women, children and young people who are experiencing domestic abuse. ■ Contact via National Domestic Violence Helpline
Say Women	www.say-women.co.uk 0141 552 5803	Voluntary organisation offering safe, supported accommodation and related services for women, aged 16-25 years, who are survivors of childhood sexual abuse, rape or sexual assault and who are homeless or threatened with homelessness. ■ Offer information about the issues ■ Online referral available

Scotland's Domestic Abuse and Forced Marriage	www.sdafmh.org.uk 0800 027 1234	Helpline is there to support anyone with experience of domestic abuse or forced marriage, as well as their family members, friends, colleagues and professionals who support them. They provide a confidential, sensitive service to anyone who calls us. ■ Freephone 24hour helpline
Scottish Woman's Right's Centre	www.scottishwomensrights centre.org.uk 08088 010 789	Available to any woman in Scotland looking for legal information or advice. The helpline is run by our solicitor and advocacy worker, staff from JustRight Scotland supported by Rape Crisis Scotland and students from the University of Strathclyde Law Clinic. ■ Freephone Tuesdays 6-9pm; Wednesdays 1.30-4.30pm; Fridays 10am-1pm
Shakti	www.shaktiedinburgh.co.uk 0131 475 2399	Helpline for Scotland providing support to black minority ethnic women, children and young people who are experiencing, or who have experienced, domestic abuse. Provide support in Arabic, Hindi, Mandarin, Polish, Portuguese, Punjabi, Spanish, Swahili and Urdu. ■ Online referral form, telephone
UCU/NUT	[insert contact information]	Unions recognised by University of Strathclyde. ■ Email contact
Victim Support	www.victimsupport.org.uk 0808 168 9111	Providing support to anyone affected by crime (regardless of whether it has been reported to the police). ■ Hellpline hours: Mon-Fri – 8pm-8am; Sat & Sun 24hrs ■ Online Support ■ Telephone , face to face for local Victim Support
Women's Support Project	www.womenssupportproject.co.uk 0141 418 0748	Feminist voluntary organisation working to raise awareness of the extent, causes and effect of male violence against women, and for improved services for those affected by violence. ■ Telephone / email
Young Women's Centre	0141 276 1874	Offers support to young women (12-18 years) who are at risk of sexual exploitation, abuse or escalation through the judicial system. ■ Drop in for current client only, telephone support, face to face

If you would like to talk to someone about the project, please contact **equallysafe@institution.ac.uk**

3.10 Factsheet

The legal definition of rape in Scotland
The Sexual Offences (Scotland) Act 2009 states that rape occurs when a person intentionally or recklessly penetrates another person's vagina, anus or mouth with their penis, where the victim does not consent and the person responsible has no reasonable belief that the victim is giving consent.[1] The victim can be male or female. 1 in 10 women and 2% of men in Scotland have experience rape.[2] 1 in 5 women has had someone try to make them have sex against their will.[3]

What does consent mean?
Consent is defined as free agreement.[4] The law is clear that consent can be withdrawn at any time, and consent to one sexual act does not mean consent to a different act. Consent cannot be given when: someone is intoxicated or unconscious; someone is asleep; the person is mentally disabled; where false representation of identity; and consent cannot be coerced.

False rape allegations
A 2009 study across 11 European countries found only 4% of reported rapes or attempted rapes in Scotland are false.[5] This is a similar % as the false reporting of any other crime. Many cases are marked as 'no crimes', meaning insufficient evidence was available to say it happened but doesn't mean it didn't and in the past these have often been counted as 'false allegations'. In Scotland, all 'no crimes' are reviewed by the National Rape Task Force Rape Review Team.

Who commits rape?
In Scotland 92% of rapes are committed by known men,[6] and often by someone who the survivor has previously trusted or even loved. Rapists can be friends, colleagues, clients, neighbours, family members, partners or exes. Stalking and Harassment Law Stalking is unwanted, focused behaviours carried out by one person, or persons, against another, causing fear and alarm.[7]

It includes checking someone's phone, social media history, monitoring their movements, following them, making threats towards them or people they care about. 2010 saw a new offence of Stalking in Scotland.

Stalking and Students
The NUS Hidden Marks survey of women students found 12% had been stalked whilst they were students at their current institution.[8] Respondents reported the behaviour lasting from between a few weeks to a year or more. The longer the behaviour continued, the greater the impact in terms of their health, studies and relationships.

Physical harassment on campus
34% of respondents of the Hidden Marks survey said they had experienced one or more forms of physical harassment during their time as a student. Students were most likely to report that they have had their bottom groped, pinched or smacked in a students' union or at a union event (19%) with 14% reporting this happening in and around their institution. 6% stated that their breasts have been touched without their consent in a students' union, with 5% reported this happening to them in their institution. 6% had been 'flashed' at in and around their institutional buildings. 16% had been subject to unwanted sexual contact (unwanted kissing, molesting or touching including through clothes) as a student.
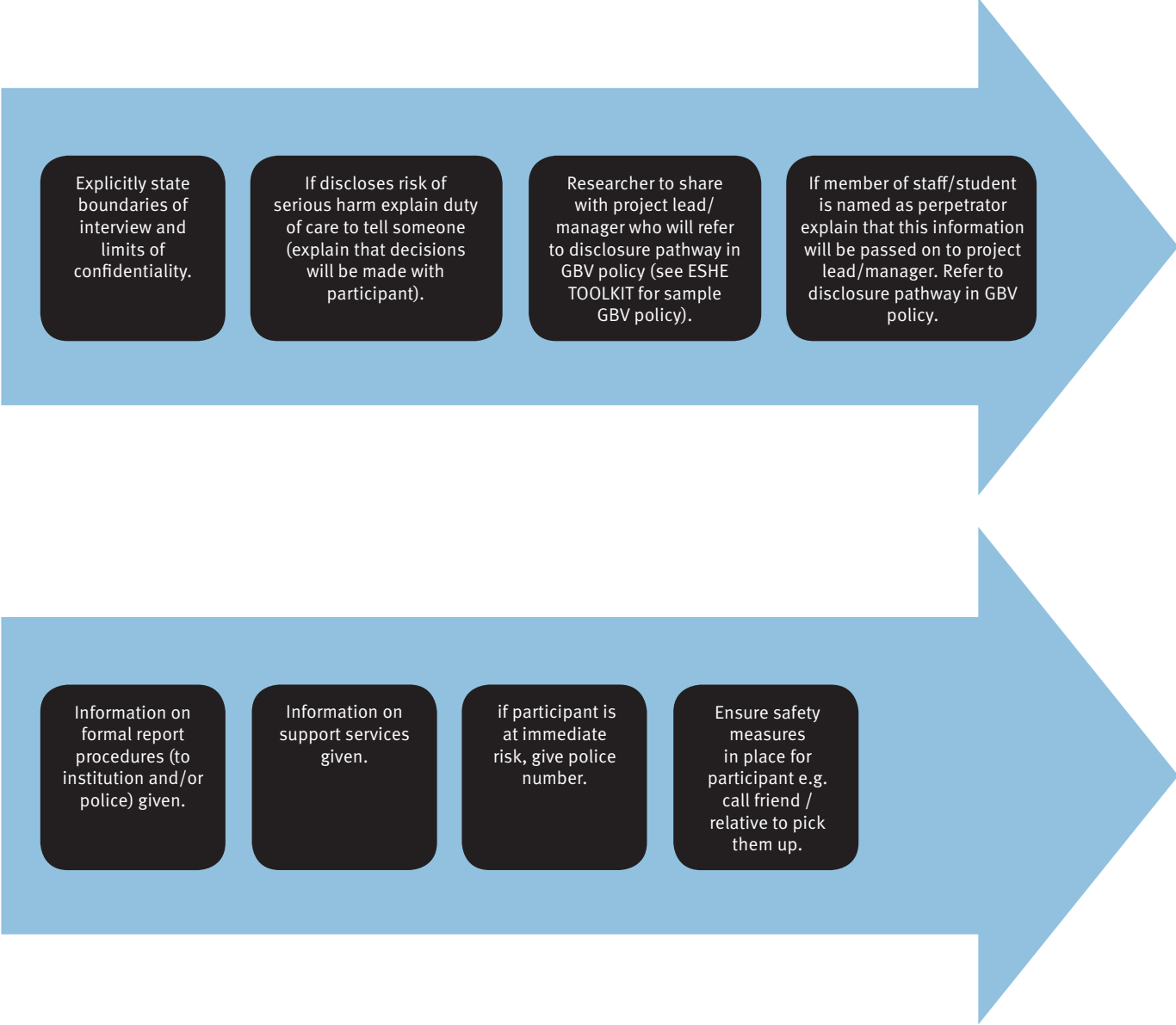
Interpersonal Abuse (Domestic Abuse)
At least 1 in 5 women in Scotland will experience domestic violence in their lifetime.[9] The 2011-12 statistics revealed that 81% of recorded domestic abuse incidents were violence against a woman committed by a man.[10] The proportion of incidents with a male victim and female perpetrator has risen from 9% in 2002/3 to 17% in 2011/12.[11] On average, two women a week in England and Wales are killed by a violent partner or ex-partner.[12] This constitutes nearly 40% of all female homicide victims.

[1], [4] Sexual Offences (Scotland) Act 2009. Available online: http://www.legislation.gov.uk/asp/2009/9/pdfs/asp_20090009_en.pdf
[2] [3] Natsal-3: Key Findings from Scotland (2015) Available online: http://www.gov.scot/Resource/0047/00474316.pdf [5], [6] Lovett, J. & Kelly, L. (2009). Different Systems, Similar Outcomes: Tracking Attrition In Reported Rape Cases In Eleven European Countries. London : CWASU. Available online: http://cwasu.org/wpcontent/uploads/2016/07/different_systems_03_web2.pdf [7] Criminal Justice And Licensing (Scotland) Act 2010. Available online: http://www.legislation.gov.uk/asp/2010/13/pdfs/asp_20100013_en.pdf [8] Hidden Marks (2010). Available online: https://www.nus.org.uk/global/nus_hidden_marks_report_2nd_edition_web.pdf [9] Key Facts About Violence Against Women. Available online: http://www.gov.scot/Topics/People/Equality/violence-women/Key-Facts [10], [11] Domestic Abuse Recorded by the Police in Scotland, 2010-11 and 2011-12. Available online: http://www.gov.scot/Publications/2012/10/9283/3 [12] Office for National Statistics citing Homicide Index, Home Office

3.12 Disclosure Protocol

Explicitly state boundaries of interview and limits of confidentiality.

If discloses risk of serious harm explain duty of care to tell someone (explain that decisions will be made with participant).

Researcher to share with project lead/manager who will refer to disclosure pathway in GBV policy (see ESHE TOOLKIT for sample GBV policy).

If member of staff/student is named as perpetrator explain that this information will be passed on to project lead/manager. Refer to disclosure pathway in GBV policy.

Information on formal report procedures (to institution and/or police) given.
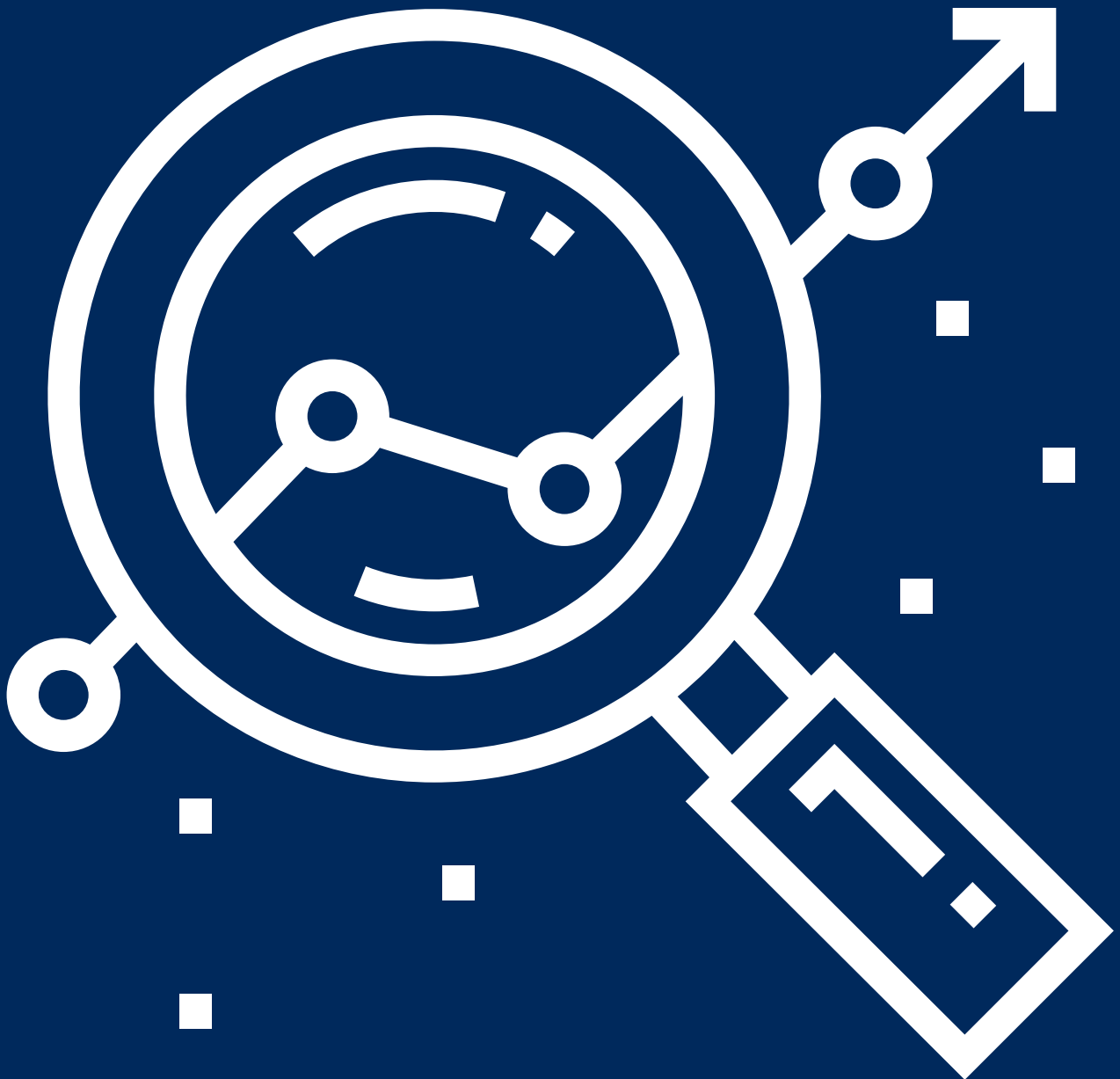
Information on support services given.

if participant is at immediate risk, give police number.

Ensure safety measures in place for participant e.g. call friend / relative to pick them up.

SECTION FOUR
DATA ANALYSIS
AND MANAGEMENT

Section 4: Data analysis and Management

These documents offer guidance on how to store, label and manage the qualitative data after the interviews and focus groups have been conducted.

When coding the data we recommend considering the following:

- Anonymise transcripts and remove all identifying details.
- Upload anonymised transcripts onto software packages.
- Research team independently read and code (identify themes) in initial transcripts and establish a coding framework (thematic framework).
- Organise on software package.
- Code transcripts by theme using framework.
- Cross-code transcripts by members of the team.
- Identify key patterns and themes across the data, and within/between groups.
- Note key excerpts and any case studies.
- As multi-methods study both the quantitative and the qualitative data must be considered relationally.

DOCUMENTS

4.1 Participant Database (sample)	Database of all interviews and focus groups.
4.2 Data Storage	Guidance on how to securely manage and store the data.

4.1 Participant Database (sample)

INTERVIEW PARTICIPANTS

Interview Code	Date	Audio File Code	Interviewer	Age Group	Gender	LGBT+	BME	Disability	Staff/ Student	Faculty	Study/ Employment Status	Student Category	Year of Study	Contract Type	Staff Category
INT1/M/STAFF	18.7.17	INT1_M_STAFF _18.7.17	AM	45–54	Male	Y	N	N	STAFF	ENGINEERING	P/TIME	N/A	N/A	FIXED TERM	ADMIN & PROFESSION/
INT2/F/STUDENT	25.10.17	INT2_F_STUDENT _25.10.17	MM	25–34	Female	N	N	Y	STUDENT	SCIENCE	F/TIME	UK	PhD	N/A	N/A

FOCUS GROUP PARTICIPANTS

Focus Group Code	Date	Audio File Code	Interviewer	Age Group	Gender	LGBT+	BME	Disability	Staff/Student	Faculty	Study/ Employment Status	Student Category	Year Of Study	Contract Type	Staff Category
FG1/LGBTQ															
FG1/LGBTQ/1	09.11.17	FG1_LGBTQ _9.11.17	AM/KC	18–24	Female	Y	N	Y	STUDENT	HASS	F/TIME	UK	3rd YEAR UG	N/A	N/A
FG1/LGBTQ/2	09.11.17	G1_LGBTQ _9.11.17	AM/KC	25–34	Female	Y	Y	N	STUDENT	SCIENCE	P/TIME	EU	PhD	N/A	N/A
FG1/LGBTQ/3	09.11.17	G1_LGBTQ _9.11.17	AM/KC	18–24	Male	Y	Y	Y	STUDENT	HASS	F/TIME	SCOTTISH	2nd YEAR UG	N/A	N/A
FG2/FOOTBALL															
FG2/FOOTBALL/1	20.11.17	FG2_FOOTBALL _20.11.17	AM/MM	18–24	Male	N	N	N	STUDENT	BUSINESS	F/TIME	UK	3rd YEAR UG	N/A	N/A
FG2/FOOTBALL/2	20.11.17	FG2_FOOTBALL _20.11.17	AM/MM	18–24	Male	N	Y	N	STUDENT	HASS	F/TIME	SCOTTISH	2nd YEAR UG	N/A	N/A

4.2 Data Storage

FORMAT	KEY STEPS
Electronic records	Update Participant Database.
Survey	On-line survey data will be stored on a password protected folder on the University server. Only the research team will have access. Encrypted data sticks will be used to share data where necessary. No data will be stored on personal/home appliances.
Audio files & Transcripts	Upload audio file to password protected institution file storage. Once transcription complete, cleaned and fully anonymised, audio file should be deleted. Only save re-labelled anonymised transcript.
Hard Copies	File consent forms chronologically. File demographic forms chronologically in a separate folder and separate location. Confirm filing locations,.e.g.: Interview packs and files: [location and key] Completed consent forms: [location and key] Completed demographic forms: [location and key] Hard copy anonymised Transcripts: [location and key]
Anonymising interviews	Remove ALL identifying details, e.g.: ■ Replace name with [staff member/student] ■ Replace Department with [Faculty] ■ Replace names with relationship [son/daughter/sibling/partner/wife] ■ Replace named university/school with [Scottish University/Primary School/High School]

Notes

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