



Australian  
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# Rights, Relationships and Respect

## Preliminary Evaluation Report

30 June 2023

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TEQSA Provider ID: PRV12002 (Australian University)

CRICOS Provider Code: 00120C

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## Summary

This report provides a preliminary overview and findings of the evaluation of the Rights, Relationships and Respect (RRR) program, developed by the Respectful Relationships Unit (RRU) and Student Safety and Wellbeing (SSW) within the ANU DVC Academic Portfolio.

The RRR program comprises an:

- RRR Online Module (Stream 1),
- RRR Online Module plus a 1-hour in-person Enlivening RRR training session during orientation week (Stream 2),
- RRR Online Module plus 3x2-hour in-person RRR Pilot Workshops delivered during Semester 1 (Stream 3, note that Workshop 3 has not yet taken place). Commencing students in Ursula Hall Burton and Garran Hall, John XXIII College took part in this pilot.

This report presents an overview of implementation data/information, evaluation activities to date and outlines preliminary findings. More in-depth analysis and reporting of the evaluation will be provided with the final report.

### **The RRR Online Module**

The RRR Online Module was made available to all commencing students. 3568 students completed the course. Analytical data from the Open Learning Platform showed that on average, it took students 45 minutes to complete the course. 79% of course enrolments occurred between 26 January-28 February 2023.

1008 participants took the post module survey, a 30% response rate. The average age of respondents was 23 years. 57% of respondents identified as female, 40% identified as male, 1.7% identified as another gender. 2.8% of respondents indicated they have a trans experience. 63% of respondents are undergraduates, 32.4% postgraduates, and 4.6% are HDR students. 83% are commencing and 17% are continuing students. 56% are domestic and 44% are international. The majority (79%) of undergraduate students were domestic, while most postgraduate students (79%) and HDR students (64%) were international. Most participants resided on campus (77%).

73% of respondents indicated they had previously completed sexuality and relationships and/or consent education. A higher percentage of domestic students had engaged in previous consent education than international students.

Open-ended survey responses indicated that students valued that the module was interactive and engaging; informative; clear and easy to understand; had good coverage of topics and real-world examples; defined terms clearly; encouraged self-reflection; was presented in a variety of formats (e.g., videos, written tasks); and was not too lengthy. Participants also suggested some modest improvements to the design and format.

### *Motivation*

Respondents were most motivated to take the course because they believed it was an important course to take. Females were more likely than males to be motivated by this. The stronger people felt they were motivated for this reason, the clearer and more valuable they felt the course was.

### *Course feedback*

Most respondents felt the course was clear and valuable. Females were more likely than males to find this. Postgraduate and HDR students more likely to agree to this measure than undergraduates. International students were more likely to agree than domestic students.

### *Familiarity with and Trust in ANU Support Services*

Most students were aware of the support services available to them. Most respondents indicated that they trust ANU support services. Male students and commencing students were more likely than females and continuing students to report they could trust ANU support services.

### *Learning Outcomes*

Learning objectives were assessed using open ended short reflections build into the module. Qualitative analysis of learner responses against learning objectives is yet to be completed and will be included in the final report.

### **Face-to-Face Workshops**

14 Enlivening RRR Workshops were delivered to 1,483 students in February 2023 over a two-week period. Eight 2-hour RRR Pilot Workshops were delivered in February and March 2023 to 394 students in the pilot halls (Workshop 1). Six 2-hour RRR Pilot Workshops were delivered in May 2023 to 180 students in the pilot halls (Workshop 2).

Survey 1 comprised respondents who took part in either the 1-hour Enlivening RRR training or the first 2-hour RRR Pilot Workshop. The survey was administered at the halfway point through the delivery of the RRR Pilot Workshop to create a meaningful comparison group between students who had registered for the workshop and taken it, and students who had registered for the workshop and not yet taken it. 372 students completed this survey.

As in the online module survey, domestic students were significantly more likely to indicate they had completed prior consent education than international students. Undergraduates were also more likely to have completed prior consent education compared to postgraduate students.

### *Sexuality and Gender*

Students who completed any workshop (Enlivening RRR or RRR Pilot Workshop) were more likely to correctly define 'Sexuality' and 'Gender' from four choices, compared to those who did not complete a workshop. However, even for those who completed a workshop, domestic students were more likely to correctly identify the definitions of 'sexuality,' 'sex,' and 'gender' than international students.

Students who completed any workshop were more likely to express higher levels of comfort living with sex non-conforming peers and managing peer relationships. There were significant differences among levels of comfort between domestic and international students.

These findings suggest that workshop content should focus on incorporating a sensitive and culturally appropriate discussion around sex, sexuality, and gender, and consider additional strategies to support and extend international students' learning and knowledge in this area.

#### *Understanding of Consent*

There is mixed evidence for whether understandings of and comfort seeking sexual consent differed significantly based on whether a student had completed a workshop. This is perhaps indicative of enduring student confusion when it comes to understanding and negotiation of consent, irrespective of intervention. Going forward, we suggest further development of dialogue and peer-led workshops to explore the complexities of consent with students.

#### *Feedback*

34 students who took part in the 2-hour pilot workshop provided workshop feedback (8%). While many agreed that this workshop helped them understand concepts more clearly and the workshop was a valuable learning experience, many also reported neutral responses to these items. Given the small number of responses, we would advise against drawing conclusion about students' evaluation of the workshop from these items, and hope to collect more data on this from interviews with students.

### **Conclusion**

The development and launch of the RRR program represented an unprecedented effort to deliver bespoke and comprehensive consent and respectful relationships education to commencing ANU students.

Overall, evaluation findings indicate that the RRR Online Module has been successful in its implementation. Overwhelmingly positive feedback on the course affirms that this course is relevant and engaging for students, while the feedback provided can be utilised to refine the delivery, content, and structure of the course in 2024.

Preliminary evaluation findings of face-to-face workshops indicated that in person education is a meaningful and important addition to the online course. Initial findings suggest that content should be further developed to better support the learning of international students in a culturally sensitive and safe manner. Future evaluation should therefore focus on the education and information needs of our diverse student population. An additional area for development is further dialogue and peer-led workshops to explore the complexities of consent with students.

Engagement and retention might be another area of focus going forward.

#### *Data collection and analysis going forward*

The RRR Online Survey is open in Semester 2, 2023 to extend the collection of data gathered to date. Learner responses to online module activities will be analysed against learning outcomes. The approach to data collection for Workshop 3 will be revised to address survey fatigue and maximise in situ data collection.

Stream 3 will be piloted in Yukeembruk, providing further opportunity to evaluate implementation and impact with this cohort.



## Introduction

The Rights, Relationships and Respect (RRR) program is a bespoke consent and healthy relationships education program for ANU students. It was developed by the Respectful Relationships Unit (RRU) and Student Safety and Wellbeing (SSW) within the DVC Academic Portfolio over the course of 2022. The development phase of the program included extensive ANU stakeholder consultation, including student feedback and testing throughout the second half of 2022 prior to its launch in semester 1, 2023. The pilot iteration of [RRR in Semester 1, 2023](#) comprised:

1. Stream 1: 1-hour online learning module (all commencing students)
2. Stream 2: 1-hour online learning module and 1-hour in-person training session entitled *Enlivening RRR* (all commencing residential students) delivered by RRU and SSW practitioners and student leaders
3. Stream 3: 1-hour online learning module and 3x2 hour in-person workshops designed to build students' understanding of the drivers of sexual violence, sexual consent, healthy sex and relationships, and bystander intervention facilitated by student peer educators and RRU practitioners.

The online module is hosted on the Open Learning online learning platform and replaces the Epigeum Consent Matters online module, which ANU students were required to complete in previous years. RRR was developed for commencing ANU students and introduces students to core concepts relating to respectful relationships and sexual consent, as well as key information about ANU care and support services.

Learning objectives include:

- Awareness of sexual assault and sexual harassment care.
- The University's zero tolerance approach.
- Understanding the legal parameters of sexual consent in the ACT.
- Understanding the social and ethical dimension of sexual consent.
- Exploring power dynamics and how they impact consent.
- Awareness of support services available at ANU and within the ACT community.

The implementation and roll-out of the program involved engagement and efforts from teams and leadership across the University within the DVCA and UE portfolio, Residential Services and Operations, and ANU Communications and Engagement.

The ANU Centre for Social Research and Methods (CRSM) partnered with the RRU to evaluate this comprehensive education program. The evaluation considered implementation, student motivations, knowledge and understanding, and attitudes towards sexual and gender-based violence to help assess the feasibility, acceptance, and impact of the program.

This report provides an overview of implementation data/information, evaluation activities to date and outlines preliminary findings. More in-depth analysis and reporting of the evaluation will be provided with the final report, scheduled to be delivered in late 2023.



# Methodology Overview

The evaluation utilised a mixed-methods design with a focus on collecting implementation data. Some outcome data collection occurred as part of the evaluation of Stream 2/3 activities. Participation in any component of the evaluation was voluntary and confidential.

Data collection included:

## RRR Online Module (Stream 1)

- Post-implementation survey to collect demographic data, understand motivational drivers for completing the module; gain course feedback and test knowledge about ANU support services
- Qualitative analysis of learner responses to learning activities against the course learning outcomes

## Face-to-face Workshops (Streams 2 and 3)

- Impact survey at half-way point of each workshop period to gain workshop feedback; measure changes in knowledge, attitudes, and beliefs about consent and gender-based violence using a quasi-experimental design comparing those who had and those who had not yet completed a workshop
- Qualitative methods (observation of workshops and focus groups/interviews) to explore learner engagement and feedback in more depth.

Table 1: Data collection overview

Component	Online module	Face to face
Data collection	30 Jan-30 June 2023	Feb (T1), May (T2), August (T3)
Method	<ul style="list-style-type: none"> <li>• OL analytical data</li> <li>• Post module <a href="#">implementation survey</a></li> <li>• Analysis of learning activity responses against Learning Outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Impact survey (f2f pilot sites and sample of 1-hr consent training) – knowledge and attitudes</li> <li>• Workshop observation</li> <li>• Post workshop implementation focus groups/interviews</li> </ul>
Participants to date	n=1008	<ul style="list-style-type: none"> <li>• T1 Survey: n=372</li> <li>• T2 Survey: n=44</li> <li>• Focus groups/interviews: n~30</li> </ul>
Evaluation Recruitment	<ul style="list-style-type: none"> <li>• Via Open Learning page</li> <li>• Post course completion messaging</li> </ul>	<ul style="list-style-type: none"> <li>• Via Residential Halls (email)</li> <li>• QR code post workshop</li> </ul>

The evaluation received the following endorsement and approvals:

- Executive endorsement (DVC IC, DVC SUE, DVC A)
- ANU Director Planning and Service Performance [unconditional approval](#)

- Approved [Privacy Impact Assessment](#)
- ANU HREC (protocol no 2022/835 (survey); 2022/850 (f2f))

# Evaluation Preliminary Findings

## RRR Online Module

### Implementation Overview

#### Course completion

Access to the RRR module was on the Open Learning platform via Single Sign On. Analytical data from the OL platform (as of 23 June 2023) show that a total of 4643 individuals were enrolled in the course. 77% (n=3568) had completed the course, 15% (n=697) had commenced but not completed the course, and 8% (378) had enrolled but not yet commenced the course.

As of 29 June 2023, there were 4341 commencing students. Of these, 60% (n=2614) had completed the course, 10% (n=441) enrolled but had not completed the course, and 30% (n=1286) had not accessed the course (Figure 1).

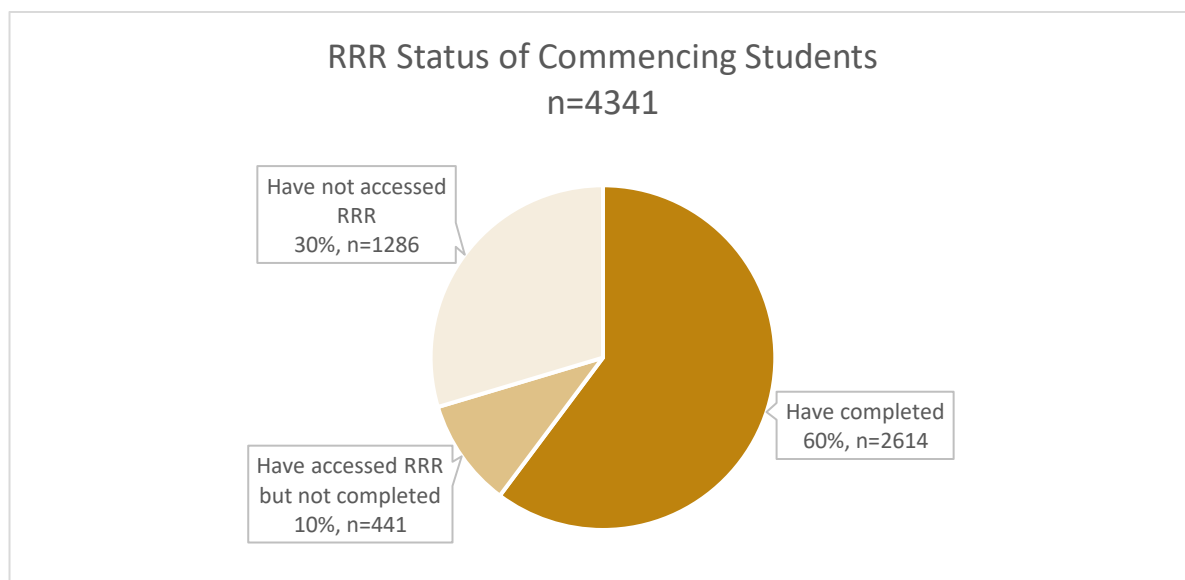


Figure 1: RRR status of commencing students

Comparing overall enrolment/completion data, and data relating commencing students shows that n=1588 non-commencing students were enrolled in RRR, and of those, n=954 non-commencing students completed it (

Table 2).

Table 2: RRR engagement - Proportion of commencing vs non-commencing students

	Overall RRR engagement N	Commencing students N % of total RRR engagement	Non-commencing students N % of total RRR engagement
Number of total enrolments	4643	3055 (66%)	1588 (34%)
Number of completions	3568	2614 (73%)	954 (27%)
Enrolled but not completed (includes enrolled but not commenced)	1075	441 (41%)	634 (59%)

#### *Time spent completing the course*

As shown in Table 3, the average time spent completing the course was 45 minutes (range 0-949 minutes). 54% of students (n=2594) spent 30 minutes or less, 25% spent up to 60 minutes and 20% took more than 60 minutes (of which 14% exceeded 75 minutes).

Table 3: Time spent on RRR module

Time spent	No of students	Percentage
0-15 mins	1301	28%
16-30 mins	1293	28%
31-45 mins	676	15%
46-60 mins	451	10%
61-75 mins	260	6%
>75 mins	670	14%
Total	4651	

#### *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) via a range of communication channels, summarised in Table 4 below.

Table 4: 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 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

The majority of enrolments (79%) occurred over the months of January and February 2023 (10% between 26-31 Jan and 69% between 1-28 Feb). 50% of total enrolments occurred before 10 February. The proportion of enrolments over the remainder of the semester occurred as displayed in Figure 2. As detailed above, these enrolments include those from both commencing and non-commencing students.

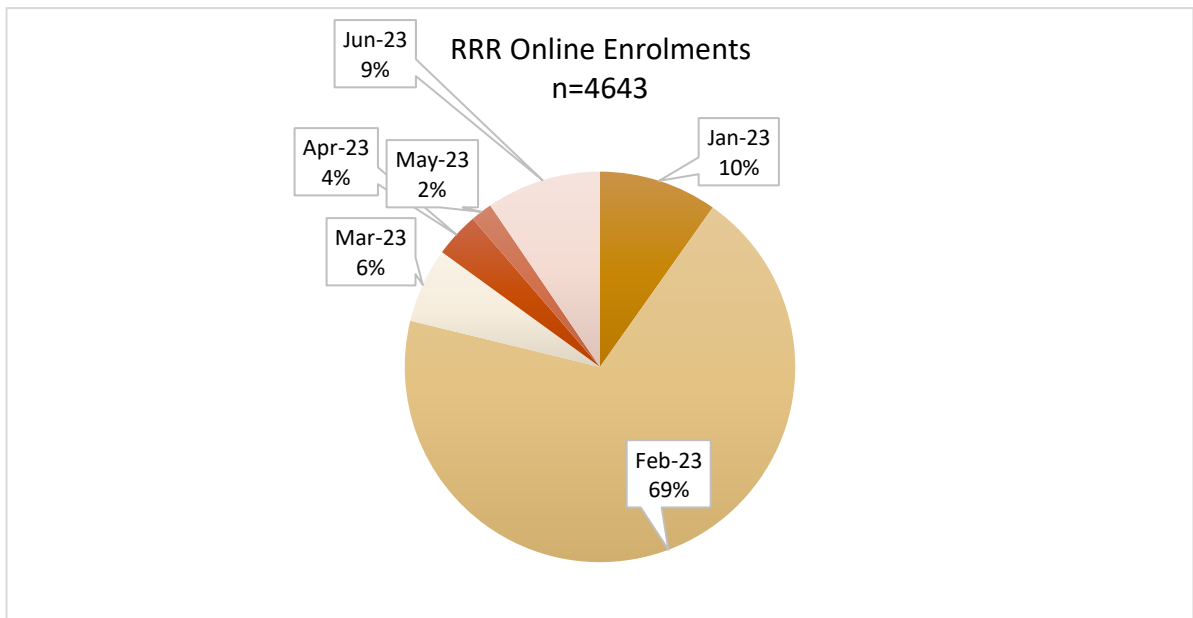


Figure 2: RRR Online Enrolments

As shown in Figure 3, enrolments spiked after initial communications. There was a again a noticeable increase in course enrolments after the first UE email, whilst the March reminder emails did not result in a notable increase<sup>1</sup>. As noted above, 86% of students completed the course in 75 minutes or less; therefore, there are no noteworthy differences between enrolment and completion data.

<sup>1</sup> The breakdown in this mailout is as follows;

- 2,117 students were reminded to start and complete the program.
- 459 students were reminded to complete the program.



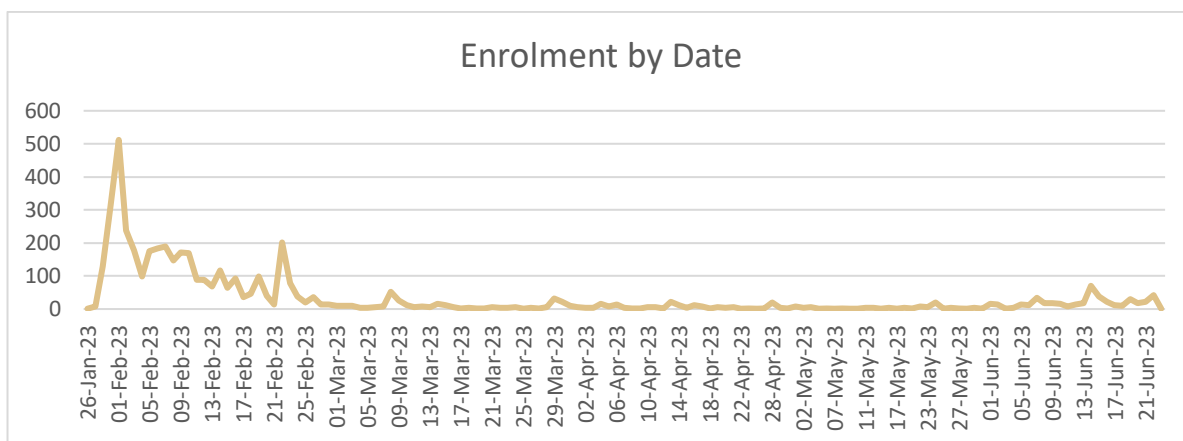


Figure 3: RRR Online Enrolments by Date

### RRR Online Post-Implementation survey

Evaluation of the RRR Online module occurred using a post-implementation survey as well as analysis of learner responses to learning activities. This document reports on preliminary survey results only; qualitative analysis of learner responses is pending and will be included in the final evaluation report.

The RRR Online Post-Implementation survey comprises 29 questions including questions about participant demographic information, course feedback questions (SELT-style), motivation questions and questions about knowledge of ANU support services and pathways.

#### *Participant Demographic Information*

As of 9<sup>th</sup> June 2023, 1008 participants had taken the survey (30% response rate), with up to 848 responses per question<sup>2</sup>. The average age of respondents was 23 years ( $SD = 6.7$ ; Range: 18-70). While the survey was targeted towards students who had completed the RRR Online Module, it is possible that other members of the ANU community, albeit small in numbers, took the survey.

#### *Participant gender identity*

From this sample, 481 (56.90%) identified as female, 337 (39.8%) identified as male, 11 (1.3%) identified as non-binary, 1 (0.12%) non-binary female; 2 (0.24%) transmasculine, and 13 (1.5%) preferred not to disclose their gender identity. Twenty-four participants (2.8%) indicated they identified as having a trans experience.

<sup>2</sup> All questions were optional by design; therefore the response rate per question varies.

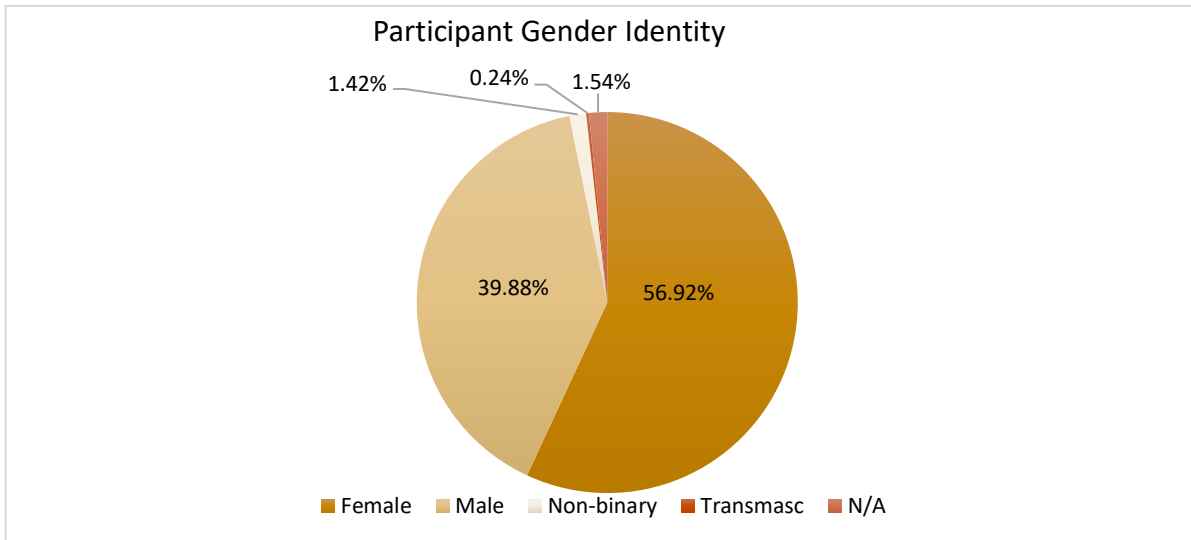
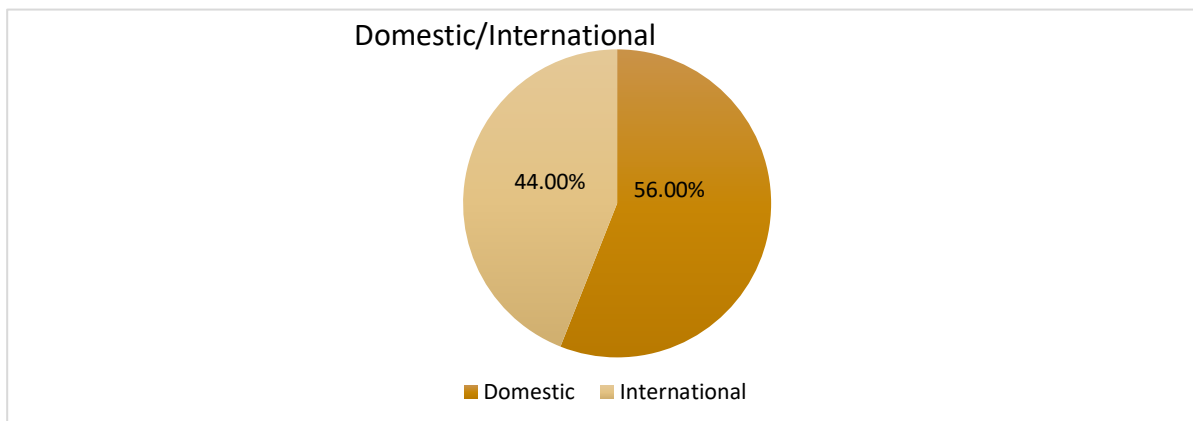
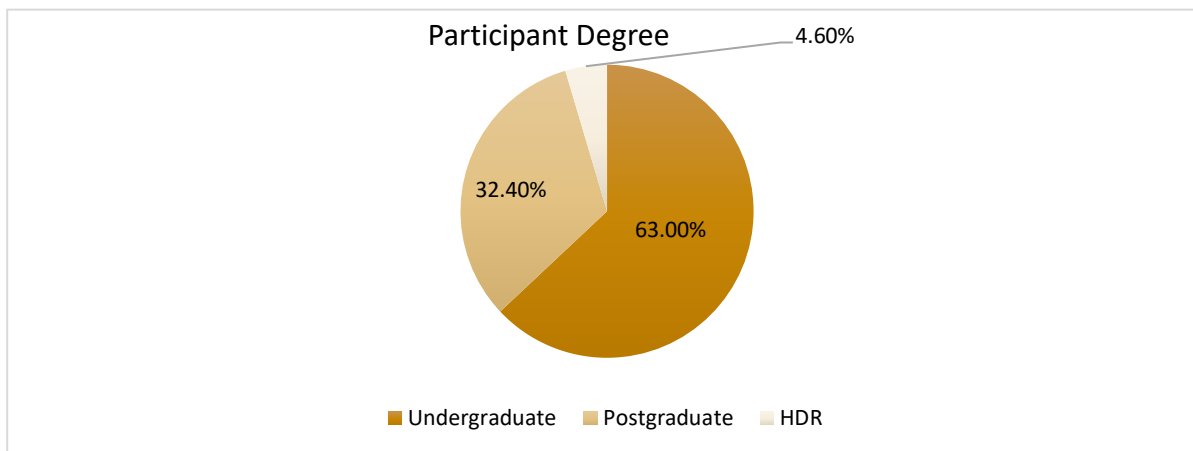


Figure 4: Participant gender identity

#### *Participant education and degree*

534 (63%) people in the sample were undertaking an undergraduate degree; 275 (32.4%) a postgraduate degree; and 39 (4.6%) were HDR students. 705 (83.1%) were commencing and 143 (16.9%) continuing students. 474 (56%) were domestic and 372 (44%) international.



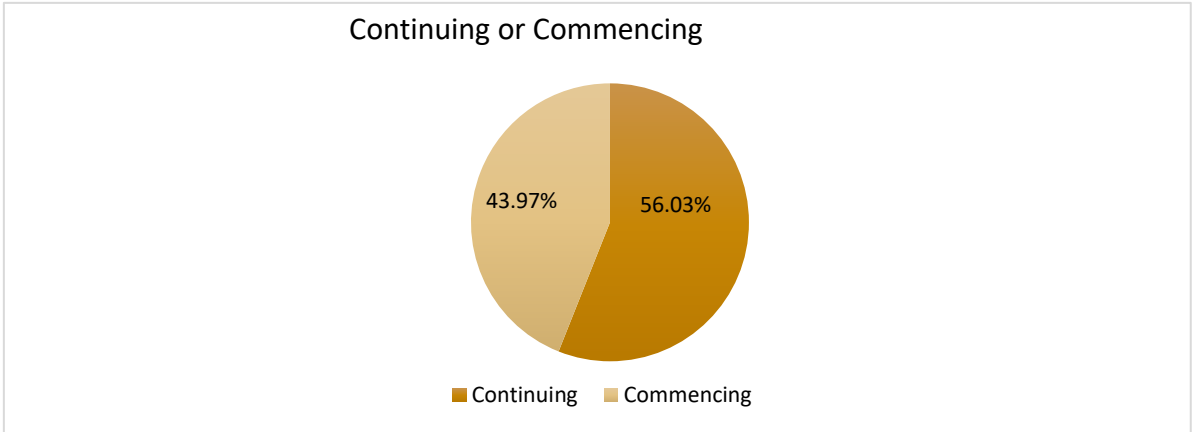


Figure 5: Participant student status

As shown in Figure 6, the majority (79%) of undergraduate students were domestic, while most postgraduate students were international (79%). HDR students were 64% international and 36% domestic.

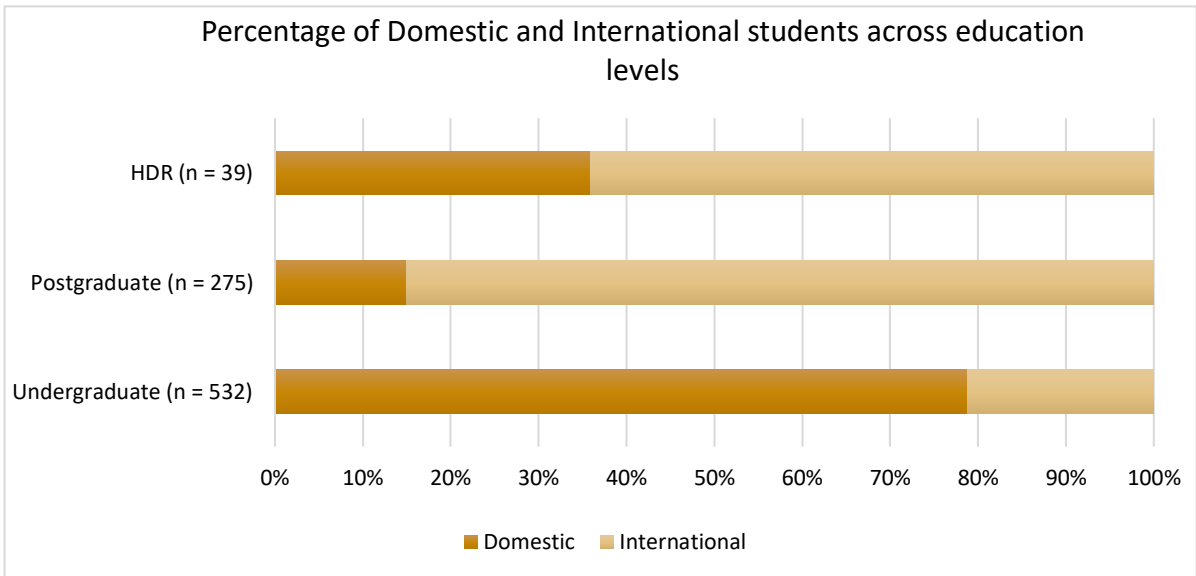


Figure 6: Percentage of Domestic and International students across education levels

### On and off campus

Most participants resided on campus (653; 77.2%); and 193 (22.8%) off campus. Figure 7 shows a breakdown of respondents' on-campus accommodation.

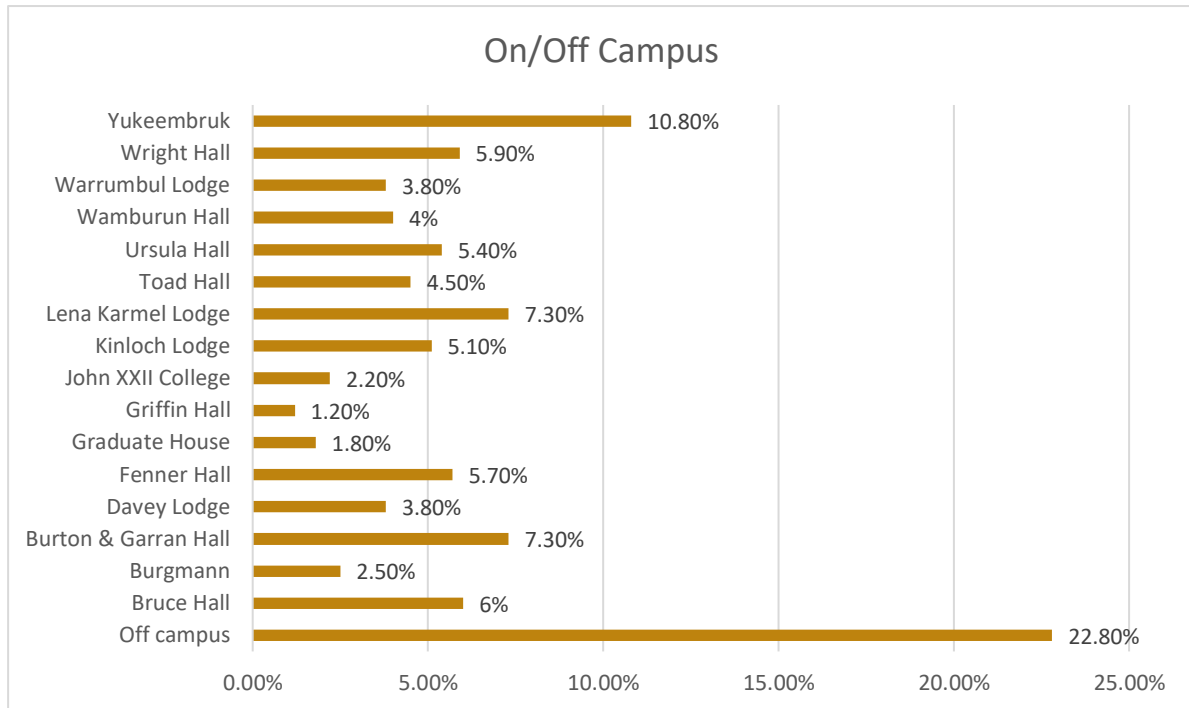


Figure 7: Participant Location

### Previous education on sexuality and relationships or consent education

617 (72.8%) participants indicated they had previously completed sexuality and relationships and/or consent education, and 64 (7.5%) were unsure. Those who had completed education participated in high school or college ( $n = 290$ ; 47%), primary school ( $n = 5$ ; 0.81%) or both ( $n = 86$ , 13.94%); ANU ( $n = 19$ , 3.08%), another university ( $n=71$ , 11.51%), community education ( $n=14$ , 2.27%) or multiple tertiary institutions ( $n=11$ , 1.78%). 84 (13.61%) participants had completed education through both school and tertiary institutions, 23 (3.73%) through their workplace; and 5 (0.81%) were self-educated.

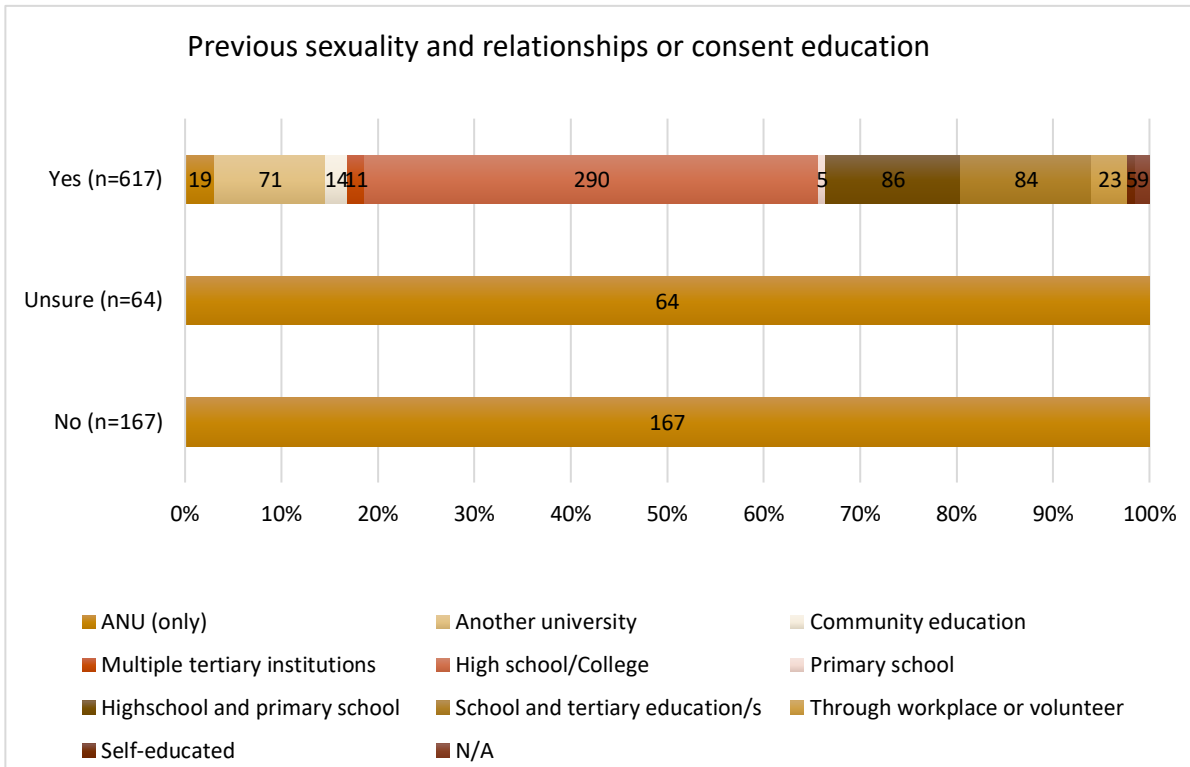


Figure 8: Previous sexuality and relationships or consent education

*International and domestic student previous consent education*

A higher percentage of domestic students had engaged in previous consent education than international students ( $\chi^2(2) = 40.45, p < .001, V = .219$ ). Figure 9 shows the percentage of international and domestic participants who had not completed consent education prior to this (dark gold bars), were unsure if they had completed education (light gold), or had completed education, which is broken up by where they received this training (remaining colours).

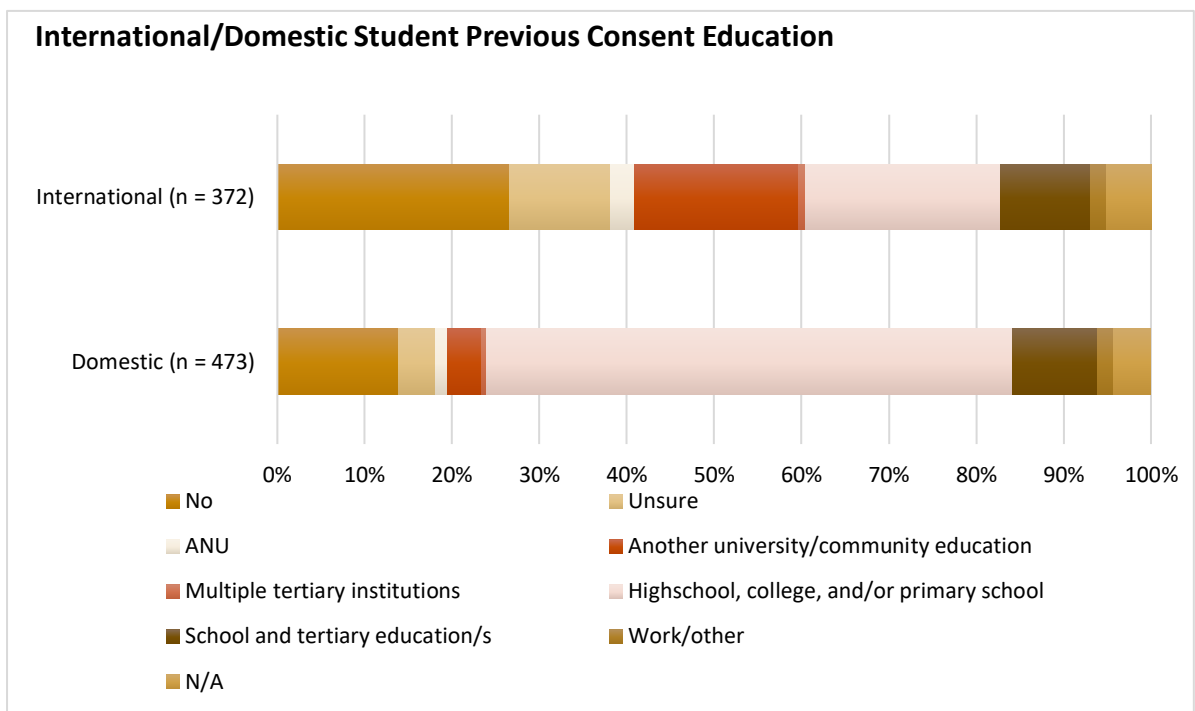


Figure 9: International/Domestic Student Previous Consent Education

*Type of student education and previous consent education*

A higher percentage of undergraduate students indicated they had engaged in previous consent education than postgraduate and HDR students ( $\chi^2(4) = 26.16, p < .001, V = .124$ ).

*Undergraduate/postgraduate/HDR*

Figure 10 shows the percentage of HDR, postgraduate, and undergraduate participants who had not completed consent education prior (gold bars), were unsure if they had completed education (light gold), or had completed education, which is broken up by where they received this training (remaining colours).

### Degree Status and Prior Consent Education

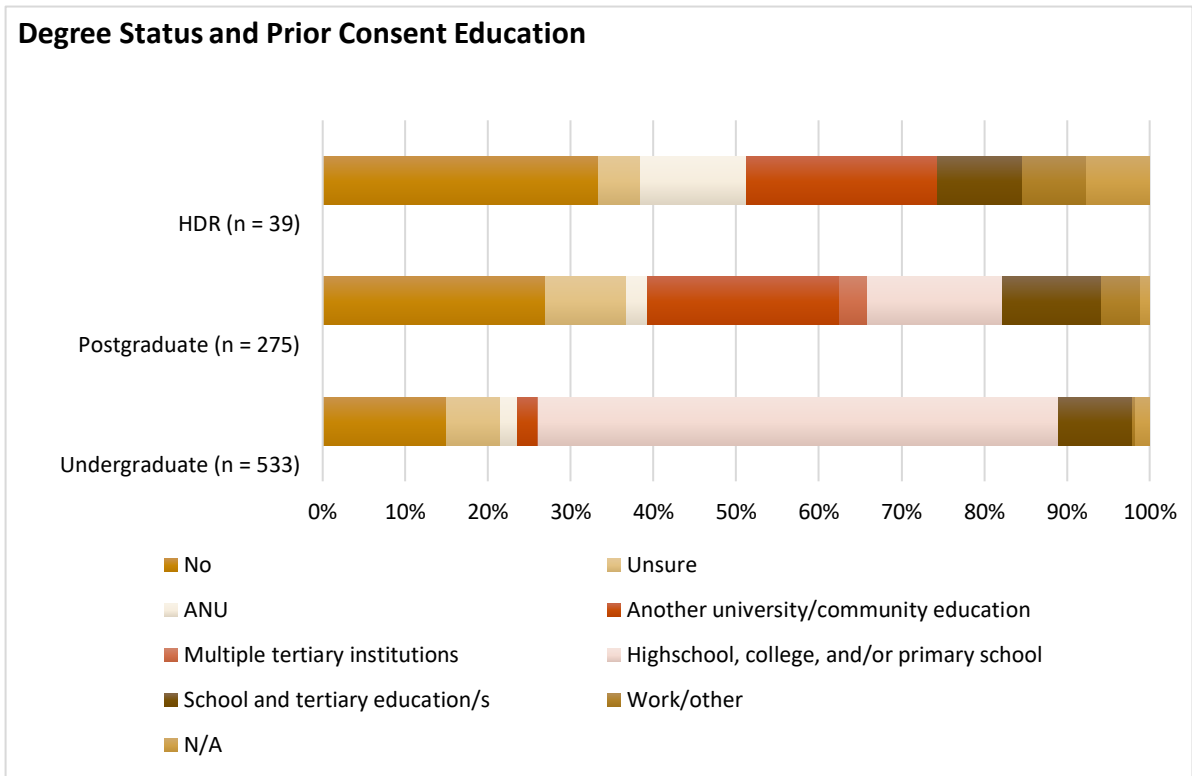


Figure 10: Degree Status and Prior Consent Education

## Motivations For Taking the Online Module

### Motivation measurement

We asked participants their motivations for 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 valuable—even if it is unpleasant—is referred to as *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, as shown in Figure 11, data suggest that **participants were most motivated to take the course because of identified motivation** where they believed it was an important course to take (89% agreed, 1.9% disagreed, 9.1% felt neutral). Participants also indicated that they completed the online module for external reasons (50.2% agreed, 20.8% disagreed, and 29% felt neutral). Participants generally disagreed that their motivations were because they would feel ashamed or guilty for not completing the module (introject; 48.1% disagreed, 25.2% agreed, 26.7% felt neutral) or because they were intrinsically motivated and felt it would provide enjoyment or stimulation (41.1% disagreed, 21.5% agreed, 37.3% felt neutral).

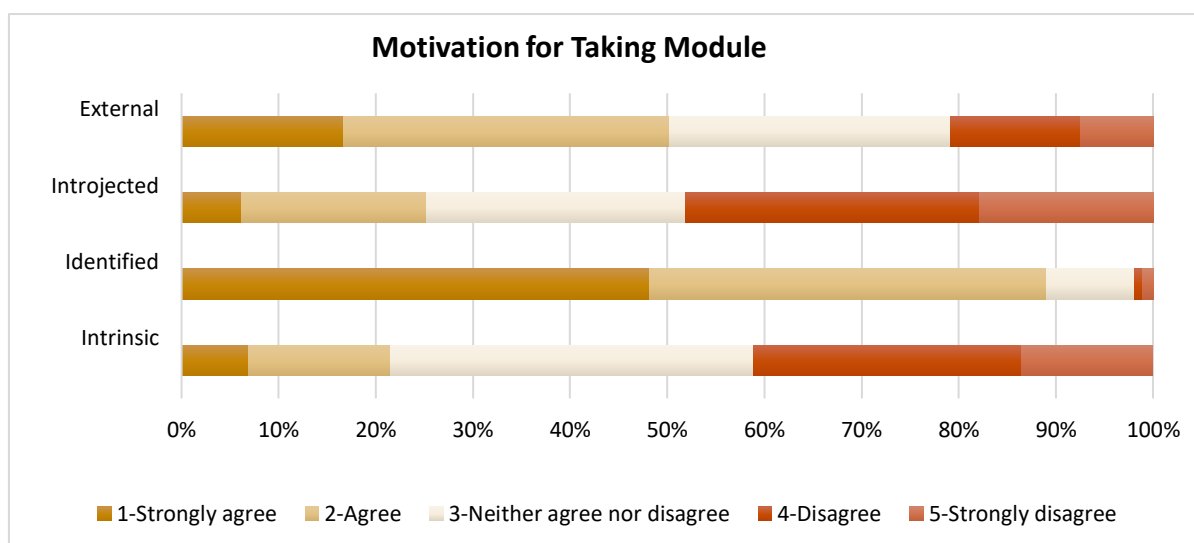


Figure 11: Motivation for Taking Module



### Motivation responses and gender identity

Figure 12 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; ( $t(803) = 3.26, p = .001, d = .23$ ). 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 ( $t(803) = 2.04, p = .042, d = .15$ ).

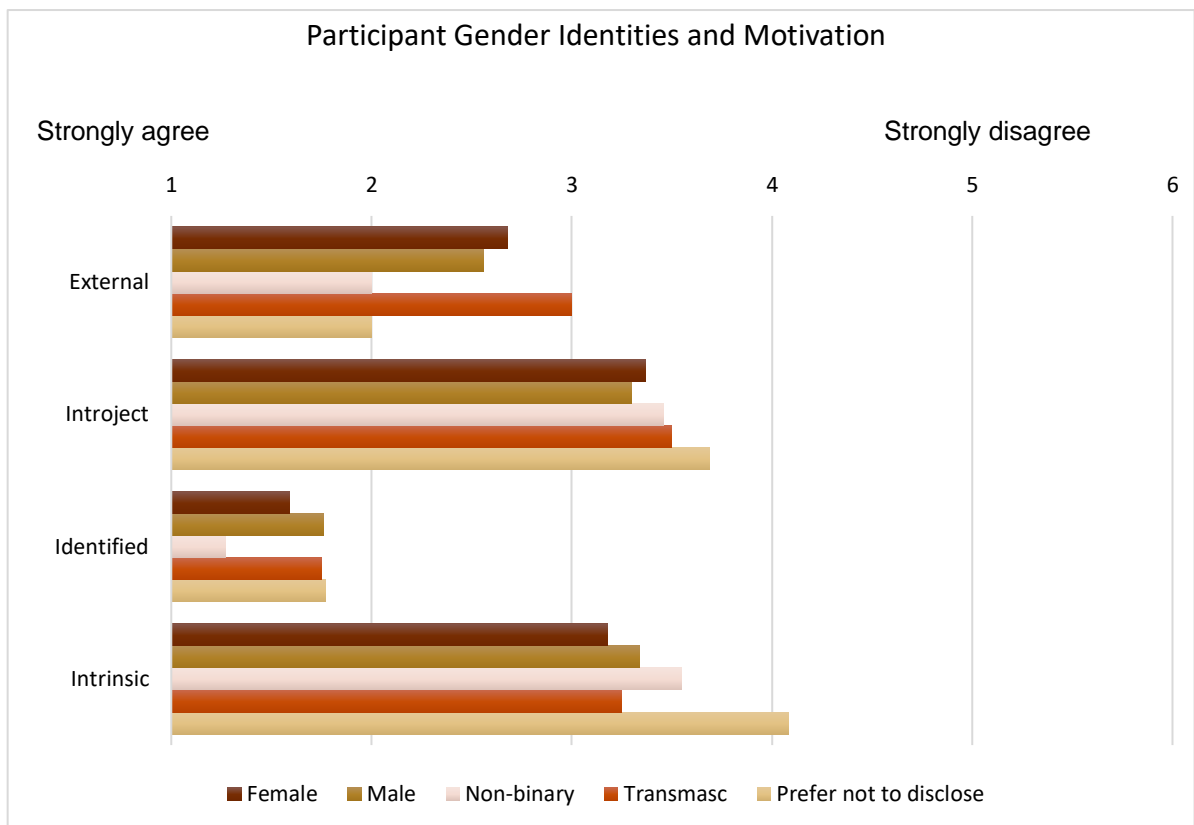


Figure 12: Participant Gender Identities and Motivation Average Scores (1-5)

### Participant education and motivation

Participants were most motivated to take the course because of identified motivation; followed by external reasons. Postgraduate and undergraduate students more strongly agreed they were affected by *introjected motivation* than HDR students ( $F(2, 834) = 9.66, p < .001, \eta_p^2 = .02$ ). Postgraduate students more strongly agreed they completed the course for *intrinsic reasons* than HDR students and undergraduate students ( $F(2, 832) = 43.71, p < .001, \eta_p^2 = .10$ ).

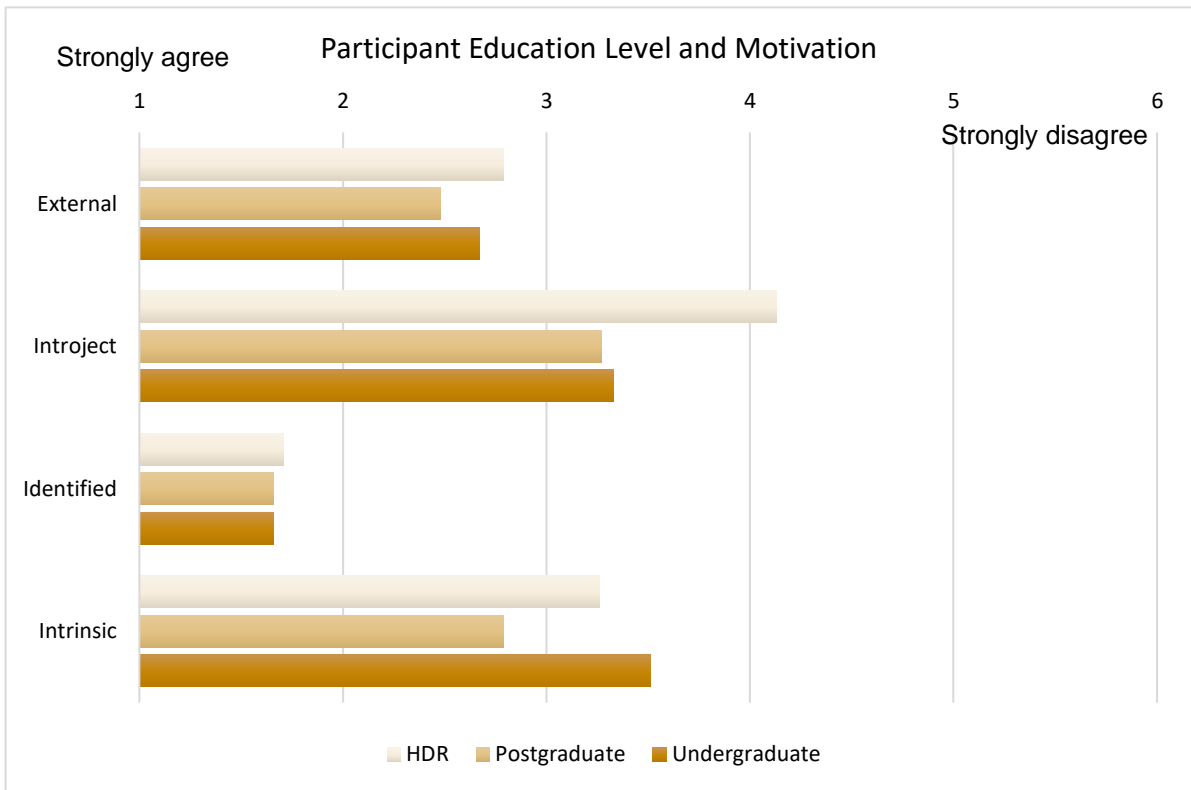


Figure 13: Participant Education Level and Motivation Average Scores (1-5)

*Commencing and continuing student motivation*

Commencing students more strongly agreed than continuing students that they took the module for *external motivation* ( $t(834) = 2.72, p = .007, d = .25$ ), whereas continuing students more strongly agreed they took the module for *identified motivation* ( $t(833) = 2.72, p = .007, d = .25$ ).

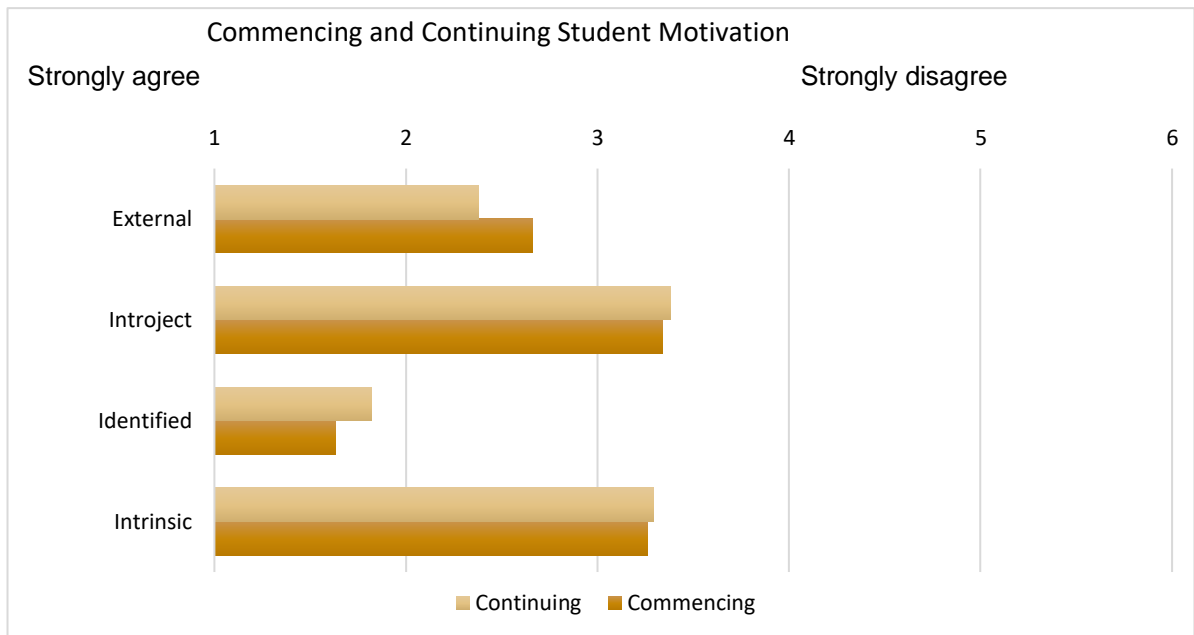


Figure 14: Commencing and Continuing Student Motivation Average Scores (1-5)

*Domestic and international student motivation*

International students more strongly agreed they completed the module for intrinsic motivation than domestic students ( $t(831) = 11.79, p < .001, d = 0.82$ ). International students also more strongly agreed they were motivated by introjected motivation than domestic students ( $t(833) = 2.81, p = .005, d = 0.20$ ).

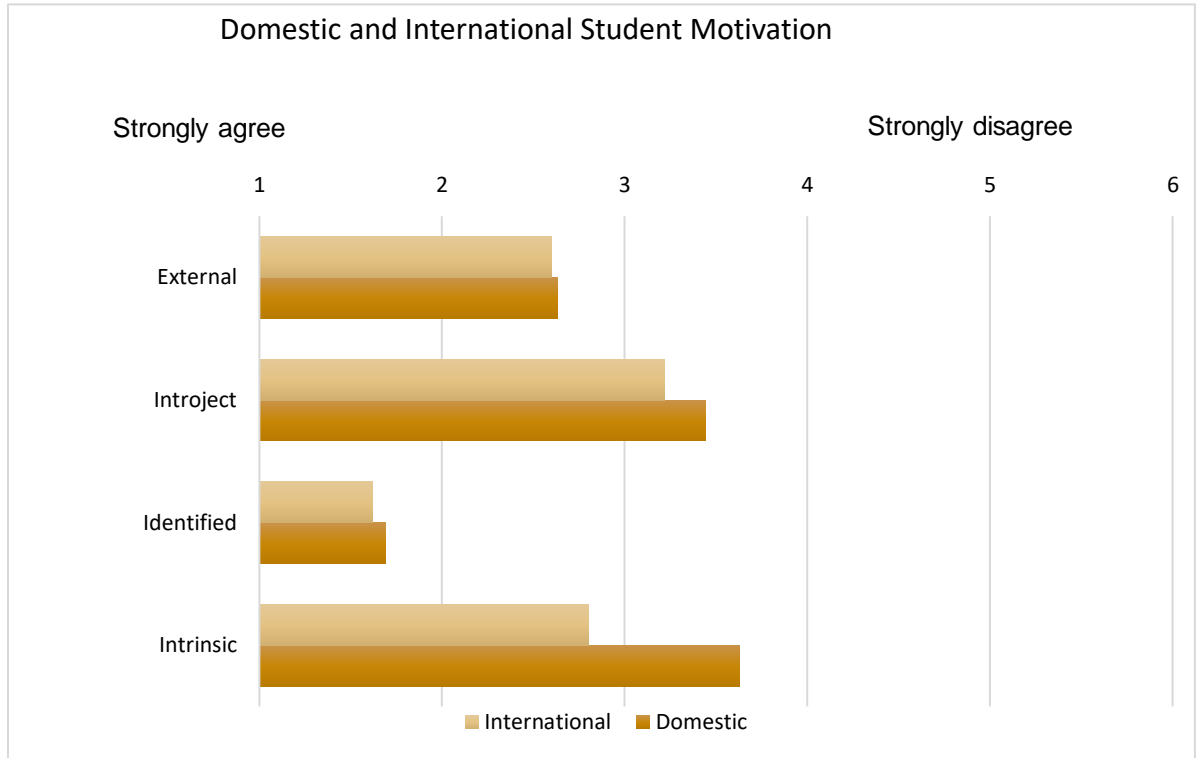


Figure 15: Domestic and International Student Motivation Average Scores (1-5)

### On-Off campus

On-campus students agreed more strongly than off-campus students that they were motivated by introjected motivation,  $t(833) = 2.02, p = .044, d = 0.17$ .

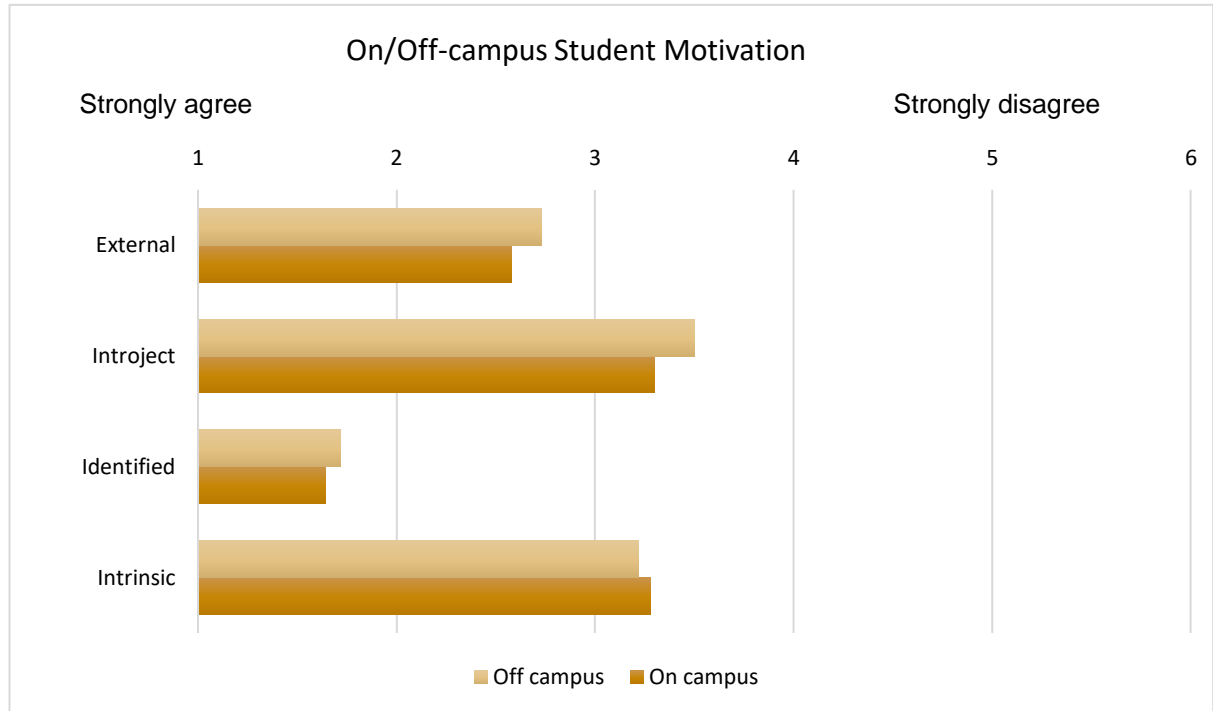


Figure 16: On/Off-campus Student Motivation Average Scores (1-5)

### Other demographics and motivations

- People who do or do not identify as having a trans experience did not differ in their motivation for undertaking the module.
- 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

- Participants' level of identified motivation was moderately correlated to their SELT-style course feedback ratings (discussed more below),  $r = .595, p < .001$ . The stronger people felt they were influenced by identified motivation, the clearer and more valuable they felt the course was.
- Participants' level of intrinsic motivation was also moderately correlated to their SELT-style course feedback ratings,  $r = .354, p < .001$ . The stronger people felt they were influenced by intrinsic motivation, the clearer and more valuable they felt the course was.
- Correlations between the other motivations and other measurements were either weak or not statistically significant.

### *Additional motivations – free text responses*

Participants were asked if they had other reasons for completing the module (free text response). Preliminary results suggest that the most common answers were:

- because it was mandatory,
- as a refresher,
- curious about ANU's approach,
- felt it was important,
- felt it was the right thing to do,
- due to personal experiences,
- 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.

### *Key findings on course feedback*

Overall, most participants felt the course was clear and valuable (Total  $M = 1.70$ ; over 85% agreed or strongly agreed to each item). Participants responses are categorised through their demographics in the figure and text below.

### *Gender identity and course feedback*

Females were more likely than males to find the course clear and valuable ( $t(801) = 2.02, p = .044, d = 0.14$ ).

### *Participant education and course feedback*

Postgraduate and HDR students more likely to agree to this measure than undergraduates ( $F(2, 829) = 3.91, p = .020, \eta_p^2 = .01$ ).

### *Domestic and international student course feedback*

International students more likely to agree than domestic students ( $t(828) = 5.22, p < .001, d = 0.37$ ).

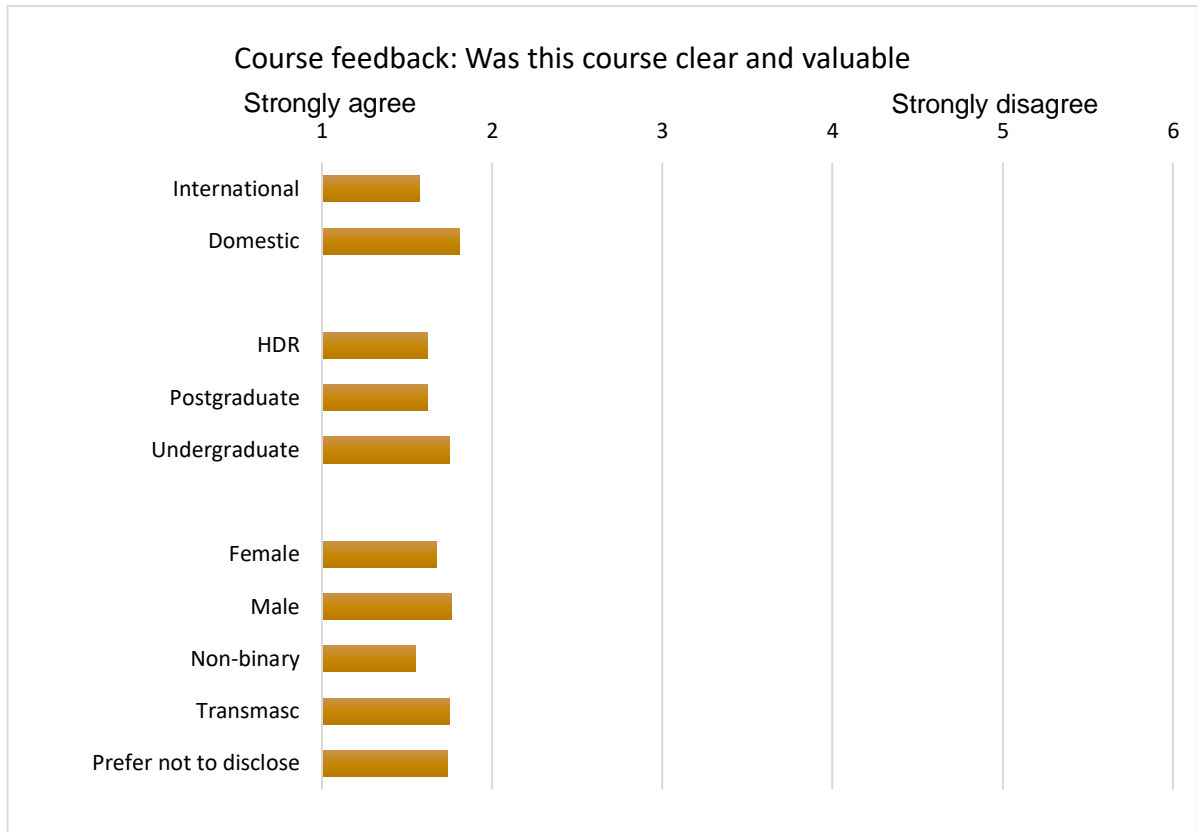


Figure 17: Course Feedback Average Scores (1-5) by Demographic

*Other demographics and course feedback*

- On- and off-campus students did not differ in their course feedback.
- Commencing and continuing students did not differ in their course feedback
- People who do or do not identify as having 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.

*Feedback on course – free-text responses*

Participants were asked to provide any perceived strengths of the course as free text. Preliminary results suggest that the most common answers were:

- it was interactive and engaging,
- informative,
- clear and easy to understand,
- had good coverage of topics and real-world examples,
- defined terms clearly,
- encouraged self-reflection,
- had a variety of formats (e.g., videos, written tasks),
- was not too lengthy.

Participants were also asked if they had any suggestions for how to improve the course (free text response). Preliminary results show that participants suggested:

- to add in more quizzes,
- use more multiple-choice questions,
- provide immediate feedback for long-response questions,
- provide more links to resources,
- convert more written material to visual material,
- provide more advice for bystanders,
- make the system more user friendly and accessible,
- provide more specific content warnings,
- be more mobile device friendly.

### *Trust in ANU Support Services*

Participants answered questions regarding their trust in ANU support services: whether they trust 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.

#### *Key findings on ANU trust*

Overall, most participants indicated that they trust ANU support services (Total  $M = 1.49$ ; over 90% agreed to both items). Participants responses are categorised through their demographics in the figure and text below.

#### *Gender identity and ANU trust*

Males were more likely than females to feel they could trust ANU support services ( $t(779) = 2.78$ ,  $p = .006$ ,  $d = 0.20$ ).

#### *Commencing and continuing student ANU trust*

Commencing students were more likely than continuing students to trust ANU support services ( $t(807) = 4.07$ ,  $p < .001$ ,  $d = 0.39$ ).

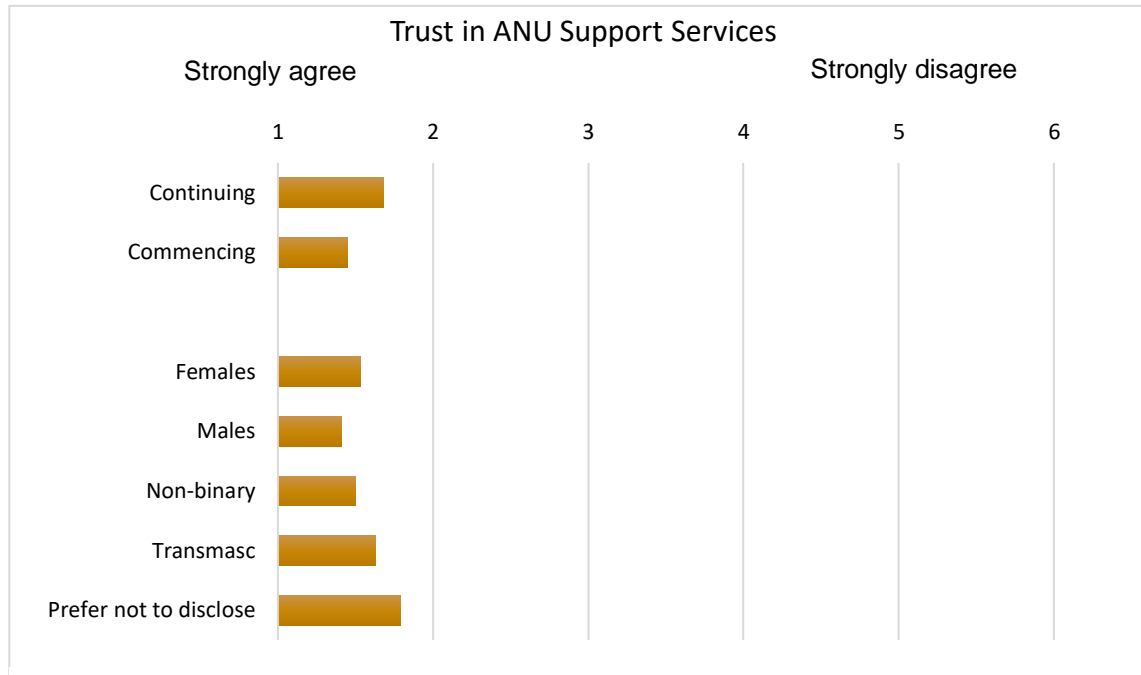


Figure 18: Trust in ANU Support Services

#### *Other demographics and ANU trust*

- On- and off-campus students did not differ on trust in ANU services.
- International and domestic students did not differ on trust in ANU services.
- People who do or do not identify as having 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 were asked to provide true/false responses to a range of statements that targeted knowledge of available supports after taking the course. These statements can be found in Table 5. The correct answer for all statements was *True*. Compared to all other statements, fewer students selected the correct response in relation to being able to make a report or complaint to the Office of the Registrar (88.1% selected 'True'; while 98.1% selected 'True' for the remaining 5 statements). Comparisons against various demographic factors indicated no differences.



Table 5: Knowledge of ANU Supports

	<b>TRUE</b>	<b>FALSE</b>
	<b>N</b>	<b>N</b>
	<b>%</b>	<b>%</b>
I can contact the Student Safety and Wellbeing Team to access general wellbeing support	804 98.9%	9 1.1%
The Student Safety and Wellbeing Team supports students who have been impacted by sexual assault or sexual harassment	801 98.9%	9 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	788 97.2%	23 2.8%
I can use the Online Disclosure Tool to make a disclosure about experiencing or witnessing sexual harassment and/or sexual assault	793 97.7%	19 2.3%
I can make a report or complaint to the ANU by contacting the Office of the Registrar	714 88.1%	96 11.9%
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	802 98.8%	10 1.2%

## Face to face Workshops (Streams 2 and 3)

As part of the RRR program, all commencing residential students were informed of the requirement to attend a face to face workshop in addition to completing the RRR online module. Communications occurred via O-Week EDM, direct emails from residential heads, as well as Xibo screens. Awareness of the workshops was further spread by word of mouth through SRs and ResComms. For Stream 3, Heads of Hall/Wellbeing Coordinators sent emails with copy provided by the RRU. Pilot halls were further provided with posters for the sessions, along with PowerPoint slides for Xibo screens and copy provided for hall newsletters.

**Stream 2:** Students associated in the following halls were asked to register for a 1 hour face-to-face session held during orientation week.

- Wamburun Hall
- Wright Hall
- Toad Hall
- Fenner Hall
- Burgmann College
- Bruce Hall
- Griffin Hall
- Warrumbul Lodge
- Davey Lodge
- Lena Karmel Lodge
- Kinloch Lodge
- Yukeembruk

**Stream 3:** Students living in the following residences were asked to take part in a pilot program comprising 3x2 hour workshops aiming to support new residential students to develop their literacy around sex, healthy relationships, consent, communities and culture:

- Ursula Hall
- Burton and Garran Hall
- John XXIII College

Pilot halls were selected using a purposive sampling approach. We considered communities with distinct characteristics, for example: catered, self-catered, undergraduate, postgraduate, ANU operated, UniLodge operated, and affiliated. Following discussions with key stakeholders, it was determined that John XXIII (affiliate), Burton and Garran (self-catered) and Ursula Hall (catered, undergraduate and postgraduate population) would be selected for the pilot.

### *Facilitation*

Workshops were co-facilitated by RRU practitioners and student peers. In Stream 2, later-year student volunteers from individual halls supported the facilitation for their own residence. In Stream 3, a pool of six paid and trained peer facilitators delivered aspects of the workshops and supported group discussion. Peer facilitators represented different genders, UG and PG experiences, domestic and international experiences, and affiliation with different residential halls.

### Enlivening RRR (Stream 2)

A total of 14 workshops were delivered in February 2023 over a two-week period (aligned with O-Week). A total of 1,483 participants attended a workshop. Figure 19 provides an overview of attendance by residence.

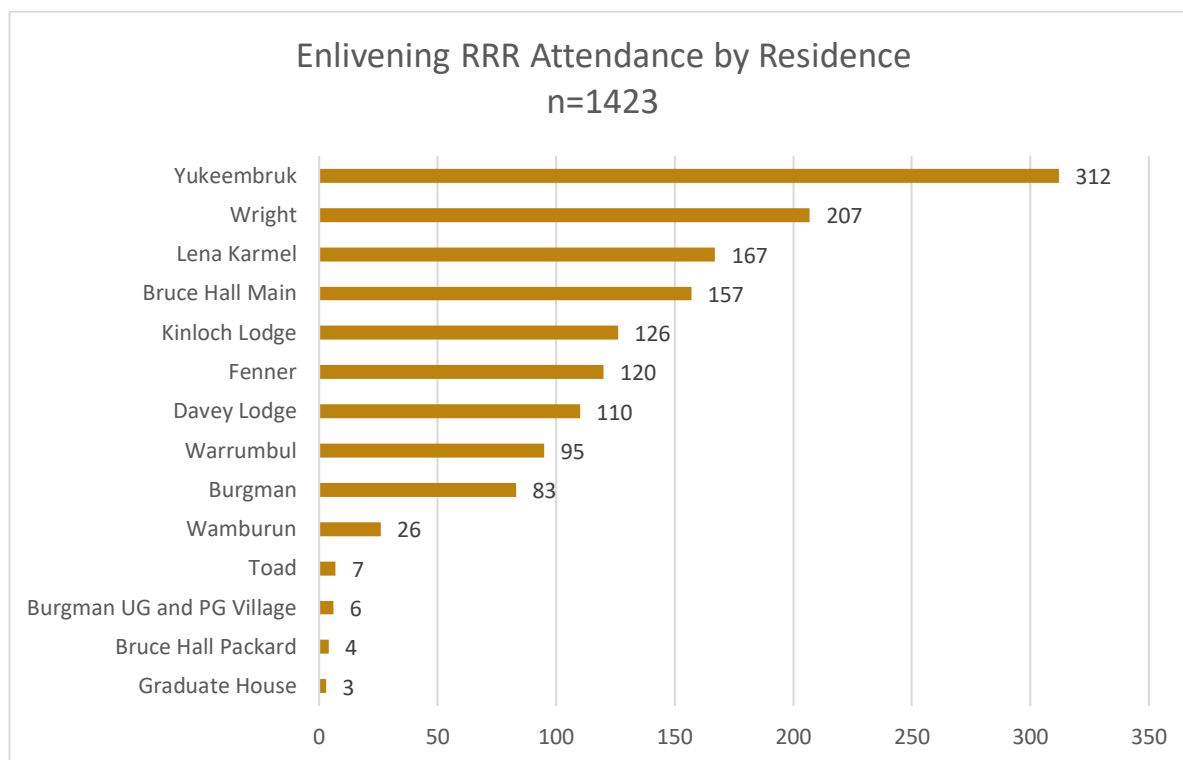


Figure 19: Enlivening RRR Attendance by Residence

### RRR pilot workshop series (Stream 3)

The Rights, Relationships and Respect Face-to-face (RRR F2F) pilot (in progress, with workshop 3 scheduled for August 2023) is a multi-session peer-led education program to first year students living in one of the pilot halls. This face-to-face program aimed to build and extend on learning objectives of the RRR Online Module.

The Stream 3 workshop schedule catered to up to 640 residential students, aiming to provide comprehensive healthy sex and relationships education, with the intention to increase awareness of the drivers of sexual violence, build communities of consent, and ultimately reduce instances of harm on campus. An overview of the workshops is provided below.

- **Workshop 1: Healthy Sex and Relationships**

This session intends to situate new residents firmly in the ANU context and commence exploration of what healthy sex and relationships look like on campus. We hope this session will support students to build understanding of their personal sexual identity in

relationship to others, reflect on their own citizenship in diverse communities, and explore the intersections of feelings, relationships, and identity. It will also build on the concepts of consent and communities of consent explored in the online module.

- **Workshop 2: Understanding Sexual Violence and Bystander Intervention**

This session intends to build understanding of gender-based violence in the Australian and ANU contexts, including exploring the drivers of violence in these contexts. It will support students to recognise socio-cultural norms such as rigid gender stereotyping, popular culture and media representation, porn and controlling relationships that contribute to the drivers. This session aims build understanding of individual roles and agency in cultural change processes, and support their knowledge of bystander intervention strategies, and the associated impact on gender-based violence.

- **Workshop 3: Reflect and Refresh**

This session intends to consolidate knowledge through reflection on what we have explored, and the ways in which students may utilise their knowledge and link it to tangible actions of inclusivity and respect. The workshop's aim is to increase confidence in setting personal boundaries, giving, and receiving consent, and using intervention strategies in participants' communities.

Workshop 1 was delivered between 20 February and 3 March as per original schedule. A total of 8 sessions were offered with options on different weekdays and times (afternoon and evening sessions). Students could register for a time that best suited them, and workshops had mixed attendance from halls. A total of 489 students registered for a workshop. Students were then asked to self-register to confirm their attendance in session via a QR code to a Qualtrics form; total of 394 self-registrations were received<sup>3</sup>. Figure 20 provides a breakdown of attendees by hall.

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<sup>3</sup> In the first session, students were checked in via Eventbrite, however this process proved too time consuming to be feasible. The remaining 7 workshops employed the self-registration process via Qualtrics form.

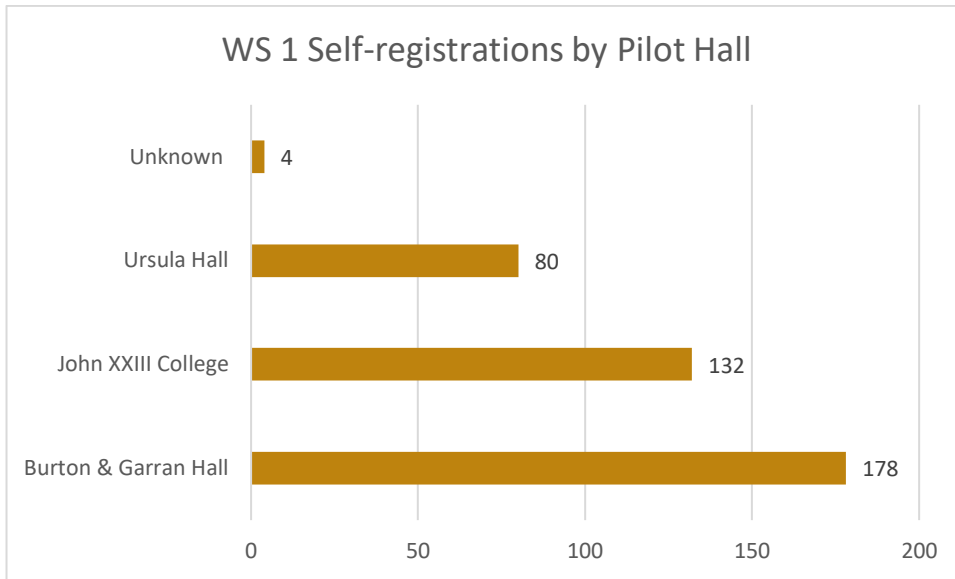


Figure 20: WS 1 Self-registrations by Pilot Hall

The delivery of Workshop 2 was postponed from the original dates of 17-28 April to 11-16 May due to operational requirements and clashes with the April public holiday/semester break period. A total of 6 workshops were offered over this period (afternoon and evening options) which received 315 registrations. A total of 244 self-registrations to confirm attendance were received as depicted in Figure 21; these numbers however do not align with the approximate headcount facilitators conducted (approximately 180 students in total). As a notable number of self-registrations were completed out of session hours, it is possible that students shared the self-registration link with peers who were not in attendance. Changes will be made to the self-registration process as to avoid this possibility in the future.

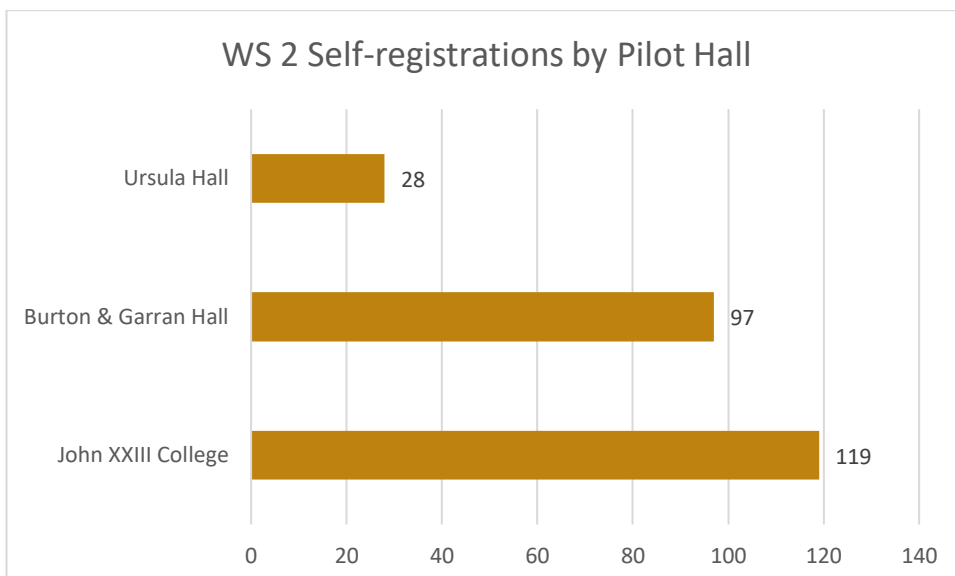


Figure 21: WS 2 Self-registrations by Pilot Hall

As outlined in the

Methodology section, evaluation of Streams 2 and 3 consisted of the following components:

- Implementation and impact survey administered at the half-way mark of each workshop block for the purpose of a natural experimental design (comparison of those who had, and those who had not yet completed a workshop. The survey administered at T1 also invited responses from those who had participated in Enlivening RRR as an additional comparison group
- Workshop/participant observation
- Focus groups/interviews.

This preliminary report details preliminary findings from the T1 survey and emerging themes from the qualitative data collection. T2 and T3 survey results and more in-depth qualitative findings will be presented in the final report.

## Survey 1 Preliminary Results

All commencing residential students were invited to participate in this survey irrespective of what RRR face to face program they had completed or were expecting to complete. The survey had a total of 372 responses. The survey was administered at the halfway point through the delivery of the 2-hour workshop, in order to create a meaningful comparison group between students who has registered for the workshop and taken it, and students who had registered for the workshop and not yet taken it.

Gender	Count	Percent
Male	115	37.7%
Female	180	59.0%
Non-binary	10	3.3%

Note: For this question (n=305) due to missing data that resulted from participants electing not to answer.

Level of Study	Count	Percent
Undergraduate	235	77.0%
Postgraduate	68	22.3%
HDR	2	0.7%

Note: For this question (n=305) due to missing data that resulted from participants electing not to answer.

Student Status	Count	Percent
Domestic	176	57.7%
International	129	42.3%

Note: For this question (n=305) due to missing data that resulted from participants electing not to answer.

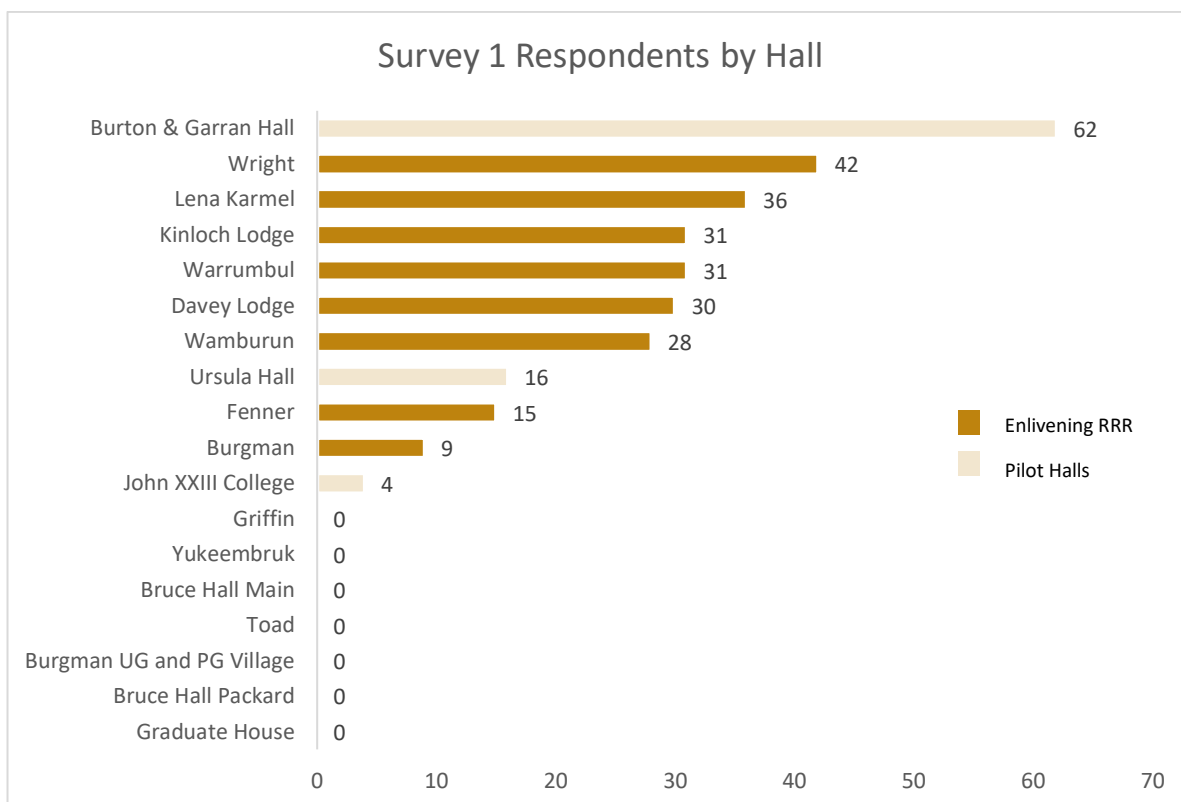


Figure 22: Survey 1 Respondents by Hall

Workshop completion	n	%
Completed Workshop (Enlivening RRR OR Pilot)	147	39.5%
Not completed Workshop (Enlivening RRR OR Pilot)	225	60.5%

The following analysis compares the responses of those who had received a workshop (Pilot OR Enlivening RRR) with those who had not<sup>4</sup>. For many questions, students who had completed a workshop responded in significantly different ways to those who had not. Additional significant relationships exist for: student status, level of study, and to a lesser extent – gender. However, there is mixed evidence for whether student understanding of and attitudes to consent differ based on workshop completion. This is perhaps indicative of enduring student confusion when it comes to understanding and negotiation of consent, irrespective of intervention. However, this analysis is only preliminary, and the data has not yet been cleaned to determine whether these patterns persist for those who completed the pilot. Going forward, we suggest further development of dialogue and peer-led workshops to explore the complexities of consent with students.

<sup>4</sup> Note that for comparison between the Pilot and Enlivening RRR further data cleaning needs to be undertaken.



### Prior education

There is a statistically significant relationship ( $p=0.000219$ ) between the completion of prior sexuality, relationships and consent education, and student status. Domestic students were significantly more likely to indicate they had completed prior consent education (93.5%) than international students (78.3%). 21.7% of international students indicated they had not received prior education related to RRR.

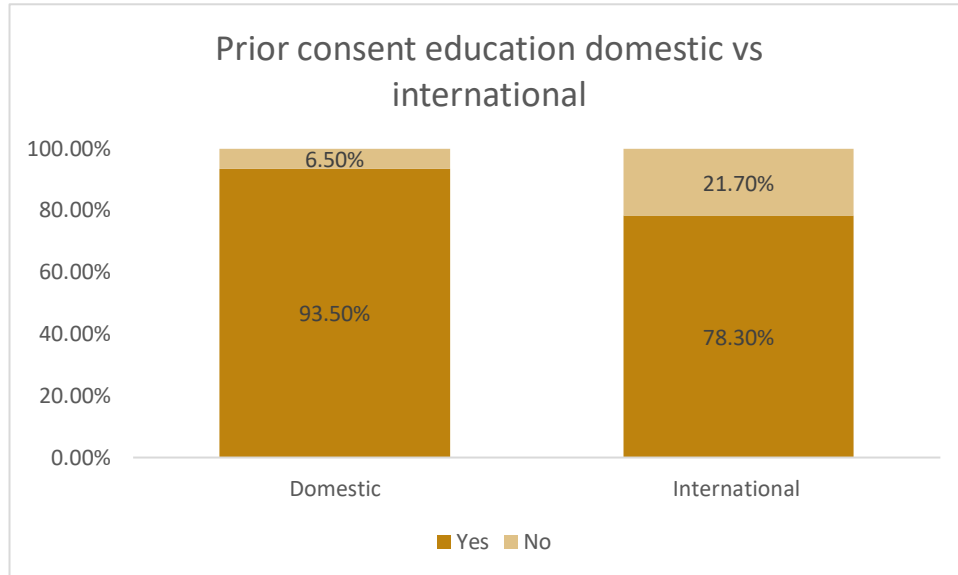


Figure 23: Prior consent education domestic vs international

There is a statistically significant relationship ( $p=0.00633$ ) between the completion of prior sexuality, relationships and consent education, and student status. 80.6% of undergraduate students had completed prior education compared with only 18.5% of postgraduate students.

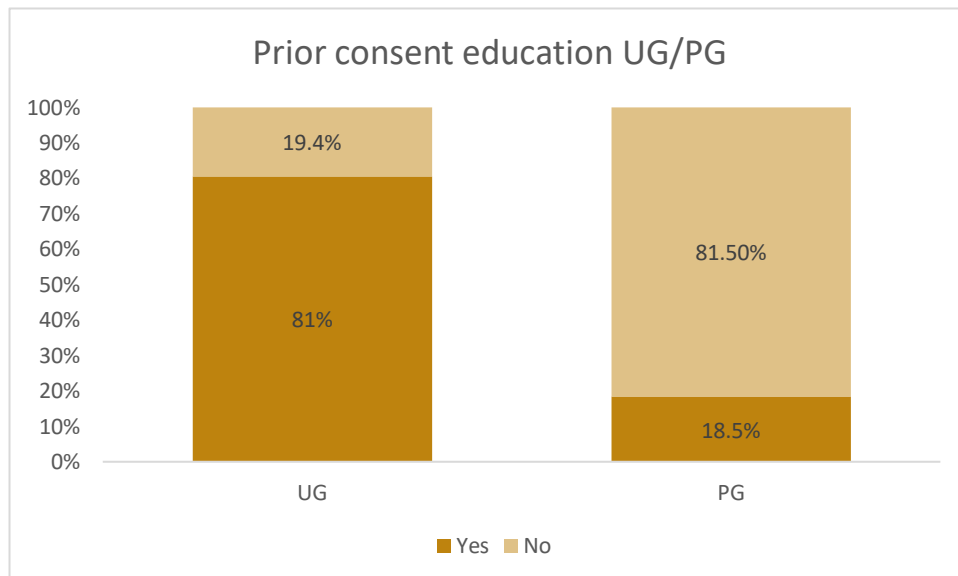


Figure 24: Prior consent education UG/PG

### *Learning outcomes*

There is a statistically significant relationship ( $p=0.0105$ ) between workshop completion, and the ability to select the correct definition of 'Sexuality' from four choices. **Of those that had completed a workshop 84.9% selected the correct response compared to 67.7% of those who had not completed a workshop.**

There is a statistically significant relationship ( $p=0.0182$ ) between workshop completion, and the ability to select the correct definition of 'Gender' from four choices. **Of those that had completed a workshop 88.4% selected the correct response compared to 75.3% of those who had not completed a workshop. 19.4% of those who had not completed the workshop incorrectly conflated gender with biological sex compared to 6.2% of those who had completed a workshop.**

Significant differences exist between the ability to select the correct responses and student status (international or domestic) for all three questions related to sex ( $p=0.000156$ ), gender ( $p<0.00001$ ), and sexuality ( $p=0.0103$ ) **despite having completed a workshop.**

- **Sex:** 29.5% of international students who had completed a workshop selected the correct definition of 'sex' compared to 59.8% of domestic students. 43.2% of international students incorrectly conflated 'sex' with 'gender' compared with 13.7% of domestic students.
- **Gender:** 98.0% of domestic students who had completed a workshop selected the correct definition of 'gender' compared with 65.1% of international students. 18.6% of international students incorrectly conflated 'gender' with 'sex' compared with 1.0% of domestic students.
- **Sexuality:** 91.2% of domestic students who had completed a workshop selected the correct definition of 'sexuality' compared with 69.8% of international students.

These findings suggest that the workshop design going forward should incorporate a sensitive and culturally appropriate discussion around sex, sexuality, and gender.

Note, qualitative analysis of free-text responses that asked students to identify common challenges faced by LGBTIQ+ peers, and comment on how they can support LGBTIQ+ peers in work, living and study spaces is pending.

### *Levels of comfort*

There are statistically significant relationships between the level of comfort students feel living with sex non-conforming peers and managing peer relationships, and workshop completion.

When asked how comfortable they would feel if 'a peer tells me they are questioning their gender identity', **58.9% of those who had completed a workshop indicated they were 'extremely comfortable', compared with 38.8% of those who had not completed a workshop ( $p=0.000360$ ).**

When asked how comfortable they would feel 'living with an individual who does not conform to their biological sex, **58.9% of those who had completed a workshop indicated they felt 'extremely comfortable', compared to 45.0% of those who had not completed a workshop (p=0.0109).**

Significant differences in comfort level were observed between international and domestic students, despite having completed a workshop. Though not tested, this is likely due to prior levels of understanding of and exposure to these issues, coupled with cultural and/or religious morals and values. It should be noted however, that international students should not be considered intolerant or uncomfortable based on these results. Indeed, many international students reflected feeling 'neutral' to these situations rather than expressing discomfort.

When asked how comfortable they would feel if 'a peer tells me they are in a same sex relationship', **84.3% of domestic students indicated they were 'extremely comfortable', compared with 44.2% of international students. 2.9% of domestic students felt neutral, compared with 20.9% of international students (p=<0.00001)**

When asked how comfortable they would feel if 'a peer tells me they are in a heterosexual relationship', **83.3% of domestic students indicated to be 'extremely comfortable' compared with 53.5% of international students (p=0.000592).** It should be noted here that a similar percentage of international students (16.3%) indicated to feel neutral compared with the 20.9% above in a same sex context. Further, no students of international or domestic origin indicated any level of discomfort in this situation.

When asked how comfortable they would feel if 'a peer tells me they are questioning their gender identity', **67.6% of domestic students purported to feel 'extremely comfortable' compared with 37.2% of international students. 27.9% of international students indicated they felt 'neutral' opposed to 4.9% of domestic students (p=0.000112).**

When asked to rate their comfort levels surrounding the use of an individual's chosen gender pronoun, no students indicated they felt uncomfortable. **69.6% of domestic students felt 'extremely comfortable' compared with 39.5% of international students (p=0.00116).**

A strong statistically significant relationship ( $p < 0.00001$ ) exists between international/domestic student status and comfort level living with an individual who does not conform to their biological sex. **71.6% of domestic students reported to be extremely comfortable compared with 27.9% of international students. 3.9% of domestic students expressed neutral feelings compared with 32.6% of international students. 1.0% of domestic students expressed feeling 'uncomfortable' or 'not comfortable at all' compared with 9.3% of international students.**

#### *Understanding of consent*

There is mixed evidence for whether understandings of and comfort seeking sexual consent differed significantly based on whether a student had completed a workshop. No statistically significant relationships exist between workshop completion and an understanding of the need to have shared understandings of consent; concern about a partner thinking someone is weird or

strange by asking for consent; belief that verbally asking for consent is awkward; the belief that asking for consent is in ones best interest to reduce the likelihood of misinterpretation; before making sexual advances one should assume 'no' before there is a clear indication to proceed; the need to seek consent being different dependent on the type of relationship.

The following questions showed a statistically significant relationship.

'I believe that verbally asking for sexual consent reduces the pleasure of the encounter'  
( $p=0.0000145$ ).

- **16.4% of those who had not completed a workshop indicated they agreed that verbally asking for consent reduced the pleasure of the encounter, compared to 2.1% of those who had completed a workshop.**
- **39.7% of those who had completed a workshop disagreed with this statement compared to 24.7% of those who had not completed a workshop.**

'Sexual consent can be communicated to a partner using nonverbal signs and body language'  
( $p=0.0000215$ )

- **29.5% of those who had completed a workshop strongly agreed with this statement compared to 8.2% of those who had not completed a workshop.**
- **9.6% of those who had completed a workshop disagreed with this statement compared to 30.1% who had not completed a workshop.**

### *Feedback*

A variable was created for participants from the pilot halls who had responded to feedback questions and who indicated they had participated in a workshop ( $n=34$ ). Figure 25 and Figure 26 show these individual's responses to feedback questions.

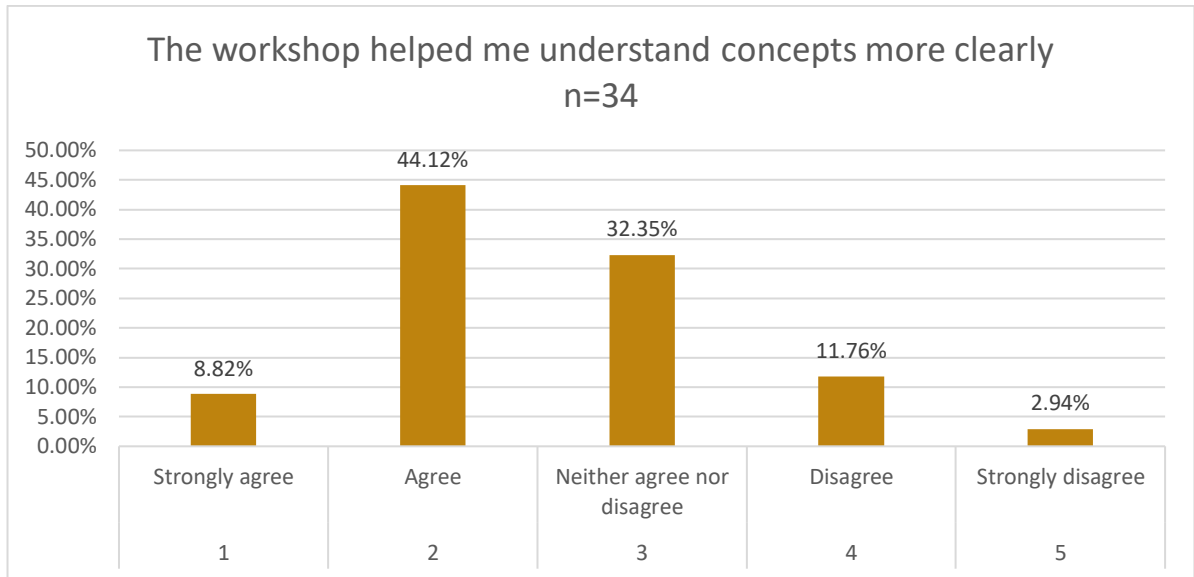


Figure 25: WS 1 Course Feedback 'The workshop helped me understand concepts more clearly'

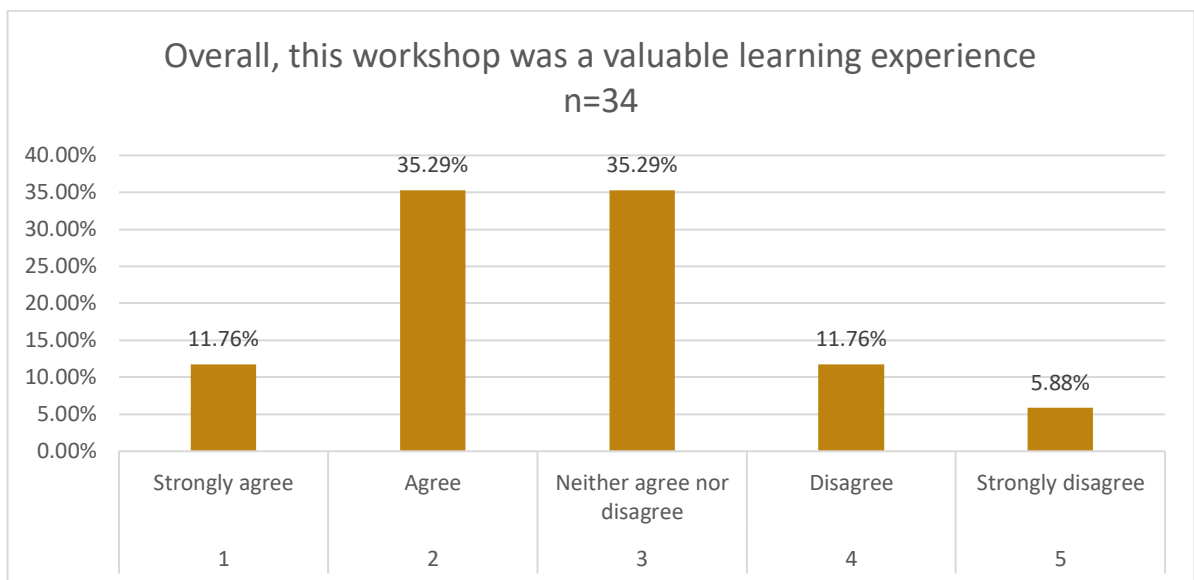


Figure 26: WS 1 Course Feedback 'Overall, this workshop was a valuable learning experience'

The response rate to the pilot halls feedback questions is low – while approximately 22% of students who attended a pilot workshop responded to the survey, only approximately 8% of provided feedback (this was possible because all survey questions were optional). Of those, nearly half reported that the workshop helped them to understand concepts more clearly and that it was a valuable learning experience. It is notable that just over 30% of students 'neither agreed or disagreed' with these statements. This could reflect disengagement with the workshop, or with the survey instrument. Given the small number of responses, we would advise against drawing conclusion about students' evaluation of the workshop from these items, and hope to collect more data on this from interviews with students.

A preliminary look at free-text student feedback from the pilot halls indicated the following themes in relation to strengths and suggestions for improvements:

Table 6: Preliminary feedback themes

Workshop strengths	Suggestions for improvement
<p>Presenter confidence 'Very knowledgeable and approachable presenters'</p> <p>Inclusivity 'Spoke to queer experiences, not just heterosexual experiences. Didn't use metaphors to discuss the topic of consent'</p> <p>Interactive 'It was engaging and used a range of multimodal and interactive resources'.</p> <p>Relevant 'Covered all bases and was inclusive'</p>	<p>Logistics 'Maybe announce the time slot of workshops earlier, thank you'</p> <p>Clarity around realities of consent 'address the fact that consent is generally not black and white and is often given in ways other than verbally, and is incredibly complicated particularly when drinking'</p> <p>Student comfort 'Maybe put people who know each other together, so they are comfortable to speak'</p> <p>Differing levels of relevance based on prior learning/life experience 'As a virgin, some things were difficult to understand having not experienced anything similar in real life.'</p> <p>Vs 'Since we are all 17+ and have completed the online module, spend less time on the basics and focus more on application to real life'.</p>

## Survey 2

Survey 2 was designed to test knowledge and attitudes by comparing responses of those who had and those students from pilot halls who had not yet completed Workshop 2. Despite strong support from residential leadership to increase participation in the survey, only 43 responses were received. Analysis of the data collected is pending.

The low response rate could be attributed to a drop-off in engagement with the workshops themselves (as reflected by participant numbers), survey fatigue, as well as other unknown reasons. Data collection in Semester 2 might therefore include a focus on potential reasons as to why students disengaged with the program or the data collection.

### Preliminary qualitative findings (observation and interviews/focus groups)

Researchers observed 3 of the 8 initial 2-hour workshops and 2 of the 6 second 2-hour workshops. Researchers observed the students to be moderately engaged, though in workshop one, students

continued to express confusion about the dynamics of consent, particularly when alcohol is involved. This is consistent with the Survey 1 findings reported above. More detailed analysis of the observations will follow in the final report.

All students were invited to take part in a focus group or interview to discuss their experience at the pilot workshops. Very few students responded to this request. Researchers have interviewed 2 peer educators and 3 students about their experience with the workshops. Data collection is ongoing.

## Conclusion and Next Steps

The development and launch of the RRR program represented an unprecedented effort to deliver bespoke and comprehensive consent and respectful relationships education to commencing ANU students.

Overall, evaluation findings indicate that the RRR Online Module has been successful in its implementation. Barriers to commencing students' engaging with the module (30% of commencing students have not engaged to date) should be explored. Overwhelmingly positive feedback on the course affirms that this course is relevant and engaging for students, while the feedback provided can be utilised to refine the delivery, content, and structure of the course in 2024.

Preliminary evaluation findings of face-to-face workshops indicated that in person education is a meaningful and important addition to the online course. Initial findings suggest that content should be further developed to better support the learning of international students in a culturally sensitive and safe manner. Future evaluation should therefore focus on the education and information needs of our diverse student population. An additional area for development is further dialogue and peer-led workshops to explore the complexities of consent with students.

### *Data collection and analysis going forward*

The RRR Online Survey is open in Semester 2, 2023 to extend the collection of data gathered to date. Learner responses to online module activities will be analysed against learning outcomes. The approach to data collection for Workshop 3 will be revised to address survey fatigue and maximise in situ data collection.

Stream 3 will be piloted in Yukeembruk, providing further opportunity to evaluate implementation and impact with this cohort.



## Acknowledgements

The evaluation was conducted by researchers from CSRM in partnership with the RRU, with support from other ANU experts:

- Prof Meredith Rossner, Professor of Criminology & Deputy Director, Research School of Social Sciences, ANU CSRM
- Hannah Robertson, PhD candidate Criminology Program at CSRM
- Prof Miranda Forsyth, Professor at the RegNet School of Regulation and Global Governance, ANU College of Asia & the Pacific
- Prof Nicholas Biddle, Professor of Economics and Public Policy and Associate Director, CSRM
- Dr Friederike Gadow, Senior Project Officer Policy and Research, ANU Respectful Relationships Unit
- Bethany Muir, PhD Candidate at the ANU Research School of Psychology

The evaluation design was led by Meredith Rossner and Hannah Robertson with advice from Nicholas Biddle. CSRM further managed gaining HREC approval. Overall coordination and input to the design, as well as gaining institutional approvals was provided by Friederike Gadow. Qualitative data collection was conducted by Meredith Rossner, Miranda Forsyth, and Hannah Robertson. Data analysis was led by Hannah Robertson and Bethany Muir. This report was prepared by Meredith Rossner, Friederike Gadow, Bethany Muir, and Hannah Robertson. Thanks goes to Patricia Teh, Senior Project Officer University Experience for access to data and implementation information, and the RRU team for their input and advice. A special thanks also goes the ANU Institutional Research Team for their advice and support, as well as Felicity Gouldthorp and her teams in the residences for supporting and promoting the data collection.