DUNMORE LANG COLLEGE

Gender-Based Violence Training Programme Evaluation

Contents

Executive Summary 3

Key Findings 3

Recommendations 4

Introduction 6

Methodology 7

Cohorts 7

Response Rates 7

Question types: 8

Limitations: 8

Summary: 9

Results and Analysis: 9

Awareness Prior to Training 9

Understanding of Gender-Based Violence 10

Confidence in Recognising Concerning or Unsafe Behaviour, including GBV 12

Confidence Seeking Help for Myself or Encouraging Others to Seek Support 14

Awareness of Access to Support Services 16

Confidence and Practical Application of Training 18

Fostering a Respectful College Culture 20

Student Leader Specific Data 24

Responding to Disclosures of Harm or Violence: 24

Understanding Confidentiality and Reporting Responsibilities: 25
Confidence in Providing Emotional Support: 26
Perceived Effectiveness of Training Sessions 28
Qualitative Feedback 31
Key Insights Summary 32
Recommendations 33
Conclusion 34
Appendix 35

Executive Summary

An evaluation was conducted following the delivery of Gender-Based Violence (GBV) training sessions for all students at Dunmore Lang College. The evaluation assessed students' understanding of GBV, awareness of support services, and confidence in responding to concerning behaviours within the residential college environment.

The evaluation included three cohorts; returner students, who participated in a single refresher session; new students, who attended multiple training sessions; and student leaders, who completed leadership-focused GBV training.

Overall, all groups demonstrated improved understanding of GBV concepts and awareness of reporting pathways. New students reported slightly higher confidence and understanding than returner students, likely reflecting their exposure to multiple sessions. Student leaders showed the highest levels of preparedness to respond to GBV related situations, consistent with their leadership roles.

These findings highlight the effectiveness of the GBV training programme and suggest opportunities to further reinforce knowledge and confidence among returner students. Continued support across all cohorts will be important in strengthening students' ability to recognise and respond to unsafe behaviour.

Key Findings

New Students

- 96% reported a clearer understanding of GBV following the training.
- 99% indicated they know how to access support services, both internally or externally, if they or someone else experiences GBV.

Returner Students

- 83% reported a clearer understanding of GBV following the training.
- 85% indicated they know how to access support services, both internally or externally, if they or someone else experiences GBV.

Student Leaders

- 100% reported increased confidence in recognising concerning or unsafe behaviour, including GBV.
- 92% reported that they understand what to do if someone discloses an experience of harm or violence.

Summary Observation

- Across all three groups (n=155), 90% of respondents agreed or strongly agreed that the training contributed to a more respectful college environment.
- Training was effective across all groups in improving understanding, awareness of support pathways, and confidence in responding to GBV.
- New students reported the highest understanding and awareness scores, likely reflecting participation in multiple training sessions.
- Student leaders demonstrated the strongest confidence in leadership-specific skills, particularly recognising unsafe behaviour and responding to disclosures.
- Returner students showed improvement but slightly lower scores, indicating a potential need for additional refresher support.

Recommendations

1. **Enhance refresher training for returners**: Offer short modules throughout the year, including peer discussions and practical resources to reinforce knowledge and confidence.
2. **Maintain multi-session training for new students**: Continue delivering a combination of conceptual, applied, and contextual sessions with a focus on practical, action-oriented content.
3. **Sustain leadership confidence year-round**: Continue providing guidance and resources to support leaders in applying key skills, including responding to disclosures, managing confidentiality, de-escalation, and supporting diverse students.

4. **Tailor content by cohort experience**: Further adapt returner sessions to reflect prior knowledge and lived experience, ensuring relevance and engagement while addressing identified gaps such as hazing, campus safety, and STI awareness.
5. **Ongoing monitoring and evaluation**: Conduct follow-up surveys, track practical application of skills and use cohort-specific feedback to inform continuous improvement.

Introduction

Gender-based violence (GBV) remains a significant issue in university residential settings, where social environments, alcohol use, and peer dynamics can influence attitudes and behaviours. Addressing this issue is a priority under the National Higher Education Code to Prevent and Respond to Gender-Based Violence (2025), which sets legally enforceable standards for higher education providers to prevent and respond effectively to GBV, including within student accommodation. The Code aims to drive cultural change across the sector, creating safer, more respectful, and inclusive environments for all students and staff. (see Appendix 1).

In alignment with the Code, Dunmore Lang College delivers a series of tailored training sessions to increase awareness, promote safe behaviours, and equip students with the knowledge and confidence to respond appropriately to GBV-related situations. In 2026, training was delivered to three cohorts:

- **Returning students:** Participated in a single refresher session, *"Just Four Words"*, delivered both online and in person. This session was tailored specifically for returning students to reinforce key GBV concepts, consent, and respectful interactions, with particular emphasis on power dynamics between new and returning students within the residential college environment.
- **New students:** Completed a multi-session programme introducing foundational knowledge and support pathways, including:
    - A session led by the college psychologist on accessing support services
    - A workshop on alcohol and other drugs delivered by Red Frogs, exploring their role in risk and decision-making
    - A bystander ethics session to build confidence in safely intervening in potentially harmful situations
    - The *"Just Four Words"* session to establish a consistent baseline understanding of GBV across all students

- **Student leaders:** Undertook targeted training to enhance their capacity to support residents, respond to disclosures, and uphold a safe college environment. This included bystander intervention, trauma-informed responses, and escalation and reporting pathways (see Appendix 2 for session details).

This report analyses survey data collected following these sessions to evaluate their effectiveness across the three cohorts. It focuses on changes in knowledge, attitudes, and confidence, as well as differences between groups, to inform future improvements in GBV prevention and education at the college.

Methodology

The evaluation survey was conducted using Zoho Forms immediately following the GBV training sessions. Participants accessed the survey via a QR code, and all responses were anonymous to encourage honest feedback. Survey questions were aligned with the training objectives to ensure results reflected the programme's impact.

Cohorts

The evaluation included three cohorts: new students, returner students, and student leaders.

The student leader cohort comprised two distinct roles: the Association of Dunmore Lang College Students (ADS) and Resident Advisors (RAs). For the purposes of this evaluation, responses from student leaders in the ADS and RA roles were combined. These roles differ in training intensity and level of responsibility, with RAs typically receiving more comprehensive training and holding greater responsibility for frontline student support. As such, combining these groups means it is not possible to identify role-specific differences in outcomes. Future evaluations should analyse ADS and RA responses separately to better understand the impact of training across these distinct leadership roles.

Response Rates

Group	Respondents	Response Rate
Returner Students	41 out of 141	29%

Group	Respondents	Response Rate
New Students	101 out of 107	94%
Student Leaders	13 out of 14	93%

Question types:

The survey included **5-point Likert-scale questions** (ranging from strongly disagree to strongly agree) to assess understanding of GBV, confidence in responding to unsafe behaviours, and awareness of support services. Open-ended questions were also included to capture qualitative feedback and allow participants to elaborate on their experiences. Responses were exported from Zoho Forms into Excel for cleaning, coding, and analysis. Likert-scale data were summarised as percentages, while qualitative responses were thematically analysed.

Limitations:

Several limitations should be considered when interpreting the findings of this evaluation. Not all invited participants completed the survey, introducing potential non-response bias that may affect the representativeness of results. Response rates varied across cohorts: new students had a very high completion rate of 94% because the evaluation was a prerequisite for participation in the boat cruise, whereas returner students had a lower completion rate of 29%, as participation was voluntary and not incentivised. These differences are particularly relevant when interpreting returner student findings, where variability in responses was observed.

The evaluation also relied on self-reported data, so responses reflect participants' perceptions and may not accurately represent actual behaviours. In addition, the survey captured immediate post-training outcomes and may not reflect long-term retention or behaviour.

Finally, the student leader cohort combined responses from ADS and RA roles, which differ in training intensity and responsibilities. Analysing these groups collectively may mask variations in leadership-specific outcomes.

Summary:

Overall, this methodology allowed the collection of timely, group-specific feedback, providing insight into participants' understanding, confidence, and perceptions immediately following the training sessions.

Results and Analysis:

Awareness Prior to Training

Both new and returner students were asked whether they had heard the term gender-based violence (GBV) before attending college, providing context for interpreting post-training improvements. The majority of students in both cohorts reported prior awareness. Among new students, 89% had heard of GBV, 6% had not, and 5% were unsure. Returner students reported similar levels, with 88% familiar with the term, 5% unfamiliar, and 7% unsure.

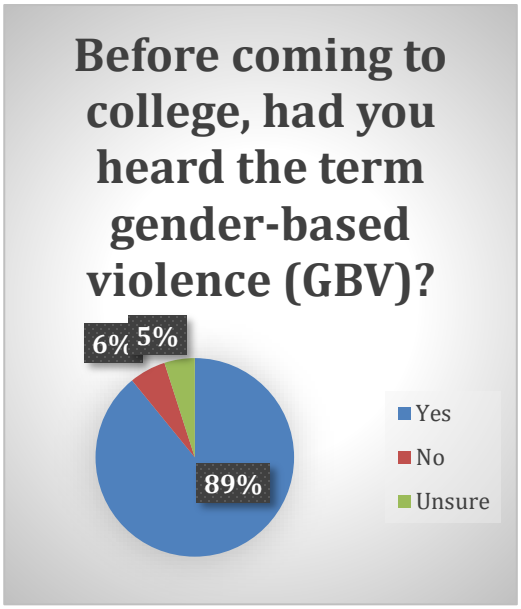


Figure 1: Awareness of GBV prior to College (New Students)

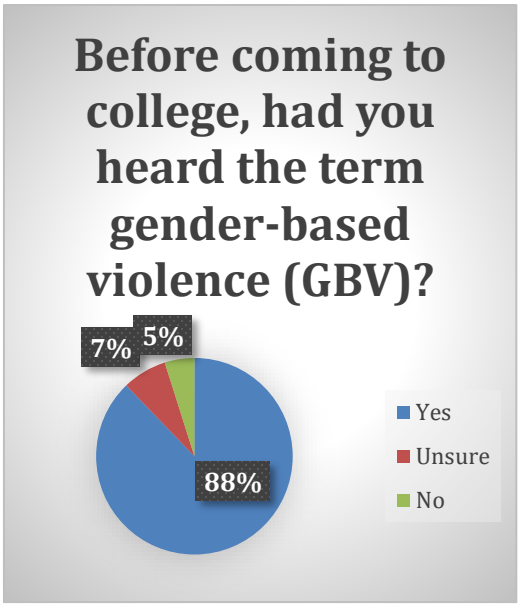


Figure 2: Awareness of GBV prior to College (Returner Students)

These results suggest that most students enter the college environment with at least a basic awareness of GBV. However, the presence of students who were unsure or unfamiliar with the term highlights the continued need for introductory education within the training programme.

This question was not included in the student leader survey, as that training focused on response strategies and leadership-specific skills rather than baseline awareness.

Understanding of Gender-Based Violence

All three cohorts reported increased understanding of what GBV can look like within a university or residential college setting, though differences emerged in the consistency of responses.

Among new students, 96% reported a positive outcome, with a particularly high proportion (73%) selecting *strongly agree*. This concentration of responses at the upper end of the scale indicates strong understanding of GBV, likely supported by multiple training sessions that reinforced key concepts and provided opportunities for reflection and practical application.

In comparison, returner students reported a lower overall positive response rate (83%), with a more dispersed distribution across the scale. The reduction in *strongly agree* responses (56%) and the presence of neutral (7%) and strongly disagree (10%) responses indicate a less consistent level of understanding within this cohort. This variation may reflect the limitations of single-session refresher training, which may be less effective in consolidating knowledge or addressing gaps in prior understanding. It may also suggest differing levels of prior engagement with the material.

Student leaders demonstrated the most consistent outcomes, with 100% reporting increased understanding and 77% selecting strongly agree. The absence of neutral or negative responses highlights the impact of targeted, role-specific training, which is more intensive and application-focused.

Overall, these results indicate a clear relationship between training intensity and learning outcomes. Cohorts receiving more comprehensive or tailored training (new students and student leaders) achieved stronger and more consistent understanding, whereas returner students showed comparatively weaker outcomes. This pattern underscores the importance of frequency, depth, and mode of delivery in GBV education, and suggests that refresher sessions may need to incorporate more applied or interactive elements to achieve comparable levels of understanding.

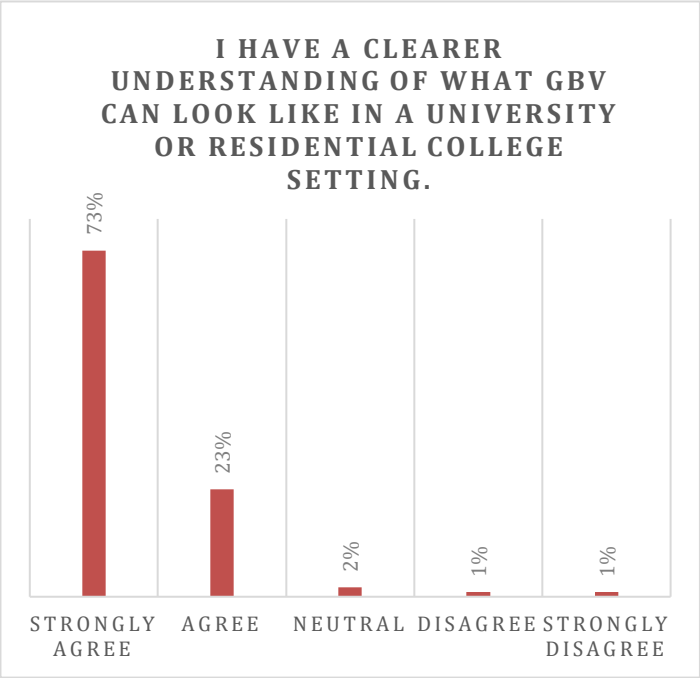


Figure 3: Understanding of What Gender-Based Violence Can Look Like (New Students)

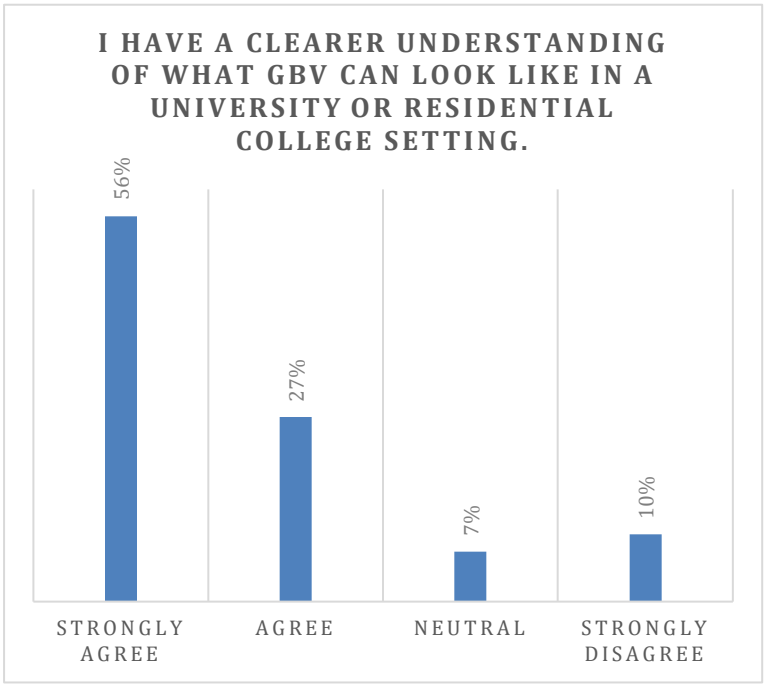


Figure 4: Understanding of What Gender-Based Violence Can Look Like (Returner Students)

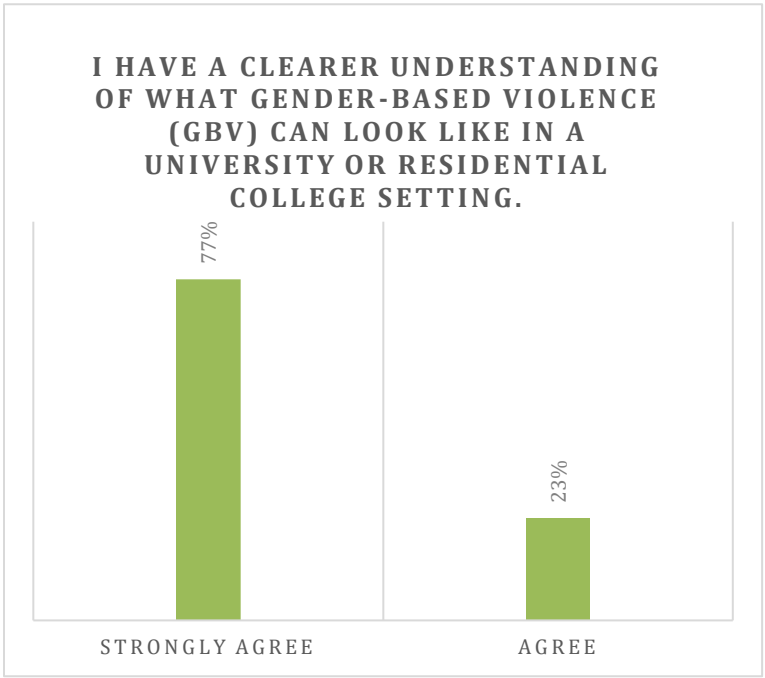


Figure 5: Understanding of What Gender-Based Violence Can Look Like (Student Leaders)

Confidence in Recognising Concerning or Unsafe Behaviour, including GBV

Confidence levels in recognising concerning or unsafe behaviour varied across cohorts. Among new students, confidence was very high, with 68% strongly agreeing and 28% agreeing that they felt confident, resulting in 96% overall positive responses. Only a small fraction selected neutral (3%) or strongly disagree (1%), indicating that nearly all new students feel capable of recognising unsafe behaviour. This high level of confidence likely reflects the impact of multiple training sessions, which reinforce key concepts and provide repeated opportunities for discussion and reflection.

Returner students demonstrated a more variable pattern. While 46% strongly agreed and 34% agreed (80% positive), 5% were neutral and 15% strongly disagreed, suggesting that confidence is less consistent within this cohort. Lower scores may result from limited exposure to refresher training, varying engagement with initial sessions, or the natural decay of confidence over time. This uneven distribution highlights a potential gap in the current training approach for returner students, where not all returners achieve the same level of readiness to recognise and respond to unsafe behaviour.

Student leaders exhibited the highest and most consistent confidence, with 69% strongly agreeing and 31% agreeing, yielding 100% positive responses. This aligns with expectations given the applied, role-specific focus of their training.

Again, these results indicate that repeated and applied training is associated with stronger and more consistent confidence outcomes, and they suggest an opportunity to enhance refresher training for returner students to support more uniform preparedness across the cohort.

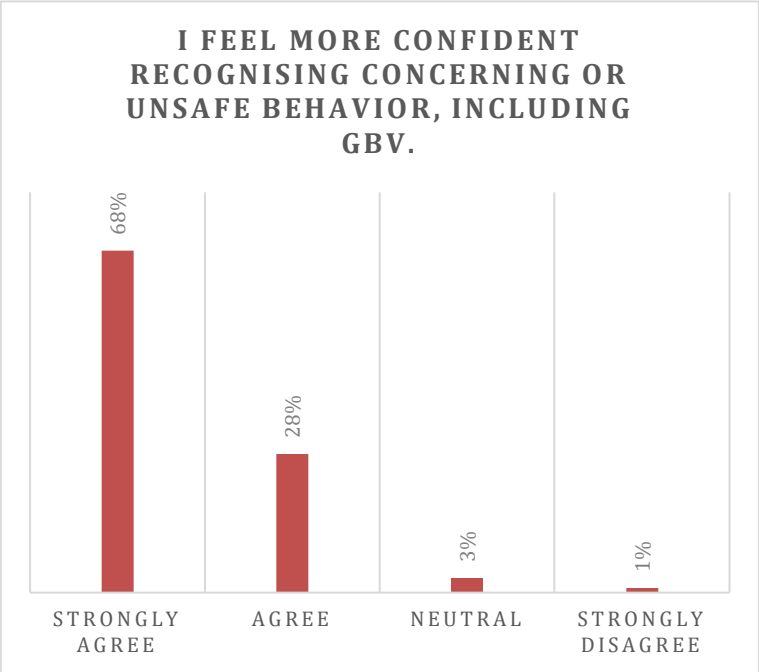


Figure 6: Confidence recognising concerning or unsafe behaviour, including GBV (New Students)

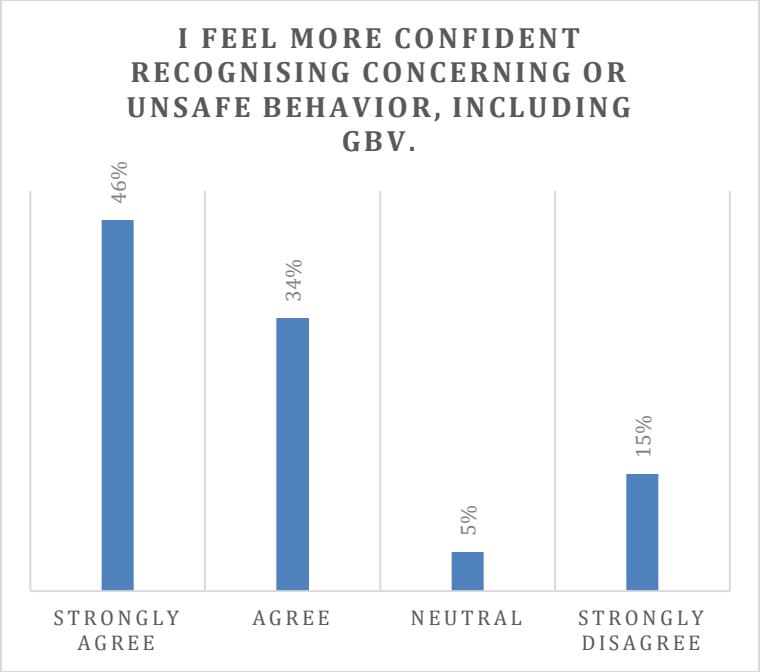


Figure 7: Confidence recognising concerning or unsafe behaviour, including GBV (Returner Students)



Figure 8: Confidence recognising concerning or unsafe behaviour, including GBV (Student Leaders)

Confidence Seeking Help for Myself or Encouraging Others to Seek Support

Following from their ability to recognise unsafe or concerning behaviour, participants were also asked about their confidence in seeking help for themselves or encouraging others to do so.

Among **new students**, confidence remains very high: 73% *strongly agree* and 24% *agree*, giving 97% overall positive responses. Only 1% neutral and 2% *strongly disagree* indicating a strong readiness to act on concerns. This aligns with their strong confidence in recognising behaviour, suggesting that repeated training and engagement foster both awareness and readiness to act.

Returner students showed more variability: 59% strongly agreed and 24% agreed (83% positive), with 5% neutral and 12% strongly disagreeing. This mirrors the variation seen in their confidence recognising unsafe behaviour, suggesting that while most returners feel prepared to seek support or encourage others, some may benefit from reinforced or applied refresher training.

Student leaders report the highest and most consistent confidence, with 83.33% *strongly agree* and 8.33% *agree*, totalling 91.33% positive responses, and only 8.33% neutral. The slight reduction compared to their confidence recognising unsafe behaviour may reflect nuanced self-assessment rather than a lack of competence; leaders may feel confident in theory but have limited practical experience supporting peers.

Overall, the findings demonstrate a logical progression from recognising concerning behaviour to feeling more confident seeking support. Cohorts with intensive or targeted training, new students and student leaders, show high and consistent confidence, while returner students display greater variability, highlighting the importance of refresher programmes that not only reinforce recognition skills but also explicitly guide students in practical steps to seek help or support others. This approach can help convert awareness into action, strengthening safety and wellbeing across the college community.

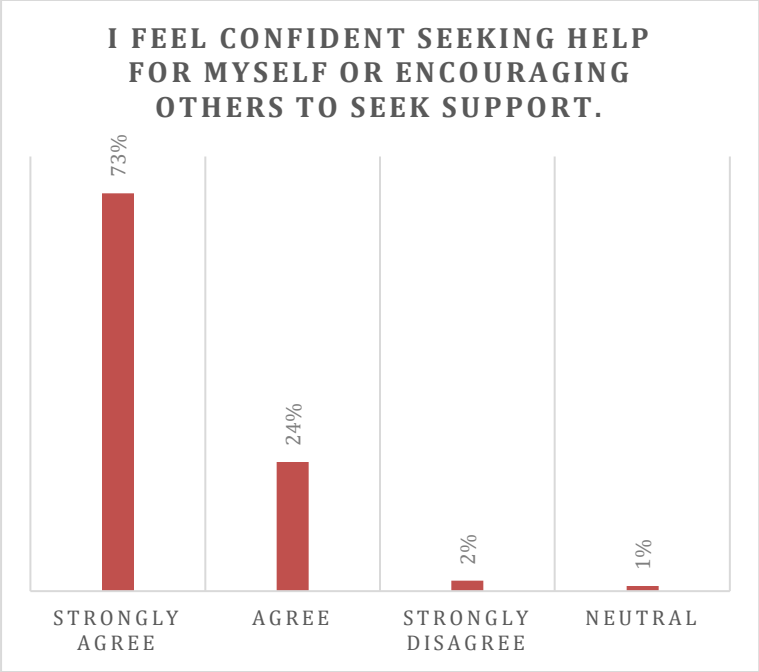


Figure 9: Confidence seeking help for themselves or others (New Students)

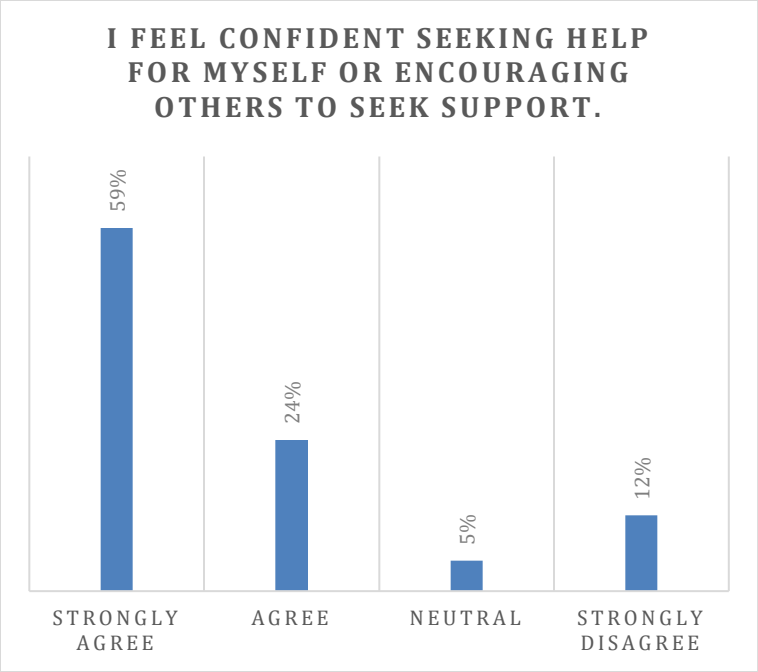


Figure 10: Confidence seeking help for themselves or others (Returner Students)

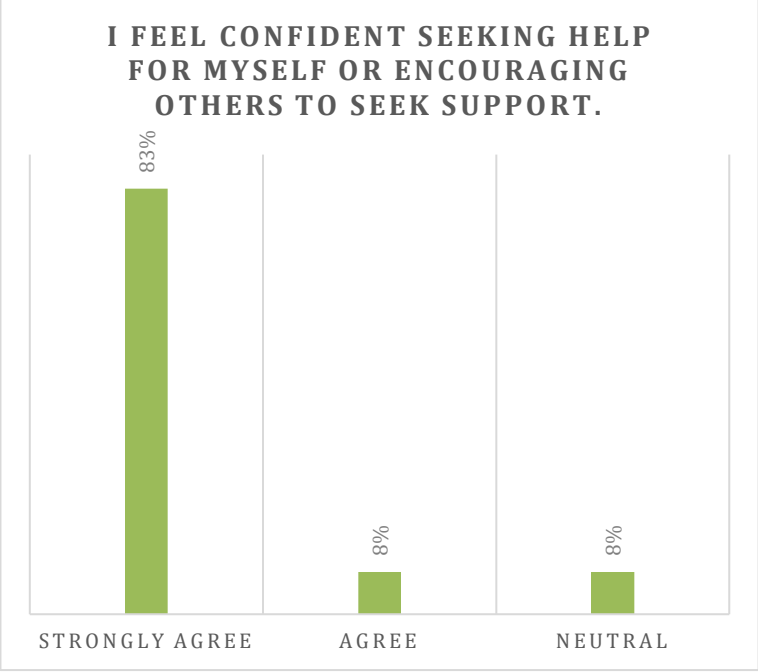


Figure 11: Confidence seeking help for themselves or others (Student Leaders)

Awareness of Access to Support Services

Awareness of how to access support services was high across all cohorts, though differences emerged in the consistency of responses.

New students reported the strongest and most uniform outcomes, with 99% indicating they know who to contact, including 69% selecting strongly agree. This consistency suggests that repeated exposure across multiple sessions is effective in embedding clear and accessible knowledge of support pathways at the point of entry into the college environment.

Returner students also demonstrated generally strong awareness (85% positive), but responses were more varied: 56% strongly agreed, while 12% strongly disagreed. This indicates that although most returners retain knowledge of support pathways, a small subset may lack confidence or clarity, possibly reflecting reduced reinforcement over time or differences in engagement with refresher training.

Student leaders reported high overall awareness (92% positive), with no negative responses, though 8% selected neutral. While small, this indicates that a subset of leaders may feel less confident or uncertain in applying their knowledge. While this may reflect a more cautious self-assessment, it is also important to consider that the student leader cohort includes both ADS and RAs, who differ in training intensity and level of responsibility. As these groups were analysed together, it is not possible to determine whether responses vary between them; however, this distinction may contribute to the small degree of variation observed. Regardless, given the expectation that student leaders should have strong familiarity with support services, this variation warrants ongoing monitoring and targeted support to ensure all leaders are fully confident in their role.

Overall, the findings suggest that while training is effective in building awareness of support services, students may benefit from additional reinforcement to ensure consistent understanding.



Figure 12: Knowing who to contact and how to access support if GBV occurs at DLC (New Students)

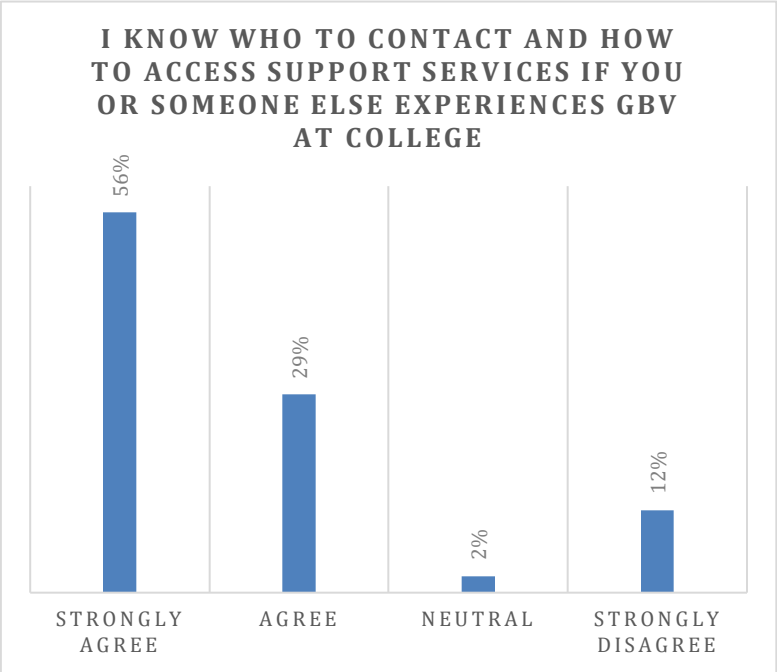


Figure 13: Knowing who to contact and how to access support if GBV occurs at DLC (Returner Students)



Figure 14: Knowing who to contact and how to access support if GBV occurs at DLC (Student Leaders)

Confidence and Practical Application of Training

Confidence in applying session knowledge to everyday situations was high across both new and returner student cohorts, though some variation is evident. This question was not asked of student leaders; their application of knowledge is examined separately through role-specific measures later in this report.

New students reported very strong outcomes across both confidence and practical skill development. A total of 94% indicated confidence in applying what they learned (*63% strongly agree*, *31% agree*), closely aligned with 95% who agreed that they gained practical information and skills (*64% strongly agree*, *31% agree*). Minimal neutral (3–4%) and negative (2%) responses suggest that the training is both accessible and effective in equipping new students with immediately applicable knowledge.

Returner students showed slightly lower overall confidence (83% positive) and a more dispersed response pattern. While 75% agreed they gained practical skills (46% strongly agree, 29% agree), neutral, disagree, and strongly disagree responses accounted for 25% of the cohort, reflecting fewer uniform perceptions of their ability to apply learning.

This divergence may reflect prior experience, where returners take a more critical or realistic view of both their confidence and the practical use of training. It may also indicate natural decay of skills and confidence over time or highlight complexities encountered in real-world contexts that were not fully addressed during returner sessions.

Overall, while outcomes remain strong, the greater variability among returners across both confidence and practical skills highlights an opportunity for targeted reinforcement, such as refresher training and more advanced, scenario-based learning, to better support sustained application in real-world contexts.



Figure 15: Confidence applying session knowledge to everyday situations (New Students)



Figure 16: Confidence applying sessions knowledge to everyday situations (Returner Students).

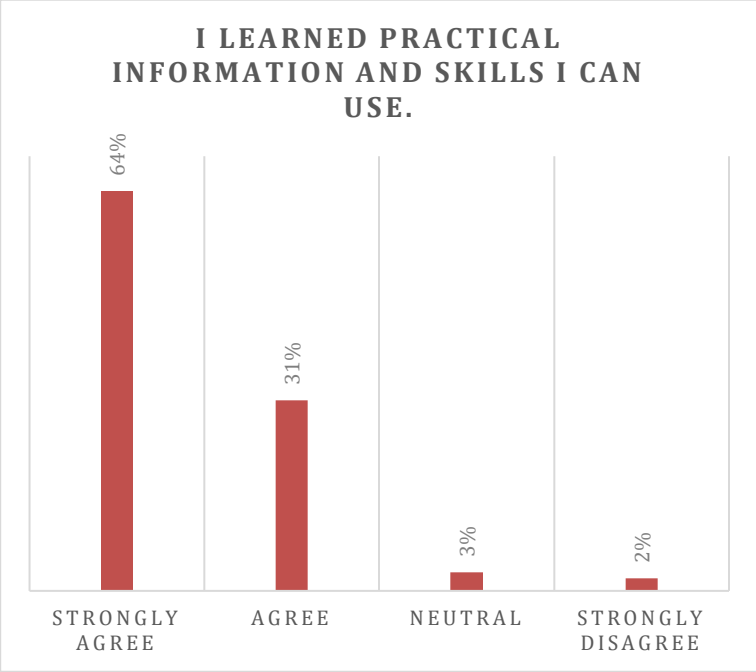


Figure 17: Practical information and skills I can use (New Students)

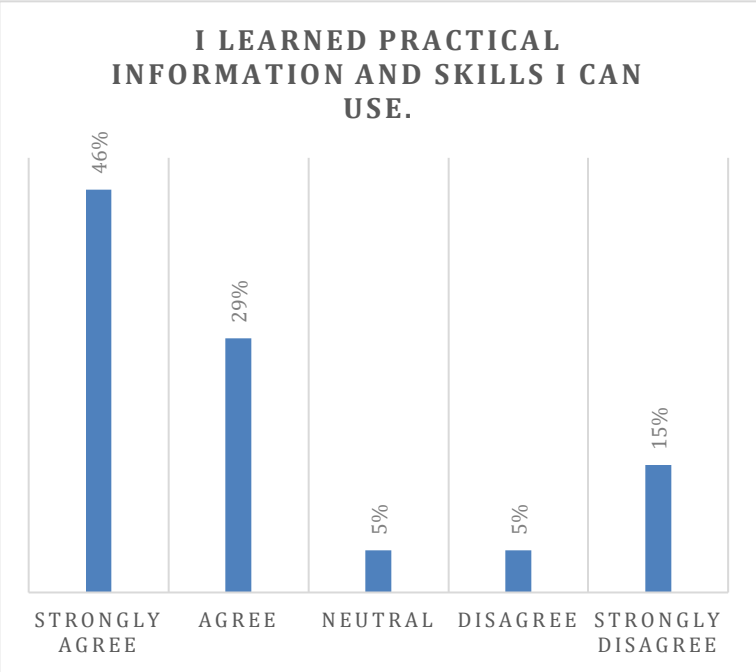


Figure 18: Practical information and skills I can use (Returner Students)

Fostering a Respectful College Culture

Overall, the training programme appears to make a **strong contribution to fostering a safer and more respectful college culture**, with consistently high positive responses across all three measures: trauma-informed delivery, contribution to college culture, and relevance to students' experiences. However, notable differences emerge between cohorts, particularly among returner students.

New students reported very strong outcomes across all areas. The vast majority agreed that sessions were delivered in a respectful and trauma-informed way (96% positive), that the programme contributes to a safer and more respectful college culture (94% positive), and that the content was relevant to their experience (95% positive). Negative and neutral responses were minimal, indicating that the training is both well-received and perceived as meaningful and appropriate for those new to the college environment. This consistency suggests the programme is highly effective in setting expectations and establishing a positive culture early on.

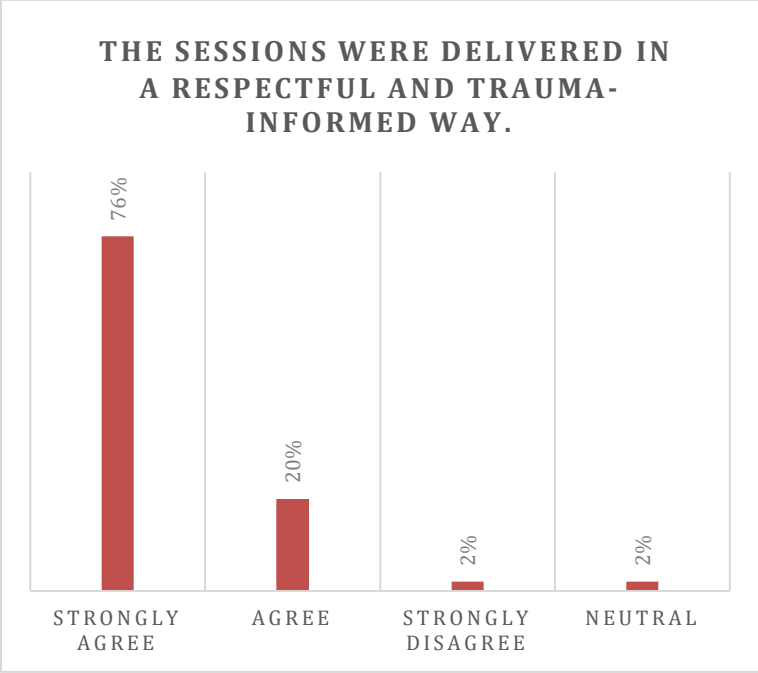


Figure 19: Sessions were trauma informed and respectful (New Students)

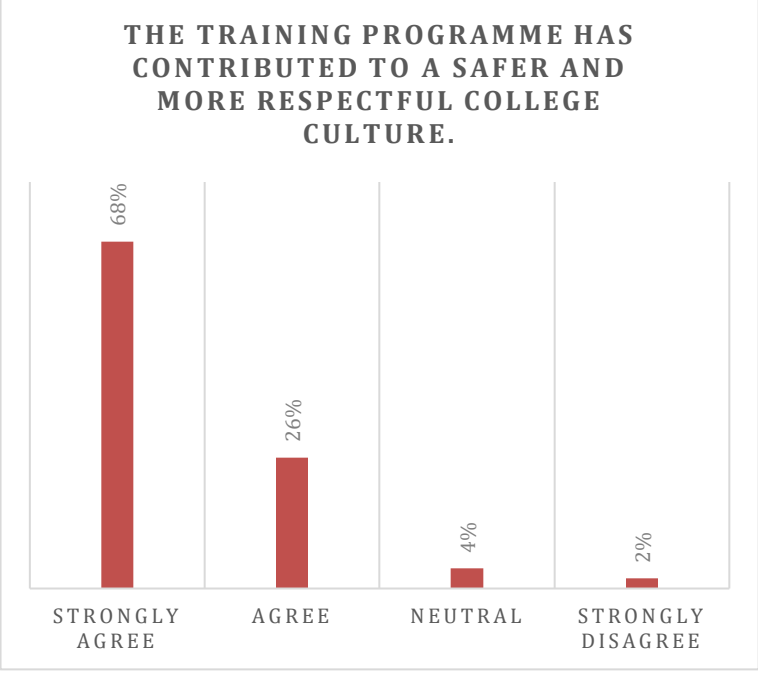


Figure 20: Training has contributed to a safer and more respectful college (New Students)

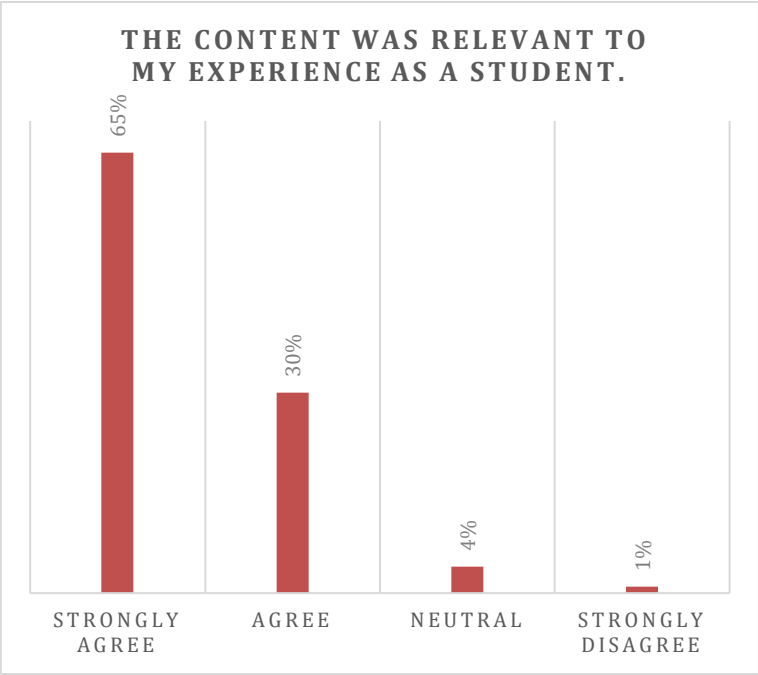


Figure 21: Training relevance to students (New Students)

Student leaders also reported overwhelmingly positive perceptions. All respondents agreed that sessions were delivered in a respectful and trauma-informed way (100% positive), and 92% agreed that the programme contributes to a safer and more respectful culture. Perceived relevance was slightly lower, though still strong (85% positive, 15% neutral). The absence of negative responses across all measures suggests a high level of alignment with the programme's intent. The slightly higher neutrality around relevance may reflect the diverse experiences within this cohort or the fact that leaders engage with the content from a more applied or critical perspective.

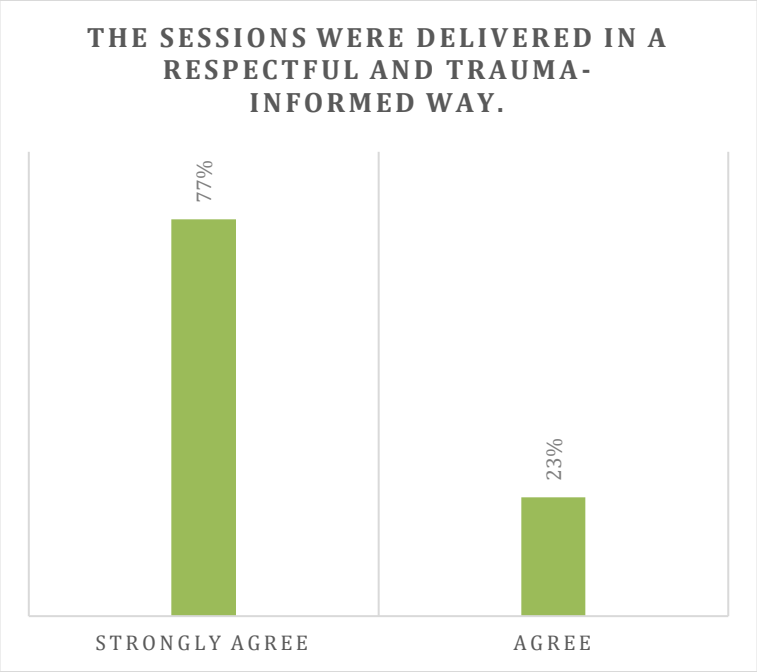


Figure 22: Sessions were trauma informed and respectful (Student Leaders)

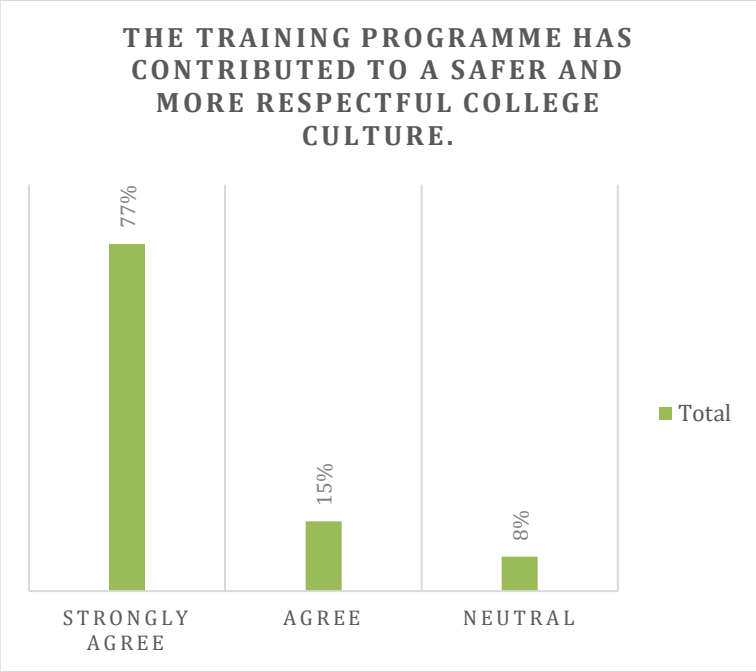


Figure 23: Training has contributed to a safer and more respectful college (Student Leaders)

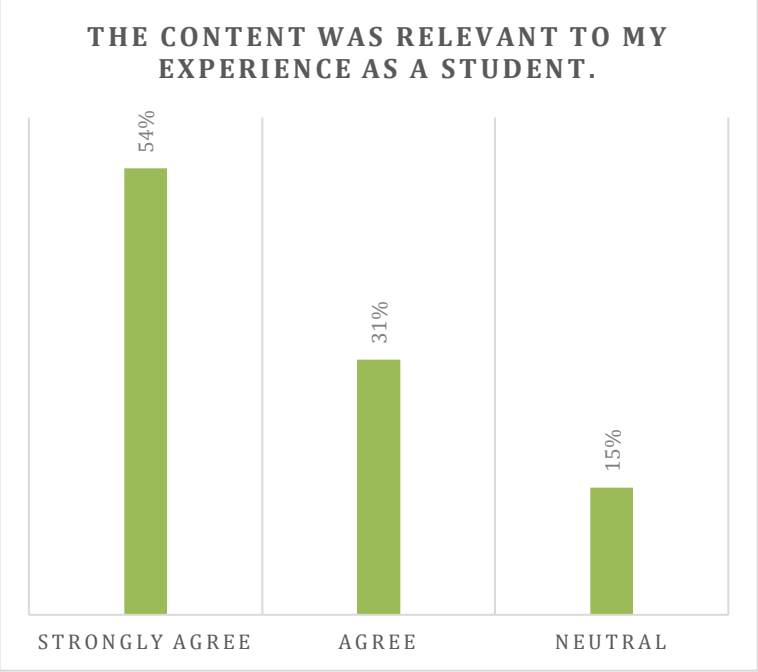


Figure 24: Training relevance to students (Student Leaders)

Returner students, in contrast, displayed a more varied pattern across all measures. While the majority responded positively (75% for trauma-informed delivery, 78% for contribution to culture, and 71% for relevance), neutral and negative responses were more prominent, with strongly disagree accounting for 12–15% across measures. This variation among returner students may be because, with more experience at the college, they are naturally more critical or selective in how they evaluate the training. The content may feel less new or less useful if it repeats material they have seen before. Their past experiences can also influence how relevant they find the training and how much they feel it adds to the college culture they already know.

Taken together, these findings suggest that while the training is effective at building a respectful college culture, especially for new students and student leaders, there is an opportunity to make it more engaging and relevant for returner students. This could include offering more advanced, discussion-based content that builds on what they already know and reflects their lived experiences within the college.

Student Leader Specific Data

As outlined previously, student leaders were asked more detailed and role-specific questions as part of the evaluation. This approach better reflects the responsibilities associated with their position and enables a more targeted assessment of their preparedness to respond to complex situations within the residential environment.

Responding to Disclosures of Harm or Violence:

Responding to disclosures of harm or violence is a key responsibility of student leaders, making it important to assess their confidence and clarity in this area. Overall, student leaders reported strong understanding, with 54% *strongly agreeing* and 38% *agreeing* that they know what to do if someone discloses an experience of harm or violence (92% positive). A small proportion (8%) selected neutral, and no respondents indicated disagreement.

These findings suggest that the training has been largely effective in equipping student leaders with the foundational knowledge required to respond appropriately to disclosures. The high proportion of positive responses indicates that most leaders feel prepared to take

appropriate action, which is critical given their role as first points of contact within the residential community.

However, the presence of neutral responses, while relatively small, is should be noted. This may indicate that some student leaders feel uncertain about applying this knowledge in practice, particularly in complex or high-pressure situations. Responding to disclosures often involves navigating emotional distress, institutional procedures, and personal responsibility, which can challenge confidence even when conceptual understanding is present.

This suggests that while the training successfully builds awareness, there may be value in further strengthening **applied confidence and decision-making**. Incorporating more scenario-based learning, role-play, or structured response frameworks could help ensure that all student leaders feel fully prepared to respond effectively in real-world contexts.

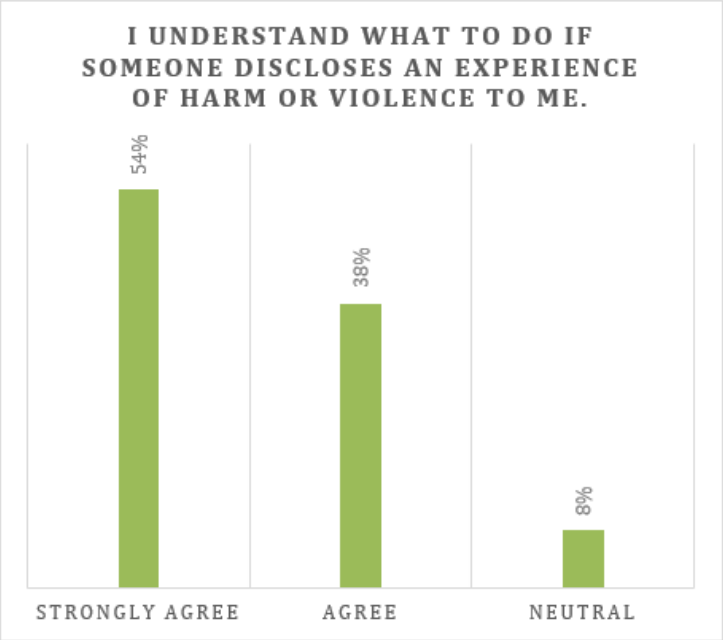


Figure 25: Understanding of how to respond to disclosures (Student Leaders)

Understanding Confidentiality and Reporting Responsibilities:

Student leaders reported a generally strong understanding of confidentiality and reporting responsibilities, though responses were more evenly distributed than in other areas.

Overall, 92% indicated agreement, with an equal split between *strongly agree* (46%) and *agree* (46%), while 8% selected neutral and no respondents disagreed.

While this reflects a solid baseline understanding, the even distribution between agreement levels may suggest a slightly lower level of confidence compared to other aspects of training, such as responding to disclosures or providing emotional support. This pattern indicates that, although student leaders broadly understand the principles of confidentiality, they may feel less certain in their ability to apply them confidently.

The presence of neutral responses further reinforces this interpretation. Confidentiality is inherently complex, requiring individuals to balance privacy, duty of care, and college policies. Determining when information should remain confidential and when it must be escalated often involves complex judgement, which may not always feel straightforward in practice.

These findings suggest that while the training establishes core knowledge effectively, there is scope to strengthen **practical application and clarity in decision-making**. Providing clear frameworks, worked examples, or scenario-based exercises could support more consistent confidence and application in real-world situations.

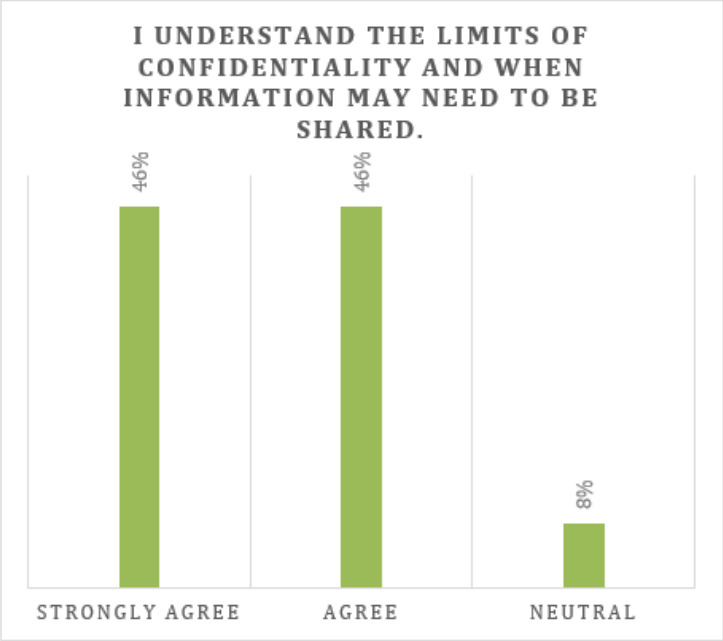


Figure 26: Understanding of confidentiality limits (Student Leaders)

Confidence in Providing Emotional Support:

Student leaders reported high levels of confidence in their ability to respond calmly and supportively to someone who is distressed. A total of 92% of respondents indicated agreement, with 67% *strongly agreeing* and 25% *agreeing*, while 8% selected *neutral*. No respondents indicated disagreement.

These results suggest that the training has been effective in developing student leaders' confidence in providing immediate emotional support, a key interpersonal skill within their role. The relatively high proportion of *strongly agree* responses indicates that many leaders feel assured in their ability to remain calm and respond appropriately in emotionally charged situations.

However, the presence of neutral responses indicates that a small proportion of student leaders may still feel uncertain about applying these skills in practice. Providing support to distressed individuals can be unpredictable and emotionally demanding, requiring not only knowledge but also confidence, empathy, and situational judgement.

When considered alongside other findings, this area appears stronger than understanding of confidentiality, but slightly less consistent than overall conceptual understanding of GBV among leaders. This suggests that while the training is effective in building interpersonal confidence, there may be value in further reinforcing these skills through practical application and rehearsal.

Incorporating additional opportunities for role-play, peer feedback, or guided practice may help ensure all student leaders feel fully prepared to respond calmly and supportively in real-world situations.

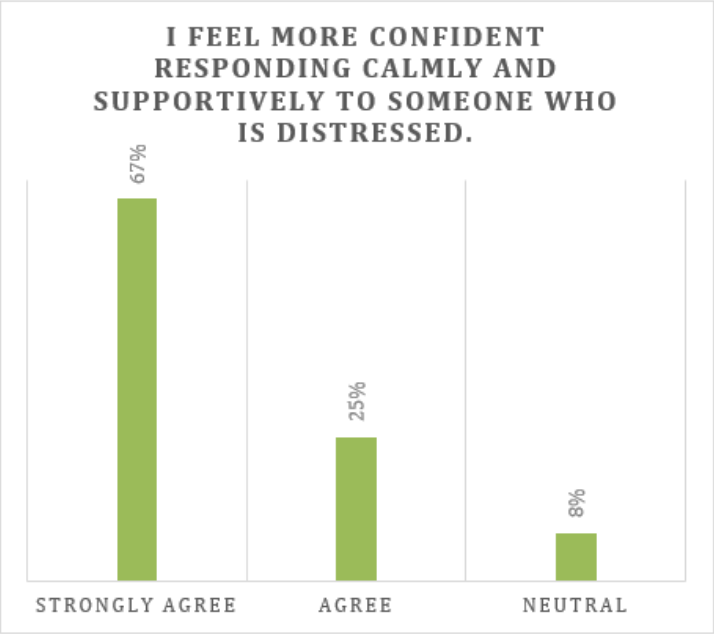


Figure 27: Confidence responding (Student Leaders)

Perceived Effectiveness of Training Sessions

As new students and student leaders participated in multiple training sessions, they were asked to identify which sessions they found most helpful in developing their understanding of safety, respect, and support within the college environment.

As shown in Figure 27, responses from **new students** indicate that the *Bystander Ethics* session was perceived as the most impactful, receiving the highest number of selections (28%). This was followed by *Just Four Words* (22%) and *Drugs and Alcohol* (21%), with a similar number of students indicating that *all sessions* were helpful overall (21%). Fewer students selected the *Psychologist* session (5%) or *Other* (4%).

he prominence of the *Bystander Ethics* session suggests that students particularly value **practical, action-oriented content** that provides clear guidance on how to respond to concerning behaviours. This aligns with broader findings across the evaluation, where

confidence in recognising and responding to unsafe situations was a key outcome of the training.

The relatively even distribution across several sessions, including a notable proportion of students selecting *all sessions*, indicates that the programme is effective as a **multi-component model**, where different sessions contribute complementary knowledge and skills. Foundational sessions such as *Just Four Words* may support conceptual understanding, while sessions like *Drugs and Alcohol* provide contextual awareness of risk factors within the college environment.

The lower selection of the *Psychologist* session may suggest that, while valuable, it was perceived as less directly applicable to students' day-to-day experiences, or less clearly linked to actionable behaviours. This may indicate an opportunity to more explicitly connect this content to practical scenarios or integrate it more closely with other sessions.

Overall, these findings highlight the importance of **interactive and applied learning approaches**, particularly those that empower students to take action. They also reinforce the value of delivering training as a series of interconnected sessions rather than as a single intervention.

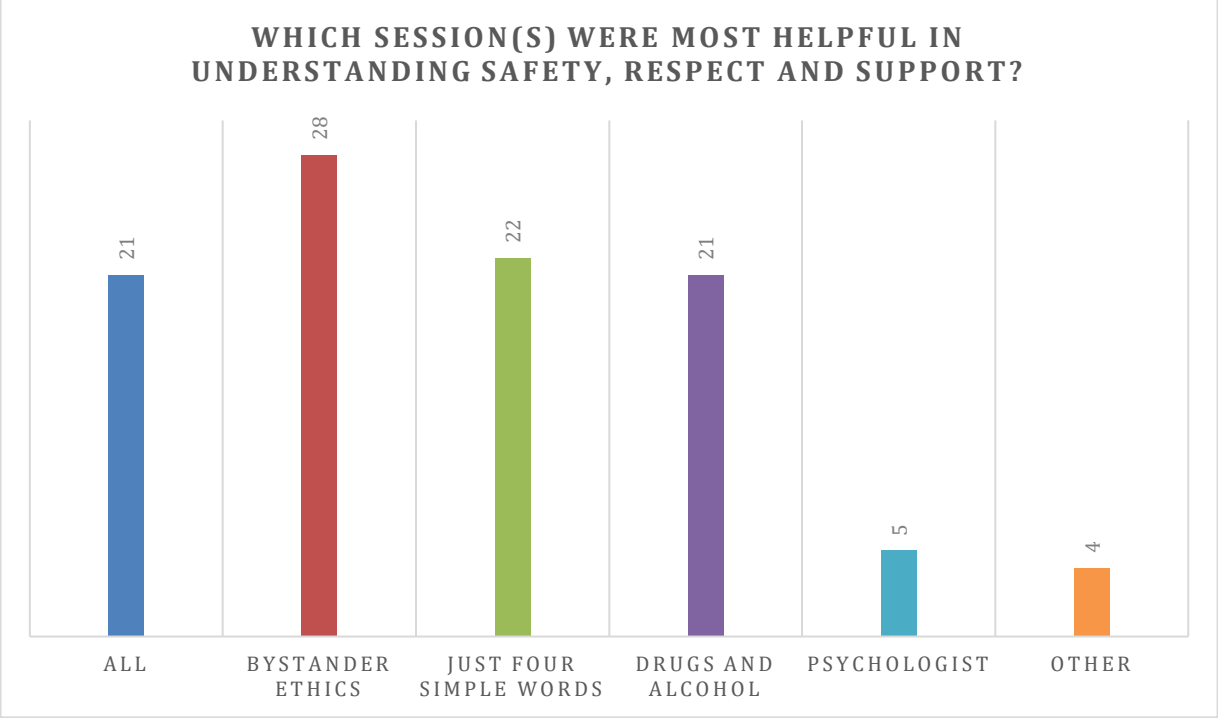


Figure 27: Most helpful session(s) (New Students)

Student leaders were also asked to identify which training sessions they found most helpful, with responses reflecting a distinct pattern aligned with the demands of their role. The most frequently selected sessions were *Setting Good Boundaries* (29%) and *Just Four Words* (29%), followed by *All sessions* (14%) and *Communication with Care* (14%). Fewer leaders selected *Bystander Ethics* (7%) and *Cultural Awareness* (7%).

The prominence of *Setting Good Boundaries* highlights the importance of role clarity, personal limits, and responsibility for student leaders. This is consistent with their position, which requires balancing peer support with college policies, including referral and escalation processes.

Similarly, the strong selection of *Just Four Words* and *Communication with Care* illustrates the value of communication-focused training within leadership roles, though each appears to contribute in different ways. *Just Four Words*, which focuses on GBV, reporting pathways, and responding to disclosures, likely strengthens leaders' confidence in navigating sensitive, high-stakes conversations. In contrast, *Communication with Care*, which emphasises non-judgemental listening, de-escalation, and emotional support, appears to build broader interpersonal skills that enable leaders to respond effectively to students in distress.

In comparison to new students, the lower emphasis on *Bystander Ethics* may suggest that student leaders are already familiar with foundational bystander principles, or that they prioritise more advanced, role-specific skills over introductory content.

The selection of *All sessions* by a proportion of respondents further supports the value of the programme as a comprehensive training model, where different sessions collectively contribute to a holistic understanding of safety, respect, and support.

Overall, these findings suggest that student leaders place greater value on applied interpersonal skills, boundary-setting, and role-specific knowledge, reflecting the practical demands of their role. This reinforces the importance of tailoring training to different cohorts, with leadership programmes benefiting from a stronger emphasis on communication, decision-making, and role clarity.

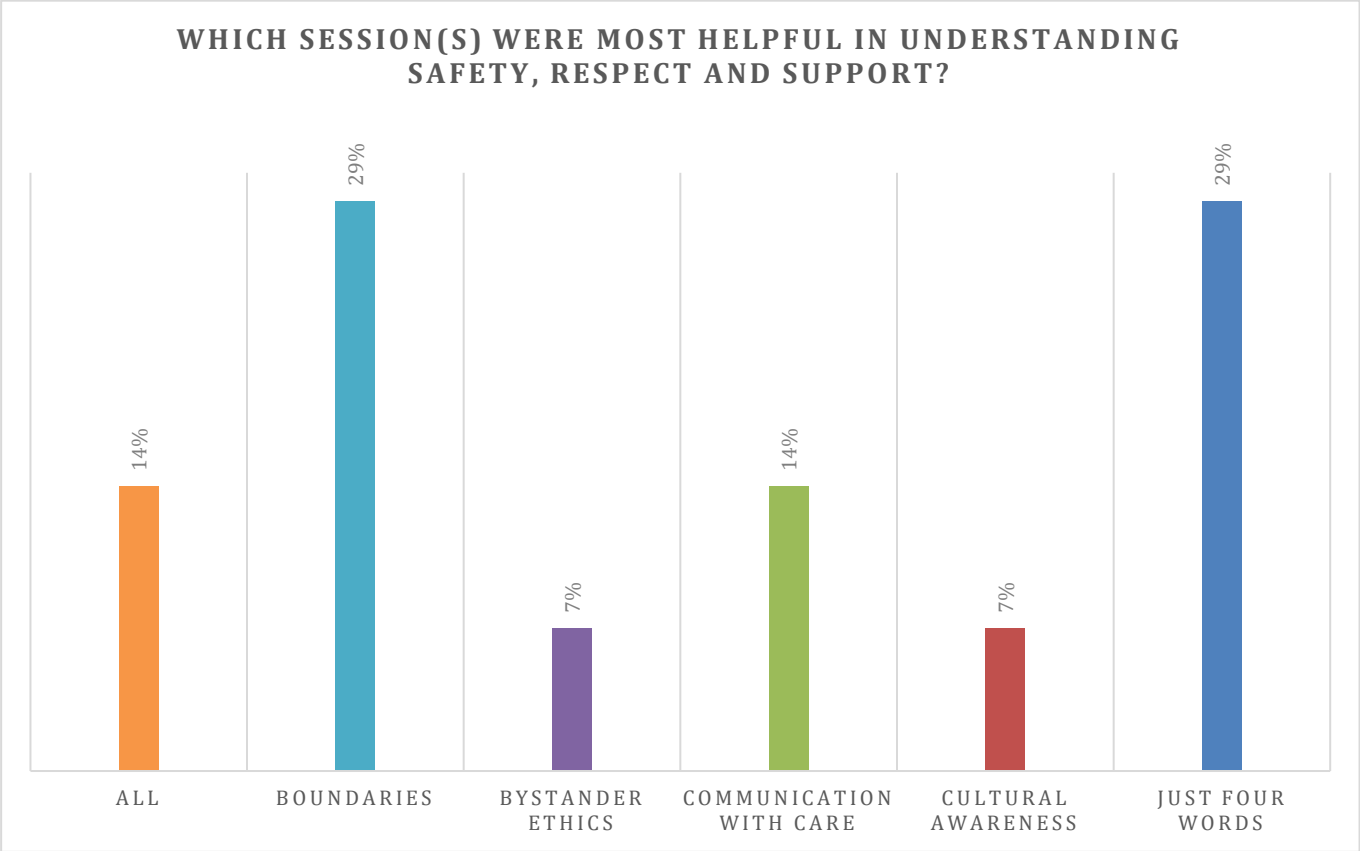


Figure 27: Most helpful session(s) (Student Leaders)

As returner students did not attend multiple sessions, they were not asked this question.

Qualitative Feedback

All three cohorts were asked whether they would like additional information or further training on safety, consent, support pathways, or gender-based violence (GBV). Responses were analysed to identify common themes.

Returner students indicated that online delivery reduced their engagement with the training. They also highlighted a desire for more guidance and support regarding hazing, suggesting a need for clearer information on safe practices and how to respond if concerns arise.

New students expressed interest in receiving additional guidance on sexually transmitted infections (STIs), ways male students can support female students to feel safe on campus, and specific examples of GBV relevant to university settings.

Student leaders reported wanting more guidance on how to discuss GBV in a way that is not intimidating, further strategies for responding to disclosures, and content focused on LGBTQ+ GBV. Feedback also suggested that student leaders would benefit from additional support in understanding de-escalation processes within the college context.

Key Insights Summary

- **Training effectiveness:** The GBV training programme successfully increased students' understanding of GBV, awareness of support pathways, and confidence in responding to unsafe behaviours.
- **Cohort differences:** New students and student leaders demonstrated the highest and most consistent outcomes, reflecting multiple or targeted sessions. Returner students showed improvement but exhibited more variability, suggesting refresher sessions may need enhancement.
- **Applied skills and practical confidence:** Students particularly valued interactive, applied content such as bystander ethics, boundary-setting, and communication-focused sessions. Leadership-focused sessions strengthened confidence in handling disclosures, providing emotional support, and managing complex peer interactions.
- **Emerging needs:** Returner students requested more guidance on hazing and refresher content, new students wanted more information on STIs and campus safety, and student leaders sought further insights on LGBTQ+ GBV, de-escalation strategies, and non-intimidating ways to discuss sensitive topics.
- **Programme delivery:** Multiple, interconnected sessions appear more effective than single interventions. Role-specific tailoring enhances relevance, engagement, and skill application, particularly for student leaders.

Recommendations

1) **Enhance refresher training for returner students**

- Introduce **short, scenario-based refresher modules** throughout the year to reinforce key concepts and maintain confidence.
- Incorporate **peer-led discussions, role-play, and practical case studies** to allow students to practise responding to unsafe situations in a safe, guided environment.
- Provide **reference materials or quick-guidance tools** to support immediate decision-making and reinforce learning over time.

2) **Maintain multi-session, applied training for new students**

- Continue offering a combination of conceptual, applied, and contextual sessions (e.g., *Just Four Words*, *Bystander Ethics*, *Drugs and Alcohol*) to reinforce knowledge and readiness to act.
- Ensure practical, action-oriented content remains central to sessions, as this was highly valued by new students.

3) **Strengthen leadership-specific development** year-round

- Continue providing guidance, resources, and scenario-based reinforcement to support student leaders in applying skills such as responding to disclosures, managing confidentiality, de-escalation, and supporting diverse students.
- Ensure leaders feel consistently confident throughout the year, reinforcing training already delivered and maintaining readiness to respond in real-world situations.
- Integrate content on LGBTQ+ GBV, inclusive support practices, and non-intimidating communication strategies to increase preparedness across diverse contexts.

4) **Tailor training content by cohort experience**

- Continue adapting content for returner students based on prior knowledge and lived experience, making it discussion-based and more advanced to increase engagement and perceived relevance.
- Include short modules addressing gaps identified in qualitative feedback (e.g., hazing, campus safety for female students, and STI awareness).

5) **Ongoing monitoring and evaluation**

- Implement periodic follow-up surveys to track knowledge retention, confidence, and practical application over time across all cohorts.
- Use cohort-specific feedback to identify gaps and adjust training content, methods, and delivery formats iteratively.
- Introduce metrics for practical skill application, such as self-reported incidents of intervention or peer support, to measure the real-world impact of training.
- Strengthen ongoing feedback mechanisms by maintaining accessible and anonymous reporting channels, like RespectX, to capture student experiences, identify emerging concerns, and inform timely responses.

Conclusion

The 2026 GBV training programme at the College has demonstrated strong effectiveness in increasing students' understanding of gender-based violence, awareness of support services, and confidence in responding to unsafe behaviours. Multi-session applied learning approaches were particularly impactful, with new students and student leaders showing high and consistent outcomes, reflecting the benefits of repeated engagement and targeted, role-specific content.

Returner students also showed positive outcomes, though some variability in confidence and practical readiness was observed. This highlights the importance of ongoing reinforcement, applied practice, and scenario-based learning to consolidate skills and ensure consistent preparedness across the cohort.

The evaluation further indicates that students value interactive and practical sessions, such as bystander ethics, boundary-setting, and communication-focused content, which enhance confidence in recognising and responding to real-world situations. Leadership-focused training effectively strengthened student leaders' capacity to manage disclosures, provide emotional support, and uphold a safe and respectful college culture.

Overall, the programme contributes meaningfully to fostering a safe, trauma-informed, and respectful residential environment. Continued refinement, through refresher modules, targeted applied exercises, and ongoing monitoring, will ensure that all cohorts, particularly returner students, maintain confidence and capability in responding to GBV. By building on these foundations, the College can sustain a culture of safety, respect, and proactive support for all students.

Appendix

Appendix 1: The *National Higher Education Code to Prevent and Respond to Gender-based Violence (National Code):* [National Code - Department of Education, Australian Government]

Appendix 2:

Dunmore Lang College Annual Training Framework – *Safe and Respectful College*

Program / Activity Type	**Provider**	**Learning Intentions**	**New Students**	**Returning Students**	**Student Leaders / RAs**	**Staff**	**Board**	**Frequency**	**Timeframe**	**Outcomes**
GBV Prevention & Respectful Relationships	Fearless Fox	Understanding GBV, consent, respectful relationships, reporting and support pathways	✓	✓	✓	✓		Annual	Orientation Week / Ongoing	To be updated
Bystander Ethics	Catholic Care	Ethical bystander intervention and trauma-informed responses	✓	✓	✓			Annual	Orientation Week / February	

Career Killers	Adair Donaldson	Behavioural expectations, consent, accountability, legal and career impacts	✓	✓				Annual	Orientation Week / February	
Cultural Awareness Training	Walanga Muru (MQ)	Cultural respect, Indigenous knowledge, inclusive community practice	✓	✓	✓	✓		Annual	Orientation / February / Staff PD	
Leadership Foundations (RA / ADS)	Crosscheck / Emily Itto	Values-based leadership, self-awareness, role clarity			✓			Annual	November / February	
Event Safety & Culture	Fearless Fox	Safe, inclusive event design and leadership influence			✓			Annual	February	
Fire Safety, First Aid & CPR	Elite Fire / Real Response	Emergency response and safety capability			✓			Annual	November	
Wellbeing, Boundaries & Self-Care	Bareena Scott	Sustainable leadership, boundaries, self-care and support			✓			Annual / Monthly	February / Ongoing	
RespectX Reporting & Case Management	RespectX	Use of reporting systems and support pathways	✓	✓	✓	✓		Annual	Orientation / Start of Year	
Safer Communities @ MQ (Online)	Macquarie University	Respectful behaviour, consent, bystander awareness	✓					Annual	Orientation Week	
Board Education & Sector Briefings	External Providers	Governance oversight of GBV obligations and best practice					✓	Ongoing	Throughout Year	